

Rutgers, the State University of New Jersey
Department of Spanish and Portuguese
ONLINE COURSE INFORMATION
SPANISH 01:940:132: 90 Intermediate Spanish II Fall 22

Instructor: Dr. Nicole Rodríguez, nicole.rodriguez@rutgers.edu

Office Hours: Zoom Conferences: Tuesdays 10:00-11:00 am and Thursdays 6:30-7:30 pm (Tentative: It could change based on student's availability. Students are encouraged to email professor to set up appointments.)

All students must read the following information and complete the Getting Started Module, watch the orientation video and take The Course and Agreement Quiz on Canvas by Wednesday, 09/07/2022, 11:59 pm, EST. No access to course content and no assignments will be graded if The Course and Agreement Quiz has not been completed.

COURSE DESCRIPTION:

Welcome to Spanish 132! Intermediate Spanish II is the fourth of a four-course sequence for students who had some exposure to the Spanish language. This intermediate-level Spanish course is conducted within a communicative approach. This course focuses on an integrated development of the four traditional language skills (i.e., listening, speaking, reading and writing) plus a fifth skill: cultural understanding of the Hispanic culture and its civilization. Students will develop their proficiency in Spanish by engaging in linguistic and cultural activities through extensive interaction with the materials and with their peer asynchronously. This course has been certified to fulfill the Arts and Humanities cluster: Nature of languages and their speakers [goal q.]

PREREQUISITE: SPAN 131 or placement

*Placement exam results can be found in Degree Navigator at the bottom of MY COURSE LIST tab where all placement results are listed. If you have doubts about your placement, please contact Dr. Dámaris M. Otero-Torres, Undergraduate Director, Department of Spanish and Portuguese at dotoero@spanport.rutgers.edu.

ELEGIBILITY:

This course is for students that have placed into the course or have successfully completed SPA 131 here at Rutgers or have transferred it from another institution. Students will not receive credit for this course **IF** their placement exam is higher than SPA 132. Any student with a placement score of 01:940:203, 01:940: 204, 01:940:139, 01:940: 201, 01:940:202, or 01:940:FSH, must drop SPA 132 immediately and contact the Undergraduate Director to be placed in the course that corresponds to their appropriate level of proficiency.

I. COURSE OBJECTIVES AND EXPECTATIONS

This course aims to help students acquire communication skills in both oral and written Spanish through the interpersonal, interpretive, and presentational modes. Upon successful completion of this course, you will satisfy the following Core Curriculum learning goals in the Arts and Humanities:

AH-



Understand the nature of human languages and their speakers

- **DEMONSTRATE COMPREHENSION** of spoken Spanish with sufficient ability to grasp the main idea and some supporting details in extended conversations -both spontaneous and recorded- that relate to daily life and represent authentic situations.
- **SPEAK Spanish** well enough to have short conversations with native speakers about topics such as describing activities and events in the present and past, giving commands, advice and recommendations, expressing emotions and feelings, providing or obtaining specific information, as well as being able to talk about customs, pastimes, health, and quality of life.
- **READ AND DEMONSTRATE UNDERSTANDING** of selections of texts taken from a variety of genres about different topics related to the Spanish-speaking world.
- **WRITE** essays that vary in length (no more than 2 pages) on topics that relate to personal situations and experiences as well as more general topics that deal with world events and situations that occur in daily life.
- **Departmental goals:** <http://span-port.rutgers.edu/learning-goals>

COURSE EXPECTATIONS AND OUTCOMES:

Taking a fully asynchronous Spanish online course is a different experience from most content online courses you might take. Language acquisition takes time and, continuous practice. You are expected to engage with the course multiple times each week. The course objectives, expectations, outcomes, and study/work time are the same as for face-to-face classes offered at the New Brunswick campus. The tasks and due dates are geared for students whose work / study load prevents them from attending a regular class schedule. This is a four-credit course with work equivalent to four hours class time and eight hours of preparation. **Students that take this on-line course should not expect this course to be a “lighter” version and to have less of a workload than the face-to-face class.** For more information, go to your Canvas Course Page- Module 0 Getting Started.

