Code # Enter text…

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Warren Johnson 3/7/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Janelle Collins 3/7/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 3/14/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Dr. Deborah Chappel Traylor 3/15/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Dr. Ruth Owens, Dept. of English, Philosophy, and World Languages, rsupko@astate.edu, 870-972-3481**

2. Proposed Starting Term and Bulletin Year

**Spring, 2018, Bulletin Year 2017-2018**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**SPAN 3723**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Spanish for Professional Use**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Development of specific skills and vocabulary for using the language in a professional setting. Productive skills of writing and speaking are targeted.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **Yes**
   1. If yes, which ones?

**SPAN 2023 or permission of instructor**

* 1. Why or why not?

**A basic level of proficiency is necessary for students to assimilate and use the material contained in the course.**

1. Is this course restricted to a specific major? **No**
   1. If yes, which major?

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**Spring**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**No**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross listed course.

1. Are these courses offered for equivalent credit?

Please explain.

12. Is this course in support of a new program? **No**

a. If yes, what program?

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? **Yes**

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |
| --- | --- | --- |
| **Week** | **Content/Material** | **Communicative Functions/Speaking and Writing Tasks** |
| Week 1 | Introduction to the course and outcomes;  Interpersonal and informal communication: at home and at school | Giving and asking for personal information; increasing the level of detail in writing and speaking |
| Week 2 | Formal communication: at work, at the university; community service – connections between campus and the community | Requesting information by phone and in writing; giving personal information through a job application and job interview; formulaic speech: introductions |
| Week 3 | Rites of transition in the community; local health care | Sharing experiences, ideas and sentiments; writing to express feelings; formulaic speech: making a toast |
| Week 4 | Rites of transition in the world; world views of health | Expressing emotional and physical concerns; relating events in the past |
| Week 5 | Creating a sense of community | Communicating to make connections; writing a brief e-mail message; Explaining events and situations |
| Week 6 | Making community and global connections | Using a formal tone in writing: Writing a formal e-mail message; making a basic business presentation |
| Week 7 | Oral midterm exam  Written midterm exam |  |
| Week 8 | Developing a social conscience: causes of interest to today’s youth | Communicating for persuasion; using visual elements and texts to persuade; writing a persuasive essay; making a request |
| Week 9 | Developing a social conscience: work and jobs related to social causes | Communicating for persuasion; giving a persuasive speech |
| Week 10 | Creativity in action; being conscious of tone | Analyzing different types of texts and discourse |
| Week 11 | Using creativity professionally: exploring inspiration and creativity | Reacting and responding to creative works; telling a story with a purpose |
| Week 12 | Learning as a life-long endeavor: learning about yourself | Communicating to analyze and evaluate; using transitions in speaking and writing |
| Week 13 | Learning as a life-long endeavor: learning in a professional environment | Analyzing and evaluating a website; writing and speaking objectively |
| Week 14 | In-class practice and review of speaking tasks |  |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**None**

19. Department staffing and classroom/lab resources

Existing staff and classrooms will be used.

1. Will this require additional faculty, supplies, etc.?

**No**

20. Does this course require course fees? **No**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Students can be expected to perform spoken and written language tasks, such as requesting information by phone and in writing, composing formal e-mail messages, making a brief business presentation, and writing a persuasive essay in a culturally and linguistically appropriate way. Our program target of the Advanced Low level, according to the ACTFL Oral Proficiency and Writing Proficiency Guidelines, likewise will be used as the target level for this course.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**The BA/BSE in World Languages and Cultures, Spanish emphasis, is designed “to facilitate the communication skills, knowledge and appreciation of diverse languages and cultures that are necessary for students to achieve a successful professional career in today’s global society.” This course addresses the specific Spanish skills that are needed in a professional setting and emphasizes language functions commonly used in a variety of professions.**

c. Student population served.

**Any student with a sufficient level of Spanish (SPAN 2023 or higher) could be served by this course. It also could be used as an elective for majors in World Languages and Cultures, with Spanish emphasis.**

d. Rationale for the level of the course (lower, upper, or graduate).

**The course must be an upper-level course, since the skills learned and practiced in this course build upon basic Spanish skills taught in the Elementary and Intermediate Spanish sequence.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. **[ ]** Global Awareness | * 1. **[ ]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**#1. Oral Proficiency: Converse in the target language on everyday topics such as weather, friends and family; topics pertinent to his/her personal and future professional life; and topics related to the analysis of social and cultural issues with sufficient grammatical, lexical, and phonetic accuracy to be understood by a monolingual native speaker and at minimally the Advanced Low level on the ACTFL scale.**

**#2. Writing Proficiency: Write on everyday topics, topics pertinent to his/her personal and future professional life, as well as topics related to the analysis of social and cultural issues, including those in literature and film, in multiple paragraph, coherent, and cohesive form with sufficient grammatical and lexical accuracy to be understood by a monolingual native speaker.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | **Oral Proficiency: Converse in the target language on everyday topics such as weather, friends and family; topics pertinent to his/her personal and future professional life; and topics related to the analysis of social and cultural issues with sufficient grammatical, lexical, and phonetic accuracy to be understood by a monolingual native speaker and at minimally the Advanced Low level on the ACTFL scale.** |
| Assessment Measure | **Direct: Oral Proficiency Interview (OPI) as a part of Outcome Assessment Exam; Indirect: Faculty Assessment of Graduating Students Questionnaire** |
| Assessment  Timetable | **OPI is administered every semester to program graduates; Faculty Assessment of Graduating Students questionnaire is completed every year.** |
| Who is responsible for assessing and reporting on the results? | **Dr. Ruth Owens administers OPI. Committee led by Dr. Vicent Moreno, Assistant Chair, evaluates results and develops action plans.** |
| **Program-Level Outcome 2 (from question #23)** | **Writing Proficiency: Write on everyday topics, topics pertinent to his/her personal and future professional life, as well as topics related to the analysis of social and cultural issues, including those in literature and film, in multiple paragraph, coherent, and cohesive form with sufficient grammatical and lexical accuracy to be understood by a monolingual native speaker.** |
| Assessment Measure | **Direct: Written Outcome Assessment Exam; Indirect: Faculty Questionnaire** |
| Assessment  Timetable | **Outcome Assessment Exam is administered every semester to program graduates; Faculty Assessment of Graduating Students questionnaire is completed every year.** |
| Who is responsible for assessing and reporting on the results? | **Dr. Ruth Owens facilitates written Outcome Assessment Exam. Committee led by Dr. Vicent Moreno, Assistant Chair, evaluates results and develops action plans.** |
|  |  |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | **Students will be able to speak in Spanish, both formally and informally, with colleagues, co-workers and supervisors in a professional setting and accomplish speaking tasks appropriate to a variety of work environments.** |
| Which learning activities are responsible for this outcome? | 1. **Brief speaking tasks (making introductions, making a toast)** 2. **Two presentations (telling a story and a brief business presentation)** |
| Assessment Measure | **Midterm and Final Oral Exams; Rubrics for speaking tasks and presentations (see rubrics on the final pages of this form)** |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | **Students will be able to write in Spanish in a professional setting and accomplish writing tasks appropriate to a variety of work environments.** |
| Which learning activities are responsible for this outcome? | 1. **Brief writing tasks (writing e-mail messages, writing requests)** 2. **Persuasive essay** |
| Assessment Measure | **Midterm and Final Written Exams; Rubrics for writing tasks and essay (see rubrics on the final pages of this form)** |

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**Major in World Languages and Cultures**

**Bachelor of Arts**

**Emphasis in Spanish**

A [complete 8-semester degree plan is available at http://registrar.astate.edu/.](http://registrar.astate.edu/)

