

University of Florida  
Department of Spanish & Portuguese Studies  
**SPN 2201: Intermediate Spanish II**  
*Otoño 2009*

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#### REQUIRED TEXTS AND MATERIALS

- *Conexiones: Comunicación y Cultura*, 3rd edition (2005) by Zayas-Bazán, Bacon and García
- Course Compass/One Key electronic workbook and lab manual registration card
  - If you took SPN 2200 at UF with this same textbook package, you do not need to buy any additional materials for SPN 2201. If SPN 2201 is your first Intermediate Spanish course at UF, you must purchase the entire *Conexiones* package, including the electronic access code. If you purchase the NEW packaged set, the code is included; this is the most economical choice. However, if you purchase a used textbook you must purchase the access code separately.
- A printed copy of this syllabus (available at <http://www.clas.ufl.edu/users/glord/homepage/program.html>)

#### PREREQUISITES

SPN 2200 or Placement Exam (See Undergraduate Catalog for SAT II, AP and IB scores)

#### COURSE GOALS AND OBJECTIVES

In many ways, Spanish 2201 is a continuation of Spanish 2200, as the two courses together form the Intermediate Course sequence (followed by SPN 2240). Therefore, the same textbook is used, although we develop new themes and new vocabulary items and examine new structures. It can, however, be taken by students with other backgrounds. The primary goal is to provide students with a review and acquire new communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. The courses take their goals from the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, also known as the 5 Cs, which focus on five general areas:

- Communicating in Spanish
- Gaining knowledge and understanding of cultures of the Hispanic world
- Connecting with other disciplines and acquiring new information
- Developing awareness of similarities and differences (comparisons) among language and culture systems around the world
- Using Spanish to participate in communities at home and around the world

Thus with these standards in mind, Intermediate Spanish expects the following:

1. Each student should be able to demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics in various formats.
2. Each student should be able to demonstrate the use of conversational skills in a variety of communicative situations.
3. Each student should be able to demonstrate accurate reading comprehension of cultural and literary material.
4. Each student should be able to produce written Spanish to meet practical needs as well as creative expression.

## METHODOLOGY AND ACTIVITIES

To help students succeed in these courses, the class will engage in a variety of activities and assignments, including but not limited to activities such as the following:

- Practice and communication using vocabulary and grammar learned in oral and written modes
- Sociolinguistic practice and functions through communicative activities (pair and group work)
- Reading activities and exercises, such as pre- and post-reading, intensive and extensive reading
- Writing activities ranging from short paragraphs to developed compositions
- Integration of skills in projects and tasks, in small groups or as a class
- Video/audio/computer exercises, presentations, and discussions

## ASSESSMENT

The final grade scale is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

The assessment categories below will be measured according to three major criteria of language performance: accuracy, fluency, and complexity. Testing procedures will be representative of the type of language instruction offered through classroom practice. You will be evaluated based on your achievement of the course goals (above) and the following criteria:

Class Participation and Preparation	15%
Tests	25%
Final Exam	15%
Workbook	10%
Compositions (3)	15%
Spoken Language	20%

## COMPONENTS

### Attendance policy:

- You must be exposed to Spanish and use Spanish in order to learn Spanish, i.e., you must be in class. For that reason, attendance is required and will be taken on a daily basis. However, it is understood that periodically things happen that could prevent your attendance. Thus, you will be allowed 5 absences throughout the semester, for which no documentation or excuse will be accepted or needed. After the fifth absence, two points will be deducted from your participation grade for each absence.
- If you are absent the day of a test, quiz, oral presentation, oral exam or composition, you will receive a 0 on that assignment. There are no make-ups and no exceptions.
- Late arrivals and/or early departures will count as absences.
- Assignments are due on the day indicated, regardless of whether or not you are in class that day. If you miss class, arrange for your assignment to get to your instructor's box before your scheduled class time. There are no make-ups and no late work will be accepted.

### **Class Participation and Preparation (15%)**

Participation in class involves a number of variables, including but not limited to:

- Your use of Spanish in the classroom
- Your willingness to participate actively in *all* class activities
- Your cooperation during group and pair work
- Your respect and attitude toward the class and your peers
- Your daily preparation for each class.
- Your instructor may assign written homework that will be collected and graded; these assignments form part of your participation grade.
- Your instructor reserves the right to administer pop quizzes on grammar, vocabulary etc. in order to assess students' preparation. These grades also form part of your participation grade.
- The use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited. All equipment must be turned off in the classroom. Any evidence of cell phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for that day. Using a cell phone during a composition or test will result in a zero on that assignment.

Participation grades will be assessed approximately every two weeks for a total of eight (8) grades throughout the semester, and you may ask your instructor for your participation grades at any time.

### **Tests (25%)**

There will be three in-class written tests (see Calendar for specific dates), one upon concluding every two chapters (following Chapters 8, 10 and 12). The goal of the tests is to assess your ability to assimilate what you have learned about Spanish grammar, vocabulary, language, and culture in each unit. You are also expected to critically respond to and analyze the topics covered in class and in the texts. Tests will consist of listening, reading and writing sections in which your overall knowledge of the course material is evaluated. Tests are not curved and no make-up tests will be given.

### **Final exam (15%)**

*It is your responsibility to ensure that you will be present for your final exam. If you miss your final exam time FOR ANY REASON you will receive a 0 on the exam. There are no make-up final exams and no alternate exam times except in the case of students scheduled to take more than 3 exams in one day.* The Final Exam will be cumulative in nature and will be administered in your regular classroom during Final Exam Week according to the schedule below.

SECCIÓN	EXAMEN FINAL
1915	14E (Monday Dec. 14, 5:30pm-7:30pm)
2183	17D (Thursday Dec. 17, 3:00pm-5:00pm)
7253	16A (Wednesday Dec. 16, 7:30am-9:30am)
7633	17D (Thursday Dec. 17, 3:00pm-5:00pm)
7899	15B (Tuesday Dec. 15, 10:00am-12:00pm)
7900	17C (Thursday Dec. 17, 12:30pm-2:30pm)

At the time of writing this syllabus, exam times and dates are still tentative; it is your responsibility to consult <http://www.registrar.ufl.edu/soc/> at the beginning of the semester to confirm your final exam time.

### **Workbook and Lab Manual (10%)**

You are responsible for completing all the activities in the electronic workbook and lab manual for each chapter you cover in the textbook. Be sure that you set up your account with Course Compass/OneKey as soon as possible so that you can complete the assignments. Occasionally, your instructor may tell you

that certain exercises are not required in a given chapter; however, unless this is the case, it is assumed that you are to complete every exercise. Most of these exercises are computer-graded and your instructor will receive notification of your work. On open-ended exercises your instructor will access your work online and grade it there. Note, however, that we do not expect you to get all the exercises right, which is why your grade is based on completion rather than accuracy. Nonetheless, you are expected to do the assignments and try your best. Blank answers will result in an automatic 0 grade for that assignment.

### **Compositions (15%)**

You will write three (3) compositions of about 300-350 words each on topics selected by the instructor. The first draft of each composition will be written in class, upon completion of Chapters 7, 9 and 11 (see dates indicated in the Calendar), and the rewrite/final version will be written at home. The first version will account for 70% of the total composition grade. Your instructor will make comments and mark errors (with the symbols indicated in the "Correction Code"). You will then revise the composition and turn in the second version along with the first version for the final grade on the date specified by your instructor; this revision will be graded for the remaining 30% of the composition grade. All compositions must be double-spaced, whether written by hand or typed. All second drafts must be typed.

### **Spoken Language (20%)**

Your spoken language component consists of three parts: a mid-term oral interview, a final oral interview, and one in-class cultural report.

- For the **midterm and final oral interviews** you will converse with a fellow classmate. As before, general topics will be provided prior to these oral exams to help you prepare. Grades will be assigned according to the grading criteria in the syllabus.
- For the **in-class cultural report** you will discuss a topic of interest to you that is related to the chapters covered in the textbook (Chapters 7-12).
  - At the beginning of the semester your instructor will discuss possible ideas or areas of interest, and will explain the procedure of the presentation in detail. Please refer to <http://www.clas.ufl.edu/users/glord/IntermediateProgram/webquest> for more information on preparing your presentation.
  - Two pairs will present during each chapter, for a total of 12 presentations throughout the semester (x2=24 students; for classes of 25+ additional arrangements may be made).
  - At the beginning of the semester, your instructor will also distribute a sign-up sheet, which includes presentation dates throughout the semester (2 or 3 presentations per week, starting on the 3<sup>rd</sup> week of class). You and your partner will speak for approximately 3-5 minutes at the beginning of the class period on the date you have chosen to present your topic to your classmates.
  - The week before your presentation, you must provide your instructor with an outline (not a script or summary) in Spanish of the main points of your presentation, as well as bibliographic reference to any and all sources consulted in gathering the information for the presentation. If you and your partner prepared different parts of the presentation and/or handout, indicate the division of labor on the handout.
  - On the day of your presentation, you must provide an outline/handout (in Spanish) for your classmates including basic information for your topic as well as any new vocabulary words with which your peers might not be familiar. You must also conclude your presentation with questions for the class to answer and discuss. You are strongly discouraged from using PowerPoint for your presentation given the amount of time it takes to set up and the potential for technological failure. However, it is required that you incorporate some kind of visual aid during your presentation, such as photos or a poster, or images included in the handout. A

portion of your presentation grade will take into account the quality of these components.

- **Presentations are not to be read**, although you may refer to ONE note card containing key vocabulary words, reminders of main ideas, etc. The presentations should be practiced and prepared, but ***not memorized or scripted***. **The instructor reserves the right to deny the acceptability of any presentation that is wholly or partially read or scripted, resulting in a 0.**
- Grades will be assigned according to the criteria provided in the syllabus. Note that you and your partner may receive different grades based on your preparation and delivery, especially if you each worked on different sections. However, to ensure that the presentation is well developed and logical, you must work together to plan a cohesive presentation.

**Note:** Every student will be responsible for the information provided during all in-class presentations and follow-up discussions throughout the course of the semester. To this end, questions related to these presentations will be included on the exams.

## GENERAL ADMINISTRATIVE ISSUES

**Expected Time Required (Approximate):** A general guideline for the amount of time you should plan to dedicate to this and any other University course is 2-3 hours of homework per hour spent in class.

**Extra Credit:** No extra credit will be given under any circumstances.

**Late and Make-up Work:** Any activities or assignments missed due to an unexcused absence will receive a grade of 0. No late work will be accepted and no make-ups will be allowed. In the case of officially documented excused absences (see above), your instructor and the Program Director will determine how the missed work should best be accounted for.

**S/U Option:** You are free to take this course S/U if you desire (even if you are a major or minor, the first course that counts towards the degree and that therefore must be taken for a grade is 2240). Please ask your instructor for the necessary forms and signatures.

**Academic Integrity:** Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

- **Cheating.** The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.
- **Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.
- **Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.
- **Bribery, Conspiracy, Fabrication.** For details see below.
- On all work submitted for credit the following pledge is either required or implied: "On my

honor I have neither given nor received unauthorized aid in doing this assignment." Violations of this policy will result in disciplinary action according to the judicial process.

**Students with Special Needs:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. It is the student's responsibility to take the appropriate steps in informing the instructor of any special needs and for arranging any accommodations with ample time to administer them.

## CLASSROOM DISPUTES

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved contact the Administrative Coordinator for the Lower Division Spanish Program, Prof. Antonio Gil ([agil@ufl.edu](mailto:agil@ufl.edu), 160 Dauer Hall). He will require documentation of the problem as well as all graded assignments for the semester. If the Administrative Coordinator is unable to resolve the issue, he will refer it to the Program Coordinator, Dr. Gillian Lord. Final grades cannot be changed unless there is an error. Students must present the **graded** materials as evidence that a mistake was made.

## CALENDARIO

Día	Fecha	Actividad de clase
lunes	24 agosto	Presentación del curso
miércoles	26	Hagamos conexiones – repaso de materia básica
viernes	28	Hagamos conexiones – repaso de materia básica
lunes	31	Lección 7: La diversidad humana
miércoles	2 septiembre	Lección 7: La diversidad humana
viernes	4	Lección 7: La diversidad humana
lunes	7	<b>LABOR DAY – NO HAY CLASE</b>
miércoles	9	Lección 7: La diversidad humana
viernes	11	<b>COMPOSICIÓN #1 (durante la clase)</b>
lunes	14	Lección 8: Las artes culinarias y la nutrición
miércoles	16	Lección 8: Las artes culinarias y la nutrición
viernes	18	Lección 8: Las artes culinarias y la nutrición
lunes	21	Lección 8: Las artes culinarias y la nutrición
miércoles	23	<i>Conexiones</i>
viernes	25	<b>EXAMEN #1</b>
lunes	28	Lección 9: Nuestra sociedad en crisis
miércoles	30	Lección 9: Nuestra sociedad en crisis
viernes	2 octubre	Lección 9: Nuestra sociedad en crisis
lunes	5	Lección 9: Nuestra sociedad en crisis
miércoles	7	<b>COMPOSICIÓN #2 (durante la clase)</b>
viernes	9	Práctica para las entrevistas orales
lunes	12	<b>ENTREVISTAS ORALES</b>
miércoles	14	<b>ENTREVISTAS ORALES</b>
viernes	16	<b>HOME COMING – NO HAY CLASE</b>
lunes	19	Lección 10: El empleo y la economía
miércoles	21	Lección 10: El empleo y la economía
viernes	23	Lección 10: El empleo y la economía

lunes	26	Lección 10: El empleo y la economía
miércoles	28	<i>Conexiones</i>
viernes	30	<b>EXAMEN # 2</b>
lunes	2 noviembre	Lección 11: El tiempo libre
miércoles	4	Lección 11: El tiempo libre
viernes	6	Lección 11: El tiempo libre
lunes	9	Lección 11: El tiempo libre
miércoles	11	<b>VETERAN'S DAY – NO HAY CLASE</b>
viernes	13	<b>COMPOSICION #3 (durante la clase)</b>
lunes	16	Lección 12: El siglo XXI: Así será
miércoles	18	Lección 12: El siglo XXI: Así será
viernes	20	Lección 12: El siglo XXI: Así será
lunes	23	Lección 12: El siglo XXI: Así será
miércoles	25	<i>Conexiones</i>
viernes	27	<b>THANKSGIVING – NO HAY CLASE</b>
lunes	30	<b>EXAMEN #3</b>
miércoles	2 diciembre	Práctica para las entrevistas orales
viernes	4	<b>ENTREVISTAS ORALES</b>
lunes	7	<b>ENTREVISTAS ORALES</b>
miércoles	9	<i>Conexiones</i>

## Criteria evaluativos: Participación en clase

- Participation in class involves a number of variables, listed in the rubric below.
- Participation grades will be assessed approximately every two weeks for a total of eight (8) grades throughout the semester, and you may ask your instructor for your participation grades at any time.
- Your instructor may assign written homework that will be collected and graded; these assignments form part of your participation grade.
- Your instructor reserves the right to administer pop quizzes on grammar, vocabulary etc. in order to assess students' preparation. These grades also form part of your participation grade.
- The use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited. All equipment must be turned off in the classroom. Any evidence of cell phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for that day. Using a cell phone during a composition or test will result in a zero on that assignment.

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<b>A (25 pts):</b>	<ul style="list-style-type: none"><li>– always greeted people and took leave using Spanish</li><li>– always used Spanish in class ( i.e., with instructor and in small groups)</li><li>– always listened attentively when others spoke and showed respect for her/his peers</li><li>– always came prepared to class</li><li>– always actively participated in all classroom activities</li><li>– always made a positive impact on the class with her/his presence and positive attitude</li><li>– helped peers with in-class activities</li></ul>
<b>A- (23 pts):</b>	<ul style="list-style-type: none"><li>– sometimes greeted people and took leave using Spanish</li><li>– mostly used Spanish in class, but sometimes used English in group work</li><li>– usually listened and showed respect for her/his peers</li><li>– occasionally came unprepared to class, but usually came prepared</li><li>– participated in all classroom activities</li></ul>
<b>B (21 pts):</b>	<ul style="list-style-type: none"><li>– did not greet people and take leave in Spanish</li><li>– frequently used English, especially during group and pair work</li><li>– at times got distracted and was occasionally disrespectful to her/his peers</li><li>– showed some preparation for class, but needed more preparation</li><li>– participated in classroom activities but was more passively attentive than active</li></ul>
<b>C (19 pts):</b>	<ul style="list-style-type: none"><li>– used more English than Spanish during class</li><li>– paid little attention during class (e.g., sometimes slept, read the newspaper, did other homework. etc.) and was disrespectful to her/his peers</li><li>– showed little preparation for class</li><li>– participated minimally in classroom activities</li></ul>
<b>D (17 pts):</b>	<ul style="list-style-type: none"><li>– used only English during class</li><li>– paid no attention during class and was disrespectful to her/his peers</li><li>– showed no preparation for class</li><li>– failed to contribute to the class with her/his presence and/or detracted from the class with her/his negative attitude</li></ul>
<b>F (0 pts):</b>	<ul style="list-style-type: none"><li>– did not attend enough classes or did not demonstrate sufficient participation for evaluation</li></ul>

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## Códigos utilizados en la corrección de composiciones

Your instructor will return your compositions having underlined words/phrases/sentences that need to be corrected. Above each underlined section there will be a symbol from the list below, which will indicate to you how to revise that portion of the composition.

<b>SYMBOL</b>	<b>ERROR TYPE</b>	<b>EXAMPLE (INCORRECT)</b>	<b>EXAMPLE (CORRECTED)</b>
<b>A</b>	Acento que falta o está mal puesto	<u>dia</u> <u>arbol</u>	día árbol
<b>a-p</b>	Se requiere (o no) la "a" personal	<u>Amo mis padres</u>	Amo a mis padres
<b>O</b>	Ortografía (spelling)	<u>Huego</u>	Juego
<b>C</b>	Concordancia (agreement)	<u>Ella estudian</u> <u>Casa blanco</u> <u>La día</u>	Ella estudia Casa blanca El día
<b>Fv</b>	Forma verbal	<u>Me gusta nadando</u>	Me gusta nadar
<b>cv</b>	Conjugación verbal	<u>Yo sabo eso</u>	Yo sé eso
<b>tv</b>	Tiempo verbal	<u>Ayer estudia</u>	Ayer estudió
<b>i/s</b>	Indicativo vs. Subjuntivo	<u>Quiero que estudias más</u>	Quiero que estudies más
<b>p/i</b>	Pretérito vs. Imperfecto	<u>Cuando tuve 14 años . . .</u>	Cuando tenía 14 años . . .
<b>s/e</b>	Ser v. estar	<u>Somos cansados</u>	Estamos cansados
<b>V</b>	Vocabulario/Mal uso del diccionario	<u>Hay una tabla</u> <u>Va a moscar a La Habana</u>	Hay una mesa Va a volar a La Habana
<b>ing</b>	Palabra o construcción inglesa	<u>Tengo un buen tiempo</u>	Me divierto
<b>p/p</b>	Confusión entre POR y PARA	<u>Pagó diez dólares para este libro</u>	Pagó diez dólares por este libro
<b>P</b>	Preposición	<u>Trabajo a la tienda</u>	Trabajo en la tienda
<b>pron</b>	Pronombre equivocado u omitido	<u>Las son mis amigas</u> <u>Gusta bailar a él</u>	Ellas son mis amigas A él le gusta bailar
<b>pr</b>	Pronombre relativo equivocado u omitido ( <i>Que, quien, quienes, el/la/lo cual, los/las cuales, el /la/lo/los/las que, cuyo, cuya, cuyos, cuyas</i> )	<u>Los estudiante quienes viven en la Florida</u> <u>Los estudiantes sus padres no viven en la Florida</u>	Los estudiantes que viven en la Florida Los estudiantes, cuyos padres no viven . . .
<b>X</b>	Omitir		
<b>^</b>	Insertar	<u>Veó ^ Juan</u>	Veó a Juan
<b>G</b>	Cualquier otro tipo de error gramatical		
<b>[ . . . ]</b>	Reescribir completamente la sección entre [corchetes] porque no se entiende o no se expresa así en español		
<b>?</b>	Oración o párrafo ininteligible		
<b>+</b>	Se escribe entre símbolos cuando una palabra tiene más de un error	Ejemplo: s/e + o	

