Cover Sheet: Request 15459

SPN 4XXX – Developing and Assessing Second Language Fluency

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	11/11/2020 8:46:53 PM
Updated	2/4/2021 2:39:42 PM
Description of request	Requesting permanent course number for this class, that has been offered multiple times previously under a rotating topics number.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward		11/11/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/4/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/4/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|New for request 15459

Info

Request: SPN 4XXX – Developing and Assessing Second Language Fluency
Description of request: Requesting permanent course number for this class, that has been offered multiple times previously under a rotating topics number.
Submitter: Gillian Lord-Ward glord@ufl.edu
Created: 3/9/2021 11:25:41 AM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
SPN

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
4

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
xxx

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Advanced

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Developing and Assessing Second Language Fluency

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Dev. Asses. L2 Fluency

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Examines notion of fluency and oral proficiency in a second language, focusing on linguistic description and analysis. Provides students with the opportunity to practice and perfect their own fluency in Spanish.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
SPN3700

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This is an upper division course in Hispanic Linguistics that we have offered several times over the past years under a rotating topics number. It is a popular addition to our 4th year courses, and we would like to make it permanent.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Evaluate the concept of fluency from a linguistic perspective.
Interpret and apply the academic literature on the subject of second language fluency.
Improve spoken fluency in Spanish.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

• ACTFL Proficiency Guidelines 2012. http://actflproficiencyguidelines2012.org/speaking.
• Cucchiarini, C. , Strik, H. & Boves, L. (2000). "Quantitative assessment of second language learners' fluency by means of automatic speech recognition technology." Journal of the Acoustical Society of America 107:2 (989–999).
• DeJong, N. H., Groenhout, R., Schoonen, R., & Hulstijn, J. (2013). "Second language fluency: Speaking style or proficiency? Correcting measures of second language fluency for first language behavior." Applied pscyholinguistics (1-21).
• Derwing, T. M., Rossiter, M. J., Munro, M. J. & Thomson, R. I. (2004). "Second language fluency: Judgments on different tasks." Language Learning 54:4 (655 – 679).
• Ellis, R. (2009). "The differential effects of three types of task planning on the fluency, complexity and accuracy in oral production." Applied Linguistics 30:4 (474-509).
• Freed, B. F., N. Segalowitz & D. P. Dewey. (2004). "Context of learning and second language fluency in French: Comparing regular classroom, study abroad, and intensive domestic immersion programs." Studies in Second Language Acquisition26 (275-301).
• García-Amaya, L. (2009). "New findings on fluency measures across three different learning contexts." In J. Collentine et al. (Eds.), Selected Proceedings of the 11th Hispanic Linguistics Symposium, pp. 68-80. Somerville, MA: Cascadilla Proceedings Project.
• Gatbonton, E. & Segalowitz, N. (1988). "Creative automatization: Principles for promoting fluency within a communicative framework." TESOL Quarterly 22:3 (473–492).
• Kormos, J. & Dénes, M. (2004). 'Exploring measures and perceptions of fluency in the speech of second language learners.' System 32: 145-164.
• Kroll, J., Michael, M., Tokowicz, N., and Dufour, R. (2002). "The development of lexical fluency in a second language." Second Language Research 18:2 (137-171).

• Lafford, B. A. (2004). "The effect of the context of learning on the use of communication strategies by learners of Spanish as a second language." Studies in Second Language Acquisition 26:2 (201-225).

• Liskin-Gasparro, J. (2003). "The ACTFL Proficiency Guidelines and the Oral Proficiency Interview: A brief history and analysis of their survival." Foreign Language Annals 36:4 (483-490).

• Malone, M. E. (2003). "Research on the Oral Proficiency Interview: Analysis, synthesis, and future directions." Foreign Language Annals 36:4 (491-7).

• O'Brien, I., N. Segalowitz, B. Freed & J. Collentine. (2007). "Phonological memory predicts second language oral fluency gains in adults." Studies in Second Language Acquisition29 (557-582).

• Payne, S. & Whitney, P. (2002). "Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development." CALICO Journal 20:1 (7-32).

• Schmidt, R. (1992). "Psychological mechanisms underlying second language fluency." Studies in Second Language Acquisition 14:4 (357–385).

• Simoes, A. R. M. (1996). "Phonetics in second language acquisition: An acoustic study of fluency in adult learners of Spanish." Hispania 79:1 (87-95).

• Towell, R., Hawkins, R., & Bazergui, N. (1996). "The development of fluency in advanced learners of French." Applied Linguistics 17:1 (84–119).

• Van Lier, Leo. (1989). "Reeling, Writhing, Drawling, Stretching, and Fainting in Coils: Oral Proficiency Interviews as Conversation." TESOL Quarterly 23:3 (489-508).

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Introduction to course; What is fluency
Week 2: Linguistic measures of fluency
Week 3: Temporal aspects of fluency
Week 4: Oral presentation 1
Week 5: Lexical aspects of fluency
Week 6: Phonological aspects of fluency
Week 7: Analyzing linguistic data 1
Week 8: Strategies for oral communication
Week 9: Oral presentation 2
Week 10: Psycholinguistic aspects of fluency
Week 11: Analyzing linguistic data 2
Week 12: Developing fluency in the classroom
Week 13: Developing fluency abroad
Week 14: Analyzing linguistic data 3
Week 15: Oral presentation 3

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Class participation 10%
Active class participation is expected in every class, in the form of involvement in class discussions, willingness to share ideas and opinions, and ability to engage with peers. Participation will be evaluated on a biweekly basis using the rubric provided in Canvas.

Reading log 15%
Students will maintain a weekly log in Spanish in which they note their reactions to and thoughts

about the readings for that week. Consider aspects you disagree or agree with, things you didn't understand, ore areas you'd like to explore further. Graded on a scale of 0 (= no submission) to 3 (=thorough effort and significant contributions).

Discussion questions 5%
Each student will be responsible for preparing discussion questions for ONE article, to be assigned during the first week of classes. Questions will be used in classroom discussion of the articles and topics, led by the student who prepared the questions.

Oral presentations 24%
Although fluency is largely associated with interpersonal communication, presentational skills are equally important. Students will participate in three short presentations during the semester. Topics will be discussed and approved ahead of time. Students will then provide feedback to their peers with ways to improve fluency.

Speech analysis 24%
Studying the linguistic correlates of fluency will allow us to analyze speech for these characteristics. To that end, each student will analyze THEIR OWN SPEECH using the criteria we have discussed and studied. The same recording will be used for each analysis, and we will spend class time practicing the analytical process prior to each assignment.

Final project 22%
For the final project students will analyze the fluency of at least three second language learners of Spanish, using a corpus of oral recordings to be provided. The project will consist of a final paper, written in Spanish, of 5-8 pages in which you describe, assess, and compare the linguistic correlates of fluency for those learners. Details will be provided in class.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Gillian Lord

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes