**Rutgers, the State University of New Jersey**

**Department of Spanish and Portuguese**

**ONLINE COURSE INFORMATION**

**SPANISH 01:940:132: 90 Intermediate Spanish II Spring 23**

***Instructor: Dr. Nicole Rodríguez,*** [nicole.rodriguez@rutgers.edu](mailto:nicole.rodriguez@rutgers.edu)

***Office Hours: Zoom Conferences: Tuesdays 10:00-11:00 am (Tentative: It could change based on student’s availability. Students are encouraged to email professor to set up appointments.)***

A 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, 01/18/2023, 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 [dotero@spanport.rutgers.edu](mailto:dotero@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:

image3.png

**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 picture containing sitting, riding, black, man

Description automatically generated*A. Textbook and Student Activities Manua*l

### OPTION 1: Physical package

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

**DÍA A DÍA**

**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* *:*

### A picture containing table, sitting, holding, wooden Description automatically generated

*B. Canvas course page*

* Course Page name**“940:132 Spring 23-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 willuse **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%]

* **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  SAM-Homework- MyLab (5)  Prácticas (4)  Portfolio (video, reading and writing assignments) (2)  Core C. Task #1- Mini debate (1)  Core C. Task #2- Final Oral Presentation (1) | 02%  10%  40%  18%  15%  15%  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.](https://webapps.rutgers.edu/student-ods/forms/registration)

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/](http://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. FINANCES -** The Department of Spanish and Portuguese is committed to supporting students in financial need, including helping with technology and textbook requirements. Students do not need to navigate financial challenges alone. If you encounter financial challenges related to this class, please let the instructor know ASAP so that the department can work with you and your instructor to make the necessary arrangements.

**C. 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.

**D. *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****: Introduction to course and*  *Getting started* | ***Módulo 1:***  C1: *Espacios dinámicos* | ***Módulo 2:***  C2: *Ritos de transición* | ***Assessment*** | ***Módulo 3:***  *C3: Comunidades nuevas y renovadas* | ***Módulo 4:***  *C4: La conciencia social* | ***Módulo 5***  *C5: La creatividad en acción* &  Assessment |
| **Deadlines: asynchronous communication** | • Turn in: 1. Student Questionnaire, by Wednesday  ***01/18/23***  ***@11:59 EST***  • Watch video orientation Wednesday  ***01/18/23***  ***@11:59 EST***  Complete Course and Agreement Quiz by Wednesday  ***01/18/23***  ***@11:59 EST***   * Complete Scavenger Hunt Task by Sunday   ***01/22/23***  ***@11:59 EST*** | • Turn in: 1. Schedule of availability by Sunday  **01/29/23**  **@11:59 EST**   * C1: Study and complete ML by Sunday **01/29/23 @11:59 EST**   •  • Complete VoiceThread Learn and Practice C1 by Sunday  **02/05/23 @11:59 EST** | • C2: Study and complete ML by Sunday 02**/19/23 @11:59 EST**  • Complete VoiceThread Learn and Practice C2 by Sunday  **02/19/23 @11:59 EST** |  | • C3: Study and complete ML by Sunday **03/10/23 @11:59 EST**  • Complete VoiceThread Learn and Practice C3 by Sunday  **03/24/23 @11:59 EST** | • C4: Study and complete ML by Sunday 03**/26/23 @11:59 EST**  • Complete VoiceThread Learn and Practice C4 by Sunday  **04/02/23 @11:59 EST** | • C5: Study and complete ML by Sunday **04/30/23 @11:59 EST** |
| • **Mini Debate Oral Practice session (paired Core C Task)** by Sunday  **02/24/23 @11:59 EST**  • **Portfolio#1** **(individual Task)**  **By Sunday**  **02/27/23 @11:59 EST**  **One-on-one meeting by**  **03/03/23** | * ***Final oral Presentation- Flipgrid* Asynchronous**   Monday **05/1/23 @11:59 EST**  • **Final Portfolio#2** (reading, video and writing assessment) by 05**/1/23 @11:59 EST** |

Supporting materials for the SAS-CC

1. **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](mailto: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.
13. Sample rubrics