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| ENG 1023, Making Connections Humanities | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *Six hours of Humanities (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| See emphasis area below. |  |
| **Emphasis Area (Spanish):**  Grade of “C” or better required for all Emphasis Area requirements. At least 12 credit hours must be at the 4000 level. A minimum of six credit hours of study abroad is required. | **Sem. Hrs.** |
| SPAN 3183, Spanish Conversation | 3 |
| SPAN 3413, Introduction to Hispanic Literature | 3 |
| SPAN 3463, Advanced Spanish Grammar | 3 |
| SPAN 3473, Reading and Composition in Spanish | 3 |
| SPAN 4703, Internship in Spanish | 3 |
| **Select twelve hours from the following:**  *Minimum one course on the Americas and one course on Spain.*  SPAN 3503, Advanced Spanish Seminar (may be repeated for credit if content varies) SPAN 3623, Culture and Civilization, The Americas  SPAN 3633, Culture and Civilization, Spain  SPAN 4413, Survey of Peninsular Spanish Literature SPAN 4423, Contemporary Peninsular Spanish Literature SPAN 4443, Survey of Latin American Literature  SPAN 4503, Special Topics (may be repeated for credit if content varies) | 12 |
| **Select twelve hours of additional courses not previously taken from the following:**  SPAN 3013, Spanish Phonetics  SPAN 3503, Advanced Spanish Seminar (may be repeated for credit if content varies) SPAN 3703, Spanish for International Business  ***SPAN 3723, Spanish for Professional Use***  SPAN 4203, Advanced Oral Communication in Spanish  Any additional Spanish electives or pre-approved study abroad or maximum one course related to the target language or culture not taught in the target language (requires advisor approval) | 12 |
| WLAN 4010, Learning Outcome Assessment | 0 |
| **Sub-total** | **39** |
| **Electives:** | **Sem. Hrs.** |

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**Major in World Languages and Cultures**

**Bachelor of Science in Education**

**Emphasis in Spanish**

A [complete 8-semester degree plan is available at http://registrar.astate.edu/.](http://registrar.astate.edu/)

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| ENG 1023, Making Connections Humanities | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite*  *HIST 2763, The United States To 1876* ***OR***  *HIST 2773, The United States Since 1876*  *POSC 2103, Introduction to United States Government*  *PSY 2013, Introduction to Psychology*  *Six hours of Humanities (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:**  Grade of “C” or better required for all Major Requirements. At least 12 credit hours must be at the  4000 level. A minimum of six credit hours of study abroad is required. | **Sem Hrs.** |
| SPAN 3183, Spanish Conversation | 3 |
| SPAN 3413, Introduction to Hispanic Literature | 3 |
| SPAN 3463, Advanced Spanish Grammar | 3 |
| SPAN 3473, Reading and Composition in Spanish | 3 |
| SPAN 4703, Internship in Spanish | 3 |
| **Select twelve hours from the following:**  *Minimum one course on the Americas and one course on Spain.*  SPAN 3503, Advanced Spanish Seminar (may be repeated for credit if content varies) SPAN 3623, Culture and Civilization, The Americas  SPAN 3633, Culture and Civilization, Spain  SPAN 4413, Survey of Peninsular Spanish Literature SPAN 4423, Contemporary Peninsular Spanish Literature SPAN 4443, Survey of Latin American Literature  SPAN 4503, Special Topics (may be repeated for credit if content varies) | 12 |
| **Select twelve hours of additional courses not previously taken from the following:**  SPAN 3013, Spanish Phonetics  SPAN 3703, Spanish for International Business  ***SPAN 3723, Spanish for Professional Use***  SPAN 4203, Advanced Oral Communication in Spanish  Any additional Spanish electives or pre-approved study abroad | 12 |
| WLAN 4010 Learning Outcome Assessment | 0 |
| **Sub-total** | **39** |
| **Professional Education Requirements:**  Grade of “C” or better required for all Professional Education Requirements.  Courses denoted below with an asterisk (\*) require admission to the Teacher Education Program. For additional information, see Professional Education Requirements for Secondary Majors in the College of Education and Behavioral Science section.  An advisory Oral Proficiency Interview (OPI) must be completed before admission to this teacher education program, and an official OPI must be completed prior to the teaching internship. A level of intermediate-mid must be attained for admission to the teacher education program, and a level of advanced-low must be reached prior to graduation. | **Sem. Hrs.** |
| \*EDLA 4633, Methods and Materials for Teaching Second Languages | 3 |
| ELED 2113, Child Growth and Learning | 3 |
| ELSE 3643, The Exceptional Student in the Regular Classroom | 3 |
| PSY 3703, Educational Psychology | 3 |
| \*SCED 3515, Performance Based Instructional Design | 5 |
| \*SCED 4713, Educational Measurement with Computer Applications | 3 |