II. REQUIRED COURSE MATERIALS

You can buy the required materials at any Rutgers University Bookstore in a package or you can go to <http://www.pearsonmylabandmastering.com/northamerica/mylanguagelabs/students/index.html> to buy them directly from the publisher:

A. Textbook and Student Activities Manual

OPTION 1: Physical package

MSL (5-month access) with bound book: 9780135881842

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Authors: Nibert & Abbot

Edition 2nd 2020

Publisher: Pearson

Package includes Book + MyLab Reg Code (printed card) (includes e-book)



OPTION 2: loose-leaf textbook

MSL with MSL (5-month access) loose-leaf edition: 9780135881699

OPTION 3: Digital package

MySpanishLab with e-text access (5-month access) 9780135304730 :

B. Canvas course page

- Course Page name “940:132 Fall 22-Rodriguez”
- **Digital Tools available from Canvas:** course navigation and content tools; ZOOM, Forums, VoiceThread, Quizzes 2, PlayPosit & Flipgrid (via Canvas Modules)



Must Haves:

- Plug-in audio headset with microphone [Internal computer audio and mike might not work properly.]
- Web-CAM Internet Access, Chrome or Firefox browser.
- Microsoft Word & Power Point 2007 or newer version, Adobe reader.
- Canvas Student Guide: <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>
- Canvas technical requirements; <https://canvas.rutgers.edu/>
- **MSL technical requirements;** <http://www.pearsonmylabandmastering.com/northamerica/mylanguagelabs/students/index.html>

Recommended:

- An online dictionary such as <https://www.wordreference.com>

III. LEARNING ACTIVITIES, ASSESSMENT & GRADING

REMEMBER: Your instructor is available synchronously upon request to review or practice any of the material of the course. To request a one-on-one meeting, e-mail your instructor. Any scheduled meetings will use **Zoom Conference**. It is your responsibility to complete all activities as indicated in the syllabus. **Except for one Core Curriculum task, (Mini debate), all course learning activities and assessment are asynchronous.**

A. Mini debate: Oral Practice and Final Oral Presentation [30%]

These are Core Curriculum Tasks

- **Mini debate:** There will be ONE **PRACTICE SESSION [15%]** during the semester to assess improvement and practice an interview format (**week 7**). You will be paired with a student with a similar schedule of availability to complete this task. Your instructor will use the schedule of availability you submitted to do that. You will video record your mini debate and submit it in Canvas. -You will be graded on the grammar functions, the dialogues and vocabulary that you have learned in the course. Mini debate -Practice session will be graded according to the rubric on Canvas.
- **Final Oral Presentation- Flipgrid [15%]:** On the last day of classes, students will submit via Flipgrid an oral final presentation demonstrating everything they learned in the course. Instructions and rubrics are available on Canvas.



b. “Prácticas” [40%: 10% each]: You will complete FOUR *Prácticas* on Canvas using tools like VoiceThread, Forums, FlipGrid, Conference or Google docs. These lessons contain the same grammar lessons, dialogues and vocabulary models, and practice activities that are presented in the face-to-face classes. We will cover chapters 1 through 5 in the textbook. Your *Práctica* will be graded according to the rubric in **Canvas**. **You will have 2 weeks to complete each lesson and submit the 10 activities per Module.**

You are required to complete all Prácticas as instructed, using most of the time by video recording your answer using a Web-cam (your face must be clearly seen). Audio must be clear with proper volume. You must identify yourself with your complete name. Your attire and surroundings must be appropriate.

For the **Prácticas**, you must:

1. Download the PowerPoint files (see each Module).
2. Listen and practice the vocabulary and dialogues, learn the grammar lessons, complete the activities assigned.
3. Then record your answers to the activities assigned.

c. STUDENT ACTIVITIES MANUAL (SAM) HOMEWORK: MYLab/MYSpanishLab [10%]: These activities are integrated in our Canvas course page. You will need to register to have access to them. Students will find that if they do not keep up with the homework assignments, they will fall behind and their participation grade will be greatly affected. You are required to listen and practice the vocabulary for every chapter. Consult Module 0 for registration and getting started with My Lab.

d. Portfolio (2) [18%; 9% each]: There will be TWO portfolios (Weeks 7 and 15). Students will complete a video, a reading and a written assignment for each portfolio to demonstrate mastering of language skills. Each Portfolio assignment is available 96 hours prior to the deadline for submission. See instructions on Canvas.

e. GRADING SCALE & GRADE DISTRIBUTION

1. Grading Scale: (from Rutgers Department of Spanish & Portuguese)

A = 92-100 B+ = 87-91 B = 82-86 C+ = 77-81 C = 70-76 D = 65-69 F = 0-64

2. Grade Distribution: The final grade will be determined in accordance with the following distribution

W1: Assignments	02%
SAM-Homework- MyLab (5)	10%
Prácticas (4)	40%
Portfolio (video, reading and writing assignments) (2)	18%
Core C. Task #1- Mini debate (1)	15%
Core C. Task #2- Final Oral Presentation (1)	<u>15%</u>
	100%

Final grades are not negotiable and will not be rounded up.

E. LANGUAGE ACQUISITION STUDIES: Students in this course may be able to receive extra credit for participating in experimental studies on language acquisition.

IV. SUBMITTING ASSIGNMENTS

Details about all assignments and exams will be available on CANVAS and ALL Assignments MUST BE completed by the corresponding deadlines Eastern Standard Time (EST). This deadline is normally on Sundays by 11:45 PM ET unless it is otherwise specified. Please note that some assignments may take several weeks to be completed but ALL must be completed by the indicated deadline. ***DO NOT SEND or SUBMIT ASSIGNMENTS VIA E-MAIL unless you are authorized to do so by your instructor.***

Make-up policy: If a student cannot comply with the assigned due date, s/he must contact the instructor. **All students have a ONE-time make-up for any assignment if they have missed the deadline.**

V. POLICIES AND REQUIREMENTS

A. ACCOMMODATIONS and ASSISTANCE: Any student who feels that s/he may need accommodations based on a disability should bring the proper documentation from the Office of Disability Services (ODS) to the instructor.

***Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Any student dealing with extraordinary personal situation should contact (<http://rhscaps.rutgers.edu/>).

***Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

***Crisis Intervention :** <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

***Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>

***Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

B. ACADEMIC HONESTY: Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- cheating
- plagiarism
- aiding others in committing a violation or allowing others to use your work
- failure to cite sources correctly
- fabrication
- using another person’s ideas or words without attribution
- re-using a previous assignment
- unauthorized collaboration
- sabotaging another student’s work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at: <https://nbacademicintegrity.rutgers.edu/>

Students are not allowed to use computer-assisted translation software or seek outside help in any form. In other words, the writing is to be entirely your own work (words and ideas). If you are using material produced by another person under any circumstances, you must acknowledge it. Any outside help is considered unacceptable collaboration and will be dealt with accordingly. Any assignment that uses vocabulary or grammatical functions **not corresponding to the preliminary oral evaluation (w1) or material considered beyond the student’s oral ability will be given a ZERO** even if the assignment is correct.

C. NETIQUETTE

ATTENTION: COMMUNICATING WITH INSTRUCTOR

The Department of Spanish and Portuguese has adopted a no-tolerance policy for e-mails messages addressed in an intimidating or threatening tone. If you have a concern that needs to be addressed with an instructor or faculty member, please follow the detailed guidelines available on **your Canvas Spanish course page- Module 0-Getting Started**. Please note that we take students' concerns seriously, but we will NOT acknowledge any e-mails written in abrasive or threatening language since these do not reflect the standards of excellence upheld by the department. “Online manners” are commonly known as Netiquette. They are important for all communications related with assigned activities for online courses. You are expected to address your instructor and classmates with respect and in a formal manner. **Students should expect a reply to an email within 24 hours Mondays-Fridays. Emails posted after 3pm on Fridays will be reviewed on Mondays.**

VI. Important Dates

A. Important Administrative dates :

- 1. Add/Drop Period without W – TBA**
LAST DAY TO DROP – TBA
LAST DAY TO ADD - TBA
- 2. Drop period receiving a W – TBA (5:00 pm)**

B. COURSE MAP: CALENDAR AND DEADLINES

C/= TEXTBOOK CHAPTER ML= MyLab (HOMEWORK) Assessment: Highlighted in yellow

Weeks: Modules open on Mondays and close on Sundays.