ORAL-INTERPERSONAL RUBRIC: 30 POINTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4-3 | 2 | 1 |
| 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** ofthe requirements of the task **with few details.** | You**fulfilled** **few** ofthe 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. |  |
| C. ACCURACY | You have used grammar, spelling, word order, and punctuation **correctly with minor problems.** | You have**few problems** with grammar, spelling, word order, and punctuation. | You have **some problems** with grammar, spelling, word order, and punctuation that are basic. | You have a **significant number** of grammar, spelling, word order, and punctuation errors. |  |
| D. VOCABULARY | You have used a **wide range**of vocabulary. | You have used a **good range**of vocabulary. | You have used **less than the vocabulary expected**. | You have used an **inadequate** amount of vocabulary. |  |
| E. ORGANIZATION | Your presentation is **logical and effective.** | Your presentation is **generally logical and effective** with a **few minor problems**. | Your presentation is **somewhat illogical and confusing in places**. | Your presentation **lacks logical order and organization.** |  |
| F. TEXT TYPE | You wrote using **strings of sentences.** You attempt to write in paragraph. | You have used **strings of sentence**s **and some simple sentences.** | You have created with language by using **simple sentences and some strings of sentences**. | You have used **simple sentences, isolated words, and memorized** phrases. |  |

**C. Sample Feedback on Voicethreads**

Professor’s feedback

**1. Pronunciation and fluency**:

1. *Pronunciation* Need to improve Have improved

a. Vowels A E I O U OTHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Consonants H LL R J D Z OTHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. *Fluency:* Need to improve Have improved

[] speaking skills

[] natural pauses are more prevalent than unnatural ones

[] knowing verb forms and/or vocabulary

[] incorporating and using linking words (*e.g. pero, y, además, también, que, etc.*)

[] avoiding translation word by word

**2**. **Vocabulary**: Need to improve Have improved

[] avoiding translation and/or using English

[] applying oral strategies when dealing with vocabulary

[] using only learned vocabulary or cognates

**3. Linguistics Functions and grammar**: Need to improve Have improved

[] with the use and application of language communication as practiced

[] with \_\_\_ descriptions with basic and sophisticated linking words

\_\_\_ descriptions with regular and irregular verbs in present

\_\_\_ basic narrations in the past with preterit and linking words

\_\_\_ narrations in the past with preterit, imperfect and linking words

[]with, \_\_\_\_ *ser, estar, haber, tener, hacer*  *\_\_\_ reflexive verbs in present/ past* *\_\_ present progressive*

\_\_ stem-changing verbs in present/in past \_\_\_ preterit \_\_ imperfect

OTHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Comments:

Need to improve:

***Have improved:***

|  |  |
| --- | --- |
| **COMPLETION OF**  **ACTIVITIES**      **USE OF VOCABULARY**      **USE OF GRAMMAR**      **Your score:**      **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **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.    **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.    **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.    **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.    **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. |

1. 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 |

## 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](https://rutgers.instructure.com/courses/153564/modules/736359) 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](https://rutgers.instructure.com/courses/153564/files/17627684/download?wrap=1)  
You can also access the reading in its original format: [http://www.elnuevodia.com/estilosdevida/hogar/nota/vidadeprepas-2235949/](https://www.elnuevodia.com/estilos-de-vida/hogar/notas/vida-de-prepas/)  
  
A. Preguntas de comprensión- (Reading Comprehension questions for the activation of vocabulary and information needed for the debate)  
1. ¿Qué es prepas?       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 respond 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:  1.  2. | En contra  1.  2. |
| Para Responder- reaccionar al comentario del compañero | |
| 1.  2. | 1.  2. |

|  |  |
| --- | --- |
| ***Tema 2: (al elegir)***  Presentación de argumentos | |
| A favor de emigrar:  1.  2. | En contra  1.  2. |
| Para Responder- reaccionar al comentario del compañero | |
| 1.  2. | 1.  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. *A favor:* Creo……………………………………………………. porque. ……… **(introduce argumento y ejemplo)**

arg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ej. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2*. A favor.* (**agregar segundo argumento**)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

arg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ej. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A picture containing indoor, bedroom

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3. *A favor*. ¡Claro! Pero no pienso lo mismo…….**( reaccionar y concluir)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. *En contra.* ¡Claro! Pero no pienso lo mismo… **(reaccionar y concluir)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Useful Expressions**

**To express opinion**

**Text

Description automatically generatedText

Description automatically generated**

**To present an opinion and to react**

**Graphical user interface

Description automatically generated with low confidence**

**Graphical user interface, text

Description automatically generated**

**Graphical user interface

Description automatically generated with medium confidence**

**To express agreement or disagreement**

**Text

Description automatically generated with medium confidence**

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

**Table

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**Expresiones útiles para debatir[[1]](#footnote-1)**

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

**Otras funciones (Ver Apéndice en Punto y Aparte)**

|  |  |
| --- | --- |
| **Para organizar la información** | En primer lugar, primero, por un lado, por otro, etc. |
| **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 … |

1. Expresiones tomadas de: [http://www.englishspanishlink.com/deluxewriter/gloss%20pres%20facts.htm#top](http://www.englishspanishlink.com/deluxewriter/gloss%2520pres%2520facts.htm#top) [↑](#footnote-ref-1)