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**Spanish (SPAN)**

**SPAN 1013. Elementary Spanish I** The listening, speaking, reading, writing, approach to develop basic language skills. Fall, Spring, Summer. (ACTS#: SPAN 1013)

**SPAN 1023. Elementary Spanish II** Continuation of SPAN 1013. Prerequisite, SPAN 1013 or consent of instructor. Fall, Spring, Summer. (ACTS#: SPAN 1023)

**SPAN 1036. Accelerated Elementary Spanish I and II** Intensive one semester course that covers the material of instruction designed for a regular academic year. Fall, Spring.

**SPAN 2013. Intermediate Spanish I** Further development of basic language skills, with increas- ing emphasis on the written elements of the language. Continuation of SPAN 1023. Prerequisite, SPAN 1023 or consent of instructor. Fall, Spring, Summer. (ACTS#: SPAN 2013)

**SPAN 2023. Intermediate Spanish II** Continuation of SPAN 2013. Prerequisite, SPAN 2013 or consent of instructor. Fall, Spring, Summer. (ACTS#: SPAN 2023)

**SPAN 2036. Accelerated Intermediate Spanish I and II** Intensive one semester course in Intermediate Spanish designed to cover the material programmed for the regular second year of Spanish. Fall, Spring.

**SPAN 3013. Spanish Phonetics** Provides a developmental study of sound production in Spanish through study and various modes of direct application and interaction. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Spring, even.

**SPAN 3183. Spanish Conversation** Practice toward developing facility in oral expression in various everyday situations. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall.

**SPAN 3413. Introduction to Hispanic Literature** An introduction to poetry, drama, novel, and short story with emphasis on analytical reading. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall, Spring.

**SPAN 3463. Advanced Spanish Grammar** Grammatical components and structures that will allow the student to move toward complex sentences in Spanish. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall, Spring.

**SPAN 3623. Culture and Civilization, The Américas** A panoramic approach to the histories, geographies, social constructs, and political scenarios of the Spanish speaking Americas. Prereq- uisite, SPAN 3183 or consent of instructor. Spring, odd.

**SPAN 3473. Reading and Composition in Spanish** Development of expository writing skills through the examination of texts. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall, Spring.

**SPAN 3633. Culture and Civilization, Spain** A broad approach to the history, geography, social constructs, and political scenarios of Spain. Prerequisite, SPAN 3183 or consent of instructor. Spring, even.

**SPAN 3503. Advanced Spanish Seminar** Focused study in a particular area of lit - erature, culture or language. Topic varies. May be repeated when topic changes. Prerequisites, SPAN 2023 or consent of instructor. Spring.

**SPAN 3703. Spanish for International Business** Oral and written training in vocabulary and idiomatic expressions used in international trade transactions. Listening, speaking, reading, and writing are targeted, with the objective of preparing students to handle diverse international busi- ness transactions in Spanish. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Spring, odd.