Course Map	Week 1	Weeks 2-4	Weeks 4-6	Weeks-7-8	Week 8-10	Weeks 10-12	Weeks 12-15
Topics	Module 0: <i>Introduction to course and Getting started</i>	Módulo 1: <i>C1: Espacios dinámicos</i>	Módulo 2: <i>C2: Ritos de transición</i>	Assessment	Módulo 3: <i>C3: Comunidades nuevas y renovadas</i>	Módulo 4: <i>C4: La conciencia social</i>	Módulo 5: <i>C5: La creatividad en acción & Assessment</i>
Deadline s: asynchronous communication	<ul style="list-style-type: none"> Turn in: 1. Student Questionnaire, by Wednesday 09/07/22 @11:45 EST Watch video orientation Wednesday 09/07/22 @11:45 EST Complete Course and Agreement Quiz by Wednesday 09/07/22 @11:45 EST Complete Scavenger Hunt Task by Sunday 9/11/22 @11:45 EST 	<ul style="list-style-type: none"> Turn in: 1. Schedule of availability by Sunday 09/18/22 @11:45 EST C1: Study and complete ML by Sunday 09/18/22 @11:45 EST Complete VoiceThread Learn and Practice C1 by Sunday 09/25/22 @11:45 EST 	<ul style="list-style-type: none"> C2: Study and complete ML by Sunday 10/01/22 @11:45 EST Complete VoiceThread Learn and Practice C2 by Sunday 10/9/22 @11:45 EST 	<ul style="list-style-type: none"> Mini Debate Oral Practice session (paired Core C Task) by Sunday 10/16/22 @11:45 EST Portfolio#1 (individual Task) By Sunday 10/16/22 @11:45 EST 	<ul style="list-style-type: none"> C3: Study and complete ML by Sunday 10/23/22 @11:45 EST Complete VoiceThread Learn and Practice C3 by Sunday 10/30/22 @11:45 EST 	<ul style="list-style-type: none"> C4: Study and complete ML by Sunday 11/6/22 @11:45 EST Complete VoiceThread Learn and Practice C4 by Sunday 11/13/22 @11:45 EST 	<ul style="list-style-type: none"> C5: Study and complete WP by Sunday 12/4/22 @11:45 EST Final oral Presentation- Flipgrid Asynchronous Monday 12/12/22 @11:45 EST Final Portfolio#2 (reading, video and writing assessment) by Monday 12/12/22 @11:45 EST

Supporting materials for the SAS-CC

A. Course Agreement (sample questions)

I have read the Syllabus, and MODULE 0- "Getting Started on Canvas" and I agree to abide by the policies and requirements for this course.

1. I agree to read carefully, this agreement and all required documents.
2. I agree to read all the INSTRUCTIONS on our Canvas Course Page.
3. I agree to get familiarized and prepared for “Learn and Practice VoiceThread lessons, homework, Prácticas orales by completing all tutorials.
4. I agree to get and have all the materials; plug-in headphones and microphone, Web-Cam, Word and PowerPoint programs, AND register for MyLab.
5. I agree to complete all the assignments by the due dates.
6. I agree to have checked all technical and technology requirements for this course.
7. I understand: taking an online course is not any easier than a face-to face course and it will require time, responsibility and self-discipline.
8. I understand that if I do not complete the Learn and Practice Lessons, do not turn in assignments on time, make arrangements to complete all the Learning Activities, tasks and Assessments on the weeks assigned my grade will be in jeopardy.
9. If I have doubts about my placement, I will contact Prof. Dámaris Otero-Torres, Undergraduate Director, via e-mail at dotero@spanport.rutgers.edu **during the first week of classes (before the end of the drop/add period)**. It is my responsibility to be enrolled in the language course that corresponds to my placement.
10. I understand that I can request an extension to complete the course task in case of an emergency. However, the granting of an extension does not necessarily imply that I will pass the course. All requests must be done within a reasonable time after the emergency in writing by sending an e-mail to the instructor.
11. I also understand that in order to receive credit for this course I must have completed all requirements.
12. I am ready to begin this course and complete all assignments.