### **¡OJO!**

- Always consult this list of symbols when making corrections to your written work.
- Corrections should be made with a dictionary, verb book, textbook, class notes, etc. Don't guess!
- If there are any symbols or errors you do not understand, check with your instructor.

## Criterios evaluativos: Composiciones

Nombre \_\_\_\_\_

<b>Pre-Writing (5%)</b>				
Completed all required pre-writing tasks.	5			
No evidence of pre-writing.	0			
<b>Written product (65%):</b>				
<b><u>Content:</u></b>				
Very complete information. Broad, effective use of vocabulary covered in the chapter.	17	16	15	
Adequate information. Some development of ideas, but lacks detail or support. Few errors with vocabulary.	14	13	12	
Limited information. Ideas present, but underdeveloped. Occasional errors with vocabulary.	11	10	9	
Minimal information. Frequent errors with vocabulary. Presence of English.	8	7	6	
<b><u>Organization:</u></b>				
Ideas connected. Logically ordered from beginning to end. Fluent.	16	15	14	
Order apparent, but somewhat choppy. Loosely organized.	13	12	11	
Limited order to the content. Disjointed and/or choppy.	10	9	8	
Basically a series of separate sentences. No transitions. No apparent order.	7	6	5	
<b><u>Language:</u></b>				
Well-edited for the grammar covered in the course lessons to date. Very few errors overall.	32	31	30	29
Occasional grammatical errors with the grammar covered in the course lessons to date.	28	27	26	25
Frequent errors that would probably impede comprehensibility for a native speaker not accustomed to communicating with language learners.	24	23	22	21
Abundance of errors. Mostly incomprehensible.	20	19	18	17
Excessive errors, evidence of carelessness. Incomprehensible.	16	15	14	13
<b>FIRST DRAFT GRADE</b>				<b>_____ / 70</b>
<b>Post-writing (30%):</b>				
Carefully and thoroughly made indicated corrections for content, style and organization.	30	29	28	27
Completed all editing steps, shows considerable improvement.	26	25	24	23
Some editing completed, but overall quality of composition similar to first draft.	21	19	17	15
Minor changes made, but lack of effort.	13	11	10	9
No evidence of the revisions.				0
<b>POST-WRITING GRADE</b>				<b>_____ / 30</b>
<b>FINAL GRADE (1<sup>st</sup> draft plus Post-writing)</b>				<b>_____ / 100</b>

