



# SPAN 3010 - Culture, Conversation and Composition

Department of Modern and Classical Languages  
Valdosta State University

## Course Description

**Prerequisite:** SPAN 2002 or consent of the instructor. Cultural approach to the improvement of writing and speaking skills in Spanish. The essays in the writing workshop and the class discussions will focus on the themes found in materials such as stories, films, or videos from the Hispanic world. Emphasis will be placed on Hispanic culture, vocabulary building, writing techniques, and problematic Spanish language structures.

### **The Purpose of this Syllabus:**

This syllabus is intended to serve as a guide to course expectations, policies, and grading procedures. Remaining enrolled in the course after being presented with this syllabus implies acceptance of, and a willingness to abide by, the policies, requirements, and penalties described herein.

**Textbook:** *Cinema for Spanish Conversation. 4<sup>th</sup> ed.* By McVey Gill, Mary; Smalley, Deana; Haro, María-Paz. Focus Publishing. 2014.

**Student Responsibility:** It is the student's responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

## **COURSE ASSESSMENT AND GRADE DISTRIBUTION:**

Assessment of the quality and level of knowledge, skills, and disposition of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following grade categories:

1. Attendance / Class Courtesy:	15%	A = 90–100
2. Homework:	10%	B = 80–89
3. Compositions:	45%	C = 70–79
4. Presentation of Film:	10%	D = 60–69
5. Exams:	20%	

- Due to the large number of tests and other grades taken during the semester, there will be no Mid-Term exam as such. "In Progress" grades will be based on all the assignments and tests up to that point in the semester.
- You may access your grades at any time on BlazeVIEW, after the grade book is set up.

### **Category 1. Attendance / Class Courtesy (15%)**

Attendance at each class meeting will be counted as a part of the grade for the course. Partial attendance points (such as 3 out of 6) will be assigned in the case of arrivals after attendance has been taken, or for early departure. If you arrive after the attendance has been taken, it is your responsibility to see me after class to assure that you were counted as present or late on that day. If you cannot get to class on time, it is recommended that you drop this class and take another.

- Students are expected to remain in class unless they are ill. Leaving class early will be counted as "late". Requests for exceptions to this in order to leave early on a regular basis should be submitted in writing.
- The class will be conducted in Spanish to the greatest extent possible, and all communication during class between you and me should be in Spanish, unless otherwise indicated. You will also be expected to speak to other students in Spanish during the class period, and to participate in Spanish to the best of your ability in all class activities in order to receive full credit (6 points) for the day.

- The guidelines of kindness and good citizenship in a social setting that are described below under “Class Courtesy” also affect one’s attendance score. See the section entitled “Class Courtesy” for more details.
- The lowest score of the semester in this category will be dropped, allowing for a week of adjustment to the course policies or for free unexcused absences.

### Category 2. Homework (10%)

From time to time there will be some short homework assignments, about 10–12 in the semester. There will also be a few in-class creative writing activities or other activities that will count for participation/completion in this category. The lowest score in this category will be dropped.

### Category 3: Compositions (45%)

Compositions are listed on the course calendar, and will be based on topics assigned to your group from the *Temas de conversación y composición* sections in our textbook. Two of the compositions will have various drafts and revisions as you learn from and correct your mistakes. Grading will be based on the rubric attached or an adaptation of it. Compositions must be written in class, from scratch on a clean piece of paper, not re-written from notes.

Compositions will fall into three categories:

- |   |     |
|---|-----|
| ▪ Four In-Class Compositions:   | 20% |
| ▪ Two Revised Compositions (revisions of specific in-class compositions): | 10% |
| ▪ One Final Composition:  | 15% |

- Dates for these will be given on the course calendar and may be changed by announcement in class. Compositions may be made up in the event of an excused absence. Compositions or revisions may be submitted late without an excuse, but will be subject to a 5% penalty per class day. Make up compositions must be done in person in my office, or the department office, from scratch on a clean piece of paper.
- Mistakes are our friends in language acquisition! Without them we would not know which path to follow toward our own proficiency in the second language. Since we can never write perfectly, our mistakes show us where to work toward improvement.

### Category 4: Presentation of Additional Film (10%)

Near the end of the semester we will have an opportunity to present the plot and themes of an additional film that is featured in the textbook, but not viewed in class. These presentations will be conducted in groups of two or three students, last a maximum of ten (10) minutes, and follow the outline presented in the “Apuntes sobre la narrativa” at the beginning of the semester and available on BlazeVIEW. Visual portions to accompany the presentation maybe in the form of a PowerPoint or other electronic presentation. These presentations should be practiced and revised so as to include aspects of “Apuntes sobre la narrativa”, and last no more than ten (10) minutes.

- Visuals should provide organization and interest to the presentation with little text. Examples of text might be short captions for photos, and a sentence summarizing the parts of the plot that serve as the key components of narrative structure. Presentations are to be spoken orally in a somewhat extemporaneous manner using your own words, that is not copied directly from a source nor read from notes or visuals. At most, one’s notes and slides should serve as reminders, not texts to be read.
- If a group misses its presentation for an unexcused reason (i.e., not ready, just forgot) they are to be penalized 20% of the grade, even if the presentation can be rescheduled.
- If a student is not present for an excused reason, but the rest of the group is prepared to present, that student will receive the group grade, or an adjustment of the group grade as detailed in the rubric. If a student is not present for an unexcused reason they will receive no grade (i.e. 0%) for the presentation, or an adjustment of the group grade as detailed in the rubric.
- Many of the films are available online, sometimes without subtitles. DVDs of all of the films are available in my office and are the property of the State of Georgia. Students may check out the videos for themselves or for their group to watch. All members of the group are responsible for the DVD that has been checked out. If it is lost, damaged, or unusable for any reason, you are responsible for replacing it. **Returning the DVD is your ticket to give the Presentation on final exam day. Each member of a group whose DVD has not been returned will forfeit the final composition and receive a “0” for the grade.**

### Category 5: Exams (20%)

Exams will be content based to test for comprehension of the films and short stories of the semester. They will be web-delivered via BlazeVIEW and will be open/available for a period of several days. To be excused from a BlazeVIEW exam, an excuse for each and every day in that period is necessary. The open window will not be changed and exams cannot be excused for reasons other than those stated in the attendance policy.

### Bonus Points for Duolingo:

You can receive bonus points on the Presentation of an Additional Film based on working with the online language learning site Duolingo. Sign up at [duolingo.com](https://www.duolingo.com) for a free account and work your way up the levels. At the Presentations, turn in a print out, screenshot, app view, etc. of your "Spanish Skill Tree" for bonus points based on your achieved level in Duolingo of one point per level, from level 8 and up. Enjoy!

## Course Policies and Recommendations

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1. Take charge of your learning. The professor and text are resources and guides. YOU are the person responsible for your learning, managing your time, and maintaining a serious course of study for acquiring Spanish. Read, learn, and do skill acquisition activities online at home so that class time is used for practice and answering questions. Effort does not mean quality because quality is what you can DO with Spanish.

2. **Attendance:** Tardiness, early departures, and entering or leaving the room while class is in session are inappropriate and unacceptable practices. Students are expected to remain in class unless they are ill. Please inform me if you are sick or have a chronic condition.

**Excused Absences:** You may have an unlimited number of excused absences, however, to be excused you must provide a reason for the absence based on documented illness, death, accident, required attendance at official VSU events, etc. in writing. Bring a copy of absence verification.

- These are NOT considered excused absences: class time conflicts; not feeling well or being "sick"; car trouble; having to work; experiencing problems with a roommate or boyfriend/girlfriend; advising appointments.

- Your classes occupy twelve to fifteen out of forty to sixty-five hours in a business week, you should try to make medical, dental, lab, and legal appointments for times other than class time.

**Missed Class Work:** If you are absent on the day of a composition or other graded in-class activity, you will receive a grade of zero for that work. Compositions may be made up in the event of an excused absence, homework and other graded work may be excused. Compositions or revisions may be submitted late without an excuse, but will be subject to a 5% penalty per class day. Make up compositions must be done in person in my office, or the department office, from scratch on a clean piece of paper. Online exams may be made up only in the event of an excused absence for the entire time period that they were available on Blazeview. You must seek me out to do any make-up work; I will not seek you out.