B. Sample rubrics

ORAL-INTERPERSONAL RUBRIC: 30 POINTS

	5	4-3	2	1
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A. CONTENT/ TASK COMPLETION Score: _____	You have completed all the tasks assigned in a thorough manner with accurate information.	You have completed most of the tasks assigned with mostly accurate information.	You have completed some of the tasks assigned with somewhat accurate information.	You have completed very few of the tasks assigned with very little or inaccurate information.
B. COMPREHENSION Score: _____	You understood all of what was said to you.	You understood most of what was said to you.	You understood some of what was said to you.	You understood little of what was said to you.
C. COMPREHENSIBILITY Score: _____	Listener understood all of what you were trying to communicate. Errors are rare and do not impede comprehensibility	Listener understood most of what you were trying to communicate. Errors do not impact comprehensibility	Listener understood less than half of what you were trying to communicate. Errors usually do not impact comprehensibility	Listener understood little of what you were trying to communicate. Errors impact comprehensibility.
D. VOCABULARY Score: _____	You have used a wide range of vocabulary from chapters 6 to 9 and beyond.	You have used a good range of vocabulary from chapters 6 to 9	You have used less than the vocabulary expected from chapters 6 to 9	You have used an inadequate amount of vocabulary, fail to incorporate new vocabulary, or included very few new words
E. ACCURACY Score: _____	You used language correctly almost all the time, including grammar (time references, frequency, preterit & imperfect, agreement, etc) and word order.	You have used language correctly most of the time , including grammar (time references, frequency, preterit & imperfect, agreement, etc) and word order	You have sometimes used language correctly (time references, frequency, preterit & imperfect, agreement, etc) and word order	You seldom used language correctly specially grammar (time references, frequency, preterit & imperfect, agreement, etc) and word order
F. FLUENCY Score: _____	You spoke clearly and without hesitation . Pronunciation and intonation seemed natural .	You hesitated a little, and had a few problems with pronunciation and intonation.	You hesitated and had some problems with pronunciation and intonation.	You hesitated frequently and struggled with pronunciation and intonation. You read.
TOTAL: (A+B+C+D+E+F) _____ /30				

Comments:

STRENGTHS	OPPORTUNITIES

Written-INTERPERSONAL RUBRIC: 30 POINTS

	5	4	3-2	1	Score
A. CONTENT	You fulfilled all the requirements of the task in detail.	You fulfilled most of the requirements of the task with some detail .	You fulfilled some of the requirements of the task with few details .	You fulfilled few of the requirements of the task. Your task completion and details were inadequate .	
B. COMPREHENSIBILITY	Reader was able to understand all of what you were trying to communicate.	Reader was able to understand most of what you were trying to communicate.	Reader was able to understand less than half of what you were trying to communicate.	Reader was able to understand little of what you were trying to communicate.	

<p>COMPLETION OF ACTIVITIES</p> <p>USE OF VOCABULARY</p> <p>USE OF GRAMMAR</p> <p>Your score:</p> <p>_____</p> <p>–</p>	<p>20 All activities were completed with EXCELLENCE. Used all models; vocabulary, grammar & culture presented in the LEARN&PRACTICE slides, in the text-book, in the SAM activities and Videos. EXCELLENT pronunciation.</p> <p>19 All activities were completed VERY WELL. Used all models; vocabulary, grammar & culture presented in the LEARN&PRACTICE slides, in the text-book, in the SAM activities and Videos. VERY GOOD pronunciation.</p> <p>18-17 MOST activities were completed WELL. Used almost all models; vocabulary, grammar & culture presented in the LEARN&PRACTICE slides, in the text-book, in the SAM activities and Videos. GOOD pronunciation.</p> <p>15- 14 Activities were completed ADEQUATELY. Used SOME models, vocabulary, grammar & culture presented in the LEARN&PRACTICE slides, in the text-book, in the SAM activities and Videos. USED material NOT INCLUDED in the course, some material beyond course's proficiency scope. ADEQUATE pronunciation. NEEDS MORE PRACTICE in pronunciation.</p> <p>13-12 INADEQUATE completion of activities. Use of ENGLISH when not required by the activity. Use of vocabulary, grammar and other content NOT PRESENTED in the course. INADEQUATE use of models, vocabulary, grammar & culture presented in the LEARN&PRACTICE slides, in the text-book, in the SAM activities and Videos. VERY HARD TO UNDERSTAND. NEEDS MORE PRACTICE in pronunciation.</p>
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D. Core Curriculum Rubrics