***SPAN 3723. Spanish for Professional Use. Development of specific skills and vocabulary for using the language in a professional setting. Productive skills of writing and speaking are targeted. Prerequisite, SPAN 2023 or consent of instructor. Spring.***

**SPAN 4203. Advanced Oral Communication in Spanish** Structured practice of advanced Spanish speaking skills with emphasis on communicating information about practical and factual matters, narrating and describing in major time frames, and using discourse of paragraph length and substance. Prerequisite, SPAN 3183 and SPAN 3463 or consent of instructor. Spring.

**SPAN 4413. Survey of Peninsular Spanish Literature** An intensive study of the principle liter- ary movements and genres in Spain from the Middle Ages to the Generation of 98. Prerequisite, SPAN 3413 or consent of instructor. Fall, odd.

**Rubric for Brief Speaking Tasks Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Target (A)**  **10 points** | **Accomplished (B/C)**  **7-9 points** | **Beginning (D/F)**  **0-6 points** |
| **Performance of Function**  **\_\_\_\_\_** | Initiated, maintained, and brought to a close the assigned function | Accomplished assigned function using mostly formulaic and rote utterances, lists and phrases | Not able to maintain or complete assigned function |
| **Comprehensibility**  **\_\_\_\_\_** | Easily understood by a native speaker accustomed to dealing with non-native speakers | Understood, with some repetition, by a native speaker accustomed to dealing with non-native speakers | Difficult to understand, even for speakers accustomed to dealing with non-native speakers |
| **Accuracy**  **\_\_\_\_\_** | 100% accuracy throughout discourse | Most of discourse has a high degree of accuracy | Lack of accuracy interferes with message conveyed by discourse |
| **Fluency/Comfort**  **\_\_\_\_\_** | Kept words flowing at a natural pace | Some hesitations and restarts | Lengthy pauses and restarts interfered with message conveyed by discourse |
| **Use of Phrases/Words**  **\_\_\_\_\_** | All word and phrase choices were logical and conveyed intended message | Nearly all word and phrase choices were logical and conveyed intended message | Incorrect word and phrase choices interfered with intended message |

**Total: \_\_\_\_\_\_\_\_\_**

Rubric for Presentation (Story)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Needs significant work**  **(0-12)** | **Good (13-18)** | **Excellent (19-20)** |
| **Comprehensibility**  \_\_\_\_\_ | Quite difficult to understand throughout | Mostly comprehensible but sometimes slow and simple or occasionally difficult to understand | Completely comprehensible; very conversational |
| **Detailed Content**  \_\_\_\_\_ | Ideas require more development; few details given | Ideas mostly well developed; fairly clear and relevant; some details given | Well developed ideas; clear and to the point; ample details |
| **Presentation Skills**  \_\_\_\_\_ | Presentation is memorized and recited or read aloud | Effort is made to make contact with the audience; presentation is not memorized and recited but characterized by some lengthy hesitations or speech that is too rapid to be understood | Contact is made with the audience; story is “spoken” and “told” with a focus on listener comprehension; natural and conversational |
| **Language Accuracy and Pronunciation**  \_\_\_\_\_ | Not readily understandable for any native speaker of Spanish | Understandable for natives accustomed to non-native speech | Easily understandable for natives not accustomed to non-native speech |
| **Visuals**  \_\_\_\_\_ | No visuals or visuals not entirely related to story | Visuals are present and support the story; some gaps and inconsistencies present | Visuals clearly support the story and aid in listener comprehension |