**Lateness:** Partial attendance points, such as 3 out of 6, will be assigned in the case of arrivals after attendance has been taken, or for early departure. If you arrive after the attendance has been taken, it is your responsibility to see me after class to assure that you were counted as present or late on that day. If you cannot get to class on time, it is recommended that you drop this class and take another. Students are expected to remain in class unless they are ill. Having a personal electronic device in sight, or leaving class early will be counted as "late".

3. **Class Courtesy:** This is a college course. As such, you are expected be adult, to act as a good citizen of the class, and to observe appropriate classroom courtesy. Here are some general rules to help everyone get along in a kind and peaceful manner:

- Pay attention to whomever is speaking, whether it is the instructor, a guest lecturer, or a classmate giving a response to questions or class discussion. Participation in pair and group oral activities will help improve your control and use of Spanish in conversational settings and is required of everyone in the class;
- Do not disturb or disrupt the class by making noises, whispering to or carrying on a conversation with another student during the class;

- Arrive on time, leave when dismissed; if you need to arrive late or leave early, do so as unobtrusively as possible, and make sure to give the reason for it to the instructor ahead of time (if at all possible) or after class;
- Do not bring food or eat during class as it is rude and usually disruptive; bringing a drink is acceptable—as long as it has a cap or lid so as not to spill;
- You may bring guests to class with you if you have cleared it ahead of time with the instructor;
- All personal electronic devices must be in silent mode and put away during class time. Exceptions can be made in the case of emergency personnel (i.e. police officers, emergency medical technicians, doctors) or in the case of impending emergency situations (i.e. expecting a birth) provided that you speak with me ahead of time. The same policy also applies to other reading materials not related to the class itself.  
**NOTE:** Having a personal electronic device in sight during class time will result in being counted “late” for the day (i.e., 3 out of 6 points). Actively using a personal electronic device will result in being counted as “absent” for the day (i.e., 0 out of 6 points).
- You are expected to bring your textbook (or the current chapter from it) along with note paper to class everyday. If you do not come prepared in this manner, you will risk being unable to participate or lose class time arranging to share a book and be counted “late” due to a lack of preparation.

Note that any student violating any of these rules of courtesy **will be counted “late” for the day and lose points as described in the attendance policy**. Repeated violation of the rules of courtesy may result in further disciplinary action being taken.

## Statements, Standards and Goals

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**Student Responsibility:** It is the student’s responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University’s programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University’s Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU’s Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**Student Success Center (SSC):** The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students, including a specially designated tutor for graduate students. Call 333-7570 to make an appointment.

**Academic Integrity:** Please review the Valdosta State University statement on Academic Integrity: <http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php>. The statements and policies published in all sections of this site will be observed and enforced in this class.

**SOI:** At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to

instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>

### **Standards:**

In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at: <http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> And (Speaking, revised 1999; Writing, revised 2001) <http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

The Program outcomes for the Spanish program can be found at the following site:

<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

### **Course Goals:**

Upon completion of the course the student will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the novice high level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and an awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

### **ACTFL Proficiency Guidelines**

- Student proficiency (performance in the language) is measured according to the scale provided by the American Council on the Teaching of Foreign Languages. Upon successful completion of **SPAN 3010**, students should be able to perform at the Intermediate Mid to High levels.

### **Speaking**

#### Intermediate High:

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

### **Writing**

#### Intermediate High:

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High

writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

#### Intermediate Mid:

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

#### **Outcomes:**

At the end of **SPAN 3010**, you will be able to communicate on selected topics and in appropriate situations at the intermediate-low to intermediate-mid level of proficiency, demonstrating varying degrees of mastery of selected grammatical structures and concepts and vocabulary items. The focus of the course is the development of oral (speaking) and listening proficiency and the improvement of reading and writing skills. The activities of the course will increase your awareness and understanding of many aspects of Hispanic cultures derived from their representation in classic films of Spain and Latin America. You will be able to view films with higher levels of comprehension and to discuss and analyze plot, cultural context, and other cinematic components using critical vocabulary appropriate to film studies.