I. GOAL q – Student is able to... Understand the nature of human languages and their speakers.

Student demonstrates an understanding of basic concepts in the following areas:	OUTSTANDING 10	Very GOOD- Good 9-8	SATISFACTORY 7	UNSATISFACTORY (D/F) 6-1
A. The essential components of language as a communication system	Demonstrates a full understanding of language as a system; understands meaning as language-specific.	Demonstrates a good sense of the systematic nature of language and of language-based meaning.	Demonstrates satisfactory sense of the nature of language and of language-based meaning.	Does not demonstrate an understanding of the systematic nature of language or language-based meaning.
B. How meaning is represented and conveyed in language	Demonstrates a strong grasp of language-specific idiomatic meanings; does not resort to literal translations.	Demonstrates a good grasp of language-specific idiomatic meanings; usually avoids resorting to literal translations	Demonstrates some grasp of language-specific idiomatic meanings.	Demonstrates no grasp of language-specific idiomatic meanings; resorts to literal translations.
C. The relationship between speech and writing	Shows strong awareness and command of language register, from informal exchanges to formal written or oral communication.	Shows good awareness and command of language register, from informal exchanges to formal communication (written or oral).	Shows some awareness and command of language register, from informal exchanges to formal communication (written or oral).	Shows no awareness of language register, from informal exchanges to formal communication (written or oral).
Score (A+B+C): /30				

INSTRUCTOR'S FEEDBACK

II. Quality of Language Performance

	5	4-3	2	1
A. COMPREHENSIBILITY	Listener understood all of what you were trying to communicate. Errors are rare and do not impact comprehensibility.	Listener understood most of what you were trying to communicate. Errors do not impact comprehensibility.	Listener understood less than half of what you were trying to communicate. Errors usually impact comprehensibility.	Listener understood little of what you were trying to communicate. Errors impact comprehensibility.
B. VOCABULARY	You have used a wide range of vocabulary from the assigned chapter	You have used a good range of vocabulary from the assigned chapter	You have used less than the vocabulary expected from the assigned chapter.	You have used an inadequate amount of vocabulary.

C. ACCURACY	You used language correctly , or almost all the time, including grammar (assigned chapter) and word order.	You have used language correctly most of the time , including grammar (assigned chapter) and word order.	You have sometimes used language correctly. You incorporate rarely grammar from the assigned chapter	You seldom used language correctly specially grammar and word order. You did not incorporate grammar from the assigned chapter.
D. FLUENCY	You spoke clearly and without hesitation . Pronunciation and intonation seemed natural . No reading or memorization	You hesitated a little, and had a few problems with pronunciation and intonation. Very little memorization. No reading	You hesitated and had some problems with pronunciation and intonation. Some reading and/or memorization.	You hesitated frequently and struggled with pronunciation and intonation. Reading and/or memorization

E. Sample Core Curriculum Activity for online asynchronous communication

W7: Mini Debate -Oral Practice

Assessment/ Practice

Mini debate- "Tertulia"

Pair/Group activity

Students with similar schedule of availability will be partnered.

Your instructor will use the schedule of availability you submitted on the second week of classes for the group creation.

Video recording submission

Academic Integrity:

Please make sure you abide by the University's Academic Integrity policy: all your work must be your own. See the [syllabus, and Module 0](#) if you have questions, if necessary, contact your instructor for further clarification in a timely manner.

This practice is similar to the ones included on each Práctica (C1 and C2) that you completed with a classmate. You will prepare the pre-selected topic and you will apply linguistic functions, some vocabulary related to the material previously practice. This activity will help you to prepare for the assessment tasks of the course (W7) directly or indirectly. These student-student debates will also help you to prepare for the Final Oral presentation. You and your partner will virtually meet; video record this mini debate and submit it via Canvas Assignments.

TERTULIA INFORMATION AND TIPS FOR PREPARATION

The objective of the *tertulia* meeting is to measure the student's progress with the aural and oral communicative aspects of the Spanish language up to this point in the course. Accordingly, you will be graded based on the following:

- preparation of the topic
- ability to speak and interact with other student in a comprehensible manner using correct pronunciation and intonation
- use of vocabulary and structures introduced in class.