Rubric for Presentation

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Needs significant work**  **(0-12)** | **Good (13-18)** | **Excellent (19-20)** |
| **Comprehensibility and Language Accuracy**  \_\_\_\_\_ | Not readily understandable for any native speaker of Spanish | Understandable for natives accustomed to non-native speech | Easily understandable for natives not accustomed to non-native speech |
| **Content**  \_\_\_\_\_ | Topic requires more development; further explanation needed | Topic is mostly well developed; mostly clear and relevant | Very well developed ideas; clear and to the point; topic is fully covered |
| **Organization**  \_\_\_\_\_ | Organization is often difficult to recognize; many minor ideas or some major ideas are not logically sequenced | Mostly well organized; a few minor ideas or phrases misplaced or out of sequence | Well organized; organization of content supports comprehensibility of presentation |
| **Presentation Skills**  \_\_\_\_\_ | Not natural; heavy reliance on written materials | Good, but with some ***brief*** reliance on prepared written materials | Natural and conversational; little reliance on notes |
| **Handout/Power Point**  \_\_\_\_\_ | Not well edited for accuracy; difficult to read and understand most important information | Some minor linguistic inaccuracy but information (5-10 main points) still clearly highlighted | Clean, accurate and well organized; important information (5-10 main points) clearly highlighted |

Rubric for Brief Writing Tasks Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Target (A)**  **10 points** | **Accomplished (B/C)**  **7-9 points** | **Beginning (D/F)**  **0-6 points** |
| **Performance of Function**  **\_\_\_\_\_** | Initiated, maintained, and brought to a close the assigned function | Accomplished assigned function using mostly formulaic lists and phrases | Not able to complete assigned function |
| **Comprehensibility**  **\_\_\_\_\_** | Easily understood by a native reader accustomed to dealing with non-native writers | Understood, with some extra time devoted, by a native reader accustomed to dealing with non-native writers | Difficult to understand, even for readers accustomed to dealing with non-native writers |
| **Accuracy**  **\_\_\_\_\_** | 100% accuracy throughout written task | Most of written task has a high degree of accuracy | Lack of accuracy interferes with message conveyed |
| **Tone and Level of Formality**  **\_\_\_\_\_** | Maintained appropriate tone and level of formality throughout written task | Characterized primarily by appropriate tone and level of formality (with some minor oversights) | Appropriate tone and level of formality not maintained |
| **Use of Phrases/Words**  **\_\_\_\_\_** | All word and phrase choices were logical and conveyed intended message | Nearly all word and phrase choices were logical and conveyed intended message | Incorrect word and phrase choices interfered with intended message |

**Rubric for Written Tasks**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unacceptable**  **0-13 point** | **Acceptable**  **14-17 points** | **Target**  **18-20 points** |
| **Content/ExpressionOf Ideas** | Limited information conveyed; ideas not well developed; some messages unclear | Adequate information conveyed; some development of ideas; messages are clear throughout | Information conveyed is complete; ideas are well developed and totally clear |
| **Organizational Features** | Discrete sentences are loosely strung together; little evidence of deliberate organization; little or no use of connectors or transitional devices | Sentences are combined and linked logically into text of paragraph length and structure; deliberate organization is apparent; some use of connectors and transitional devices | A variety of cohesive devices are utilized to create multiple-paragraph text; text is clearly organized and characterized by frequent use of connectors and transitional devices |
| **Range and Choice of Vocabulary** | Frequent erroneous word choice leads to confused or obscured meaning; lexicon resembles oral discourse; some use of literal translations and invented words | Adequate vocabulary to clearly convey ideas; some erroneous word choice, but meaning is not confused or obscured; no use of literal translations or invented words | Writing characterized by a broad range of general vocabulary that expresses thoughts clearly; precise and effective word use and choice |
| **Accuracy/**  **Comprehensibility** | Frequent errors create confusion; could be understood by natives used to the writing of non-natives only with additional effort in reading the text | Occasional errors, but most do not create confusion; could be understood by natives not used to the writing of non-natives with some additional effort | Very few errors and none create confusion; could be understood readily by natives not used to the writing of non-natives |
| **Performance of Function of the Task** | Does not accomplish intended goal; tone and level of formality are inconsistent and do not contribute significantly to the performance of the function of the writing task | Nearly accomplishes intended goal; tone and level of formality are mostly consistent and contribute somewhat to the performance of the function of the writing task | Clearly accomplishes intended goal; tone and level of formality contribute to performance of the function of the writing task |