## Criterios evaluativos: Exámenes orales

Nombre \_\_\_\_\_

Tema \_\_\_\_\_

<b>Accuracy</b>		
<u>HIGH</u> : Showed mastery of the grammar presented in the chapter(s). Very few errors overall (i.e., subject-verb agreement, noun-adjective agreement, etc.). Appropriate use of register (i.e., <i>tú/usted</i> distinctions, appropriate formality level, etc.)	12	11
<u>MEDIUM</u> : Showed limited mastery of the grammar presented in the chapter(s). Some agreement errors were evident, but these generally did not interfere with communication of the message. Mostly appropriate use of register.	10	9
<u>LOW</u> : Demonstrated little mastery of the grammar presented in the chapter(s). Numerous agreement errors, including errors that interfered with communication of the message. Inappropriate use of register.	8	7
<u>UNSATISFACTORY</u> : No mastery of the grammar presented in the chapter(s). Errors constantly interfered with communication of the message. Apparent unawareness of appropriate register		6
<b>Fluency</b>		
<u>HIGH</u> : Connected ideas. Obviously comfortable speaking Spanish. Natural turn-taking.	12	11
<u>MEDIUM</u> : Choppy sequence. Reticent, and slightly longer pauses in turn-taking.	10	9
<u>LOW</u> : Disjointed sequence. The listener had to make a lot of effort to understand.	8	7
<u>UNSATISFACTORY</u> : Short answers with no sequence. The conversation was more dependent on the listener's coaching than on the speaker.		6
<b>Complexity</b>		
<u>HIGH</u> : Ideas completely clear, well developed, to the point, and communicated in a logical sequence. Speaker used vocabulary covered in class with very few or no errors, and was able to create with it. Speaker maintained Spanish throughout the conversation without parroting the partner.	12	11
<u>MEDIUM</u> : Ideas mostly clear, developed and to the point, and for the most part speaker showed mastery of vocabulary covered in class, though at times the conversation lacked logical sequence and/or speaker struggled for needed vocabulary.	10	9
<u>LOW</u> : Little development or ordering of ideas is apparent; speaker had difficulty with and made errors with vocabulary covered in class.	8	7
<u>UNSATISFACTORY</u> : Ideas confusing, not well stated, and/or poorly communicated. Speaker made frequent errors with vocabulary covered in class and/or vocabulary was inadequate to the task. Communication broke down; speaker lapsed into English.		6
<b>Task Completion</b>		
<u>HIGH</u> : Completed the communicative task with little or no problem. Student could have done the same task if alone in a Spanish-speaking country. The student asked and answered questions. Proactive attitude maintained during the whole task.	14	13
<u>MEDIUM</u> : Completed the communicative task satisfactorily. Would be understood by a sympathetic interlocutor in a Spanish-speaking country. Needed some vocabulary and information to complete the task. Somewhat proactive.	12	11
<u>LOW</u> : Completed the communicative task with some difficulty, but communicated the task and would be able to make him/herself understood by a sympathetic, native Spanish speaker accustomed to interacting with foreigners. Needed many vocabulary words and help from the partner to communicate own ideas. Somewhat passive during the task.	10	9
<u>UNSATISFACTORY</u> : Had problems completing the communicative task. Would probably not have succeeded if partner weren't an English-speaker. Passive attitude. Student needed extensive help from the partner.		8
<b>OVERALL GRADE</b>		_____/ 50

## Criterios evaluativos: Presentación Oral

Nombre \_\_\_\_\_ Tema \_\_\_\_\_

<b>Comprehensibility</b>			
Completely comprehensible, listener always could understand meaning, ungrammaticality did not impede comprehensibility.	15	14	
Mostly comprehensible, some significant errors that impeded comprehensibility.	13	12	11
At times difficult to understand, meaning unclear.	10	9	8
<b>Content</b>			
Complete presentation of the concept, good details, provided a cultural/historical perspective; high quality of handout/visuals.	15	14	
Fairly complete presentation, sometimes lacks details and cultural information; moderate quality of handout/visuals.	13	12	11
Incomplete presentation of the material --listeners walk away with no new information; poor quality of handout/visuals.	10	9	8
<b>Organization</b>			
Well organized, objective of presentation was clear.	10	9	
Apparent organization to presentation, although at times the listener got lost, objectives of the presentation were vague.	8	7	6
Very disjointed, listener had difficulty following the presentation.	5	4	3
<b>Delivery</b>			
Presented the information without reading or depending heavily on note cards, was expressive, used gestures, and communicated naturally. Clear evidence of communicative ability.	10	9	
Presented the information without reading, but with some difficulty at times. Mostly natural presentation of the material, but at times seeming somewhat 'memorized.' Evidence of communicative ability.	8	7	6
Relied heavily on note card and often read. Little evidence of communicative ability.	5	4	3
<b>OVERALL GRADE</b>	_____ / 50		