Expectations, Requirements, Tips:

- This learning activity will be conducted completely **in SPANISH**. *Do not* use English. If you get stuck or don't understand something, use Spanish phrases such as "no entiendo," "no sé," "¿puedes repetir por favor?" to keep the conversation going.

- An important part of the grade considers the naturalness and flow with which a student speaks. Therefore: The student could have some notes, phrases in front of him or her but you are not allowed to read nor constantly check your notes as support. Students are expected to activate language coping strategies such as paraphrasing and circumlocution.
- The student MAY NOT read word-for-word already written-out answers.

You are required to read the following article and prepare the following questions:

Topic: C1. Espacios dinámicos- La Universidad

READING: [Vida de prepas](http://www.elnuevodia.com/estilosdevida/hogar/nota/vidadeprepas-2235949/)

You can also access the reading in its original format: <http://www.elnuevodia.com/estilosdevida/hogar/nota/vidadeprepas-2235949/>

A. Preguntas de comprensión- (Reading Comprehension questions for the activation of vocabulary and information needed for the debate)

1. ¿Qué es prepa? Explique en sus propias palabras
2. ¿Es un día fácil o difícil para el estudiante? Mencione 2 razones para explicar su respuesta.

B. Once you have responded them, think about the following questions. These questions below will be used during the meeting to create conversation among students. (Questions to prompt the mini debate)

- a. ¿Es la vida universitaria del primer año tan difícil? ¿Cuáles son las ventajas y desventajas?
- b. En tu opinión, ¿crees que los estudiantes universitarios estadounidenses tienen una vida universitaria más fácil que la de los estudiantes puertorriqueños?

What is going to happen during the Mini Debate?

A. You will have a mini debate expressing your opinion about the reading. The discussion: you are going to have a friendly conversation or debate for about 4-5 minutes (2 minutes per person for pairs of 2 people, more or less)

B. Minimum requirements for your conversations: In your conversation with your partner or group you must include the following:

Student A [] Greet your friend, ask about what he has been reading

Student B [] Respond to the question by describing, explaining and expressing the opinion of the current event (In groups of 3, the third person repeats the role of Student A)

Student A [] React and express your opinion

Student B [] Ask your friend what he has been reading and to give you his opinion

Student A [] Respond to the question by describing, explaining and expressing the opinion of the current event

Student B [] Ask what s/he thinks about the cultural perspective

Student A [] Respond and ask the same question

Student B [] Respond to the question

Students A y B [] Say goodbye to each other

Do not read. Do not memorize. Use your own words.

Other supporting materials for this activity (handouts):

I. Antes del debate (Content-graphic organizers)

A. Organiza la información

Usa las lecturas y los videos en Canvas para informarte y ayudarte con los argumentos.

TEMA 1: (al elegir)	
Presentación de argumentos	
A favor de emigrar:	En contra
1.	1.
2.	2.
Para Responder- reaccionar al comentario del compañero	
1.	1.
2.	2.

Tema 2: (al elegir)	
Presentación de argumentos	
A favor de emigrar:	En contra
1.	1.
2.	2.
Para Responder- reaccionar al comentario del compañero	
1.	1.
2.	2.

B. Practica usando el siguiente esquema (Conversation structure for a mini debate-graphic organizer)

1. La emigración de Latinoamérica

Lee los siguientes extractos de debate y complétalo **expresando argumentos y /o ejemplos** que se piden. Sigue el orden de los números y escribe en el espacio dado. Recuerda incluir conectores

1. **Moderador.** El tema de hoy es: ¿Es la emigración la solución?

1. *A favor:* Creo.....
 porque. (introduce argumento y ejemplo)
 arg. _____

 ej. _____


2. *A favor:* Creo.....
 porque. (introduce argumento y ejemplo)
 arg. _____

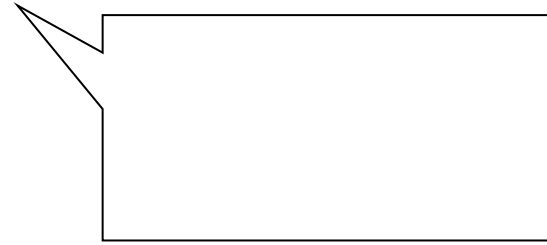
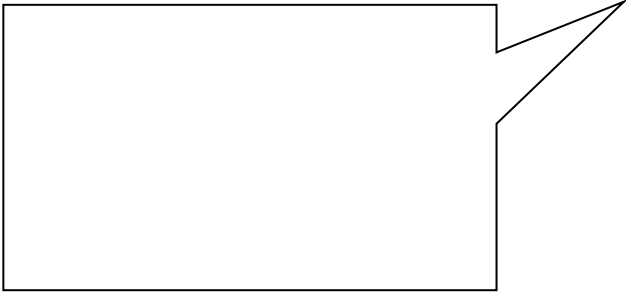
 ej. _____

2. **En contra.** (agregar segundo argumento)

1. **En contra:** Creo.....
 porque. (introduce argumento y ejemplo)
 arg. _____

 ej. _____





Useful Expressions

To express opinion

Modelo: <i>Sé que / Me parece que / Creo que</i> el arte mexicano es de vanguardia. <i>Me gusta/me interesa porque</i>	Modelo: La gente dice que ... pero <i>creo que</i> (no) es.... <i>porque</i> <i>pienso que</i> (no) <i>porque</i> <i>me parece que</i> (no) <i>porque</i>
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To present an opinion and to react

Para conversar mejor

Desde mi punto de vista...	No estoy de acuerdo en absoluto.
En mi opinión... / Yo creo que...	Pero, ¿qué dices?
Estoy completamente de acuerdo.	¡Qué barbaridad!
Me sorprende que creas eso.	Tienes toda la razón.

Para conversar mejor

Qué interesante.	En mi/nuestro caso...
Parece que....	No lo puedo creer.
(No) Estoy de acuerdo.	Para mí, es evidente que...
¿De veras?	Y tú, ¿qué opinas?

Para conversar mejor

¿De veras?	Nunca había pensado en eso.
En el caso de mi familia...	Puede ser.
Es/Fue deprimente/preocupante.	¡Qué fascinante / interesante!
¿Me puedes hablar de eso un poco más?	Se me ocurre que...

To express agreement or disagreement

Para debatir mejor

A FAVOR	EN CONTRA
Así es.	De ninguna manera.
Exacto.	Lo siento, pero...
Podría ser.	No sabes lo que dices.
Tienes razón.	Temo que estés equivocado/a.

To explain your point of view and to organize your ideas:

Conectores

en cambio	<i>on the other hand</i>
por eso	<i>therefore</i>
porque	<i>because</i>
puesto que	<i>since</i>
sin embargo	<i>nevertheless</i>
ya que	<i>since</i>

Expresiones útiles para debatir¹

Para presentar los hechos	Para presentar argumentos y expresar opinión	Para expresar acuerdo/ desacuerdo	Para expresar reserva o duda	Para conceder parcialmente
Sabemos que...	Estoy convencido/a	Estoy totalmente de acuerdo con...	Dudo que ...	Es cierto lo que dices pero....
Es importante afirmar que....	Para mi... Pienso...	Ella (no) tiene mucha razón...	No está claro si ... No estoy seguro ...	
Es curioso observar que...	Me parece En mi opinión...	(No) Estoy de acuerdo con...	Me pregunto si deberíamos	Probablemente tenga razón sin embargo...
No debemos olvidar los hechos reales...	Creo que... Creo (firmemente) que	(No) Comparto su opinión sobre...	tomar en serio su opinión ...	
Es evidente que...	Es un hecho		No necesariamente es así...	Hay que considerar que
En realidad, ...				

Otras funciones (Ver Apéndice en Punto y Aparte)

Para organizar la información

En primer lugar, primero, por un lado, por otro, etc.

¹ Expresiones tomadas de: <http://www.englishspanishlink.com/deluxewriter/gloss%20pres%20facts.htm#top>

Causa y efecto (C1-5)	Como, debido, porque, por lo tanto, por eso, etc.
Concesivas (C3-5)	Pero, sin embargo, no obstante, aunque, etc.
Reacción y recomendación (cap. 3)	Es una pena, sería mejor, es aconsejable, insisto, etc.
Futuro (cap. 6)	Cuando, en tanto, tan pronto como,
Hipótesis (cap. 5)	Si se considerara tu argumento, se eliminaría ...