Performance at the intermediate level in speaking and writing is usually characterized by the following:

1. You can create in the language (you don't have to rely exclusively on memorized utterances).
2. You can ask questions as well as answer them.
3. You can describe yourself and others in the present and past time frames (physical appearance, personality traits).
4. You can communicate using a range of vocabulary beyond the elementary level, appropriate to communication on specific topics or in typical social situations.
5. You can demonstrate an understanding of spoken messages or cues within a limited (familiar) context.
6. You will be able to express and support an opinion and talk about emotions and beliefs and doubts relating to a limited range of topics.
7. You usually speak and write in simple sentences and phrases and most frequently use the present tense, although you will be able to narrate simple events in the past. Errors are frequent, but your speaking and writing are intelligible to native speakers who are used to dealing with foreigners.
8. You can demonstrate an understanding of the concepts and content of authentic cultural materials (e.g., films, literary selections, print media, internet resources)

**Language Laboratory:** The Language Laboratory is located in West Hall 140. Computers are available in the lab to allow you to a couple of excellent resources that are **ONLY AVAILABLE IN THE LANGUAGE LAB** for your practice: ***Real Time Spanish*** and ***Grammar Tutor***. Of course, you can also use the lab to access the *iLrn* web site (powered by Quia) for homework assignments. The Laboratory is open during week days with specific hours posted at the door.



## Key Assessment: Rubric for Final Composition\*

	TARGET	ACCEPTABLE		UNACCEPTABLE
	5	4	2-3	0-1
<b>Content and Consideration of Reader** &amp; Overall Comprehensibility</b>	Topic is clearly stated (explicitly or implicitly) and well developed with relevant and accurate content; ideas well conceived and developed with sufficient examples. Consideration of reader readily apparent. Easily and completely comprehensible.	Topic is identifiable and developed with mostly relevant and accurate content; points not sustained or not fully developed. Consideration of reader not always apparent. Writing is on every other line as per instructions. Completely comprehensible with little effort/guessing.	Topic is neither stated nor identifiable. Some inaccurate content or conventional clichés; little supporting detail included. Consideration of reader rarely apparent. Writing may not be on every other line as per instructions. Comprehensible only with effort/guessing.	Cursory; gives the impression of writing just to complete the assignment. Consideration of reader not apparent. Writing may not be on every other line as per instructions. Not comprehensible even with effort/guessing.
<b>Structure, Logic and Transitions</b>	Well constructed paragraphs with a structured, logical progression of ideas and well-executed transitions.	Coherent paragraphs with logical progression of ideas but often lacks clear structure and/or transitions.	Loosely constructed paragraphs or strings of sentences with gaps in logic or no transitions.	Not a paragraph, or Disorganized. May appear to have been written as thoughts occurred to the writer.
<b>Grammatical Accuracy, Focus:</b> • Los conectores y las transiciones • Las oraciones compuestas • Los tiempos pasados • Los pronombres personales • La concordancia	Appropriate level of complexity in syntax with very few errors, if any, especially in agreement, pronouns, and use of <b>past tenses</b> at every opportunity.	Confined to simpler sentences or structures with very few errors OR shows variety and complexity in syntax with errors that do not affect comprehensibility, especially in agreement, pronouns, and use of <b>past tenses</b> at every opportunity.	Limited to simple sentences. Repetition/over use of a single syntactic style. Errors frequently affect comprehensibility, especially in agreement, pronouns, and use of <b>past tenses</b> at every opportunity.	Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it, OR reader must know English to comprehend much of the message.
<b>Vocabulary and Idioms</b>	Uses sufficient, appropriate, and varied vocabulary; English influence not apparent. Excellent use of vocabulary from textbook/films. Uses a rich variety of Spanish idioms; no literal translations of English idioms.	Usually uses appropriate vocabulary with some variety; some errors in usage that do not affect the message. Good use of vocabulary from textbook/films. Uses Spanish idioms occasionally; no literal translations of English idioms.	Often uses inappropriate or non-specific vocabulary (e.g. overuse of <b>cosa</b> in place of specific terms); lack of variety in word choice. Little use of vocabulary from textbook/films. Avoids Spanish idioms altogether; no literal translations of English idioms.	Uses only elementary vocabulary; creates nonexistent words from English OR uses words in English. Translates English idioms verbatim.
<b>ACTFL Target Level:</b> Intermediate Mid to High	5	4	2-3	0-1
<b>Punctuation and Spelling</b>	5	3-4	1-2	0
	Correct mechanics: spelling (including accent marks) capitalization and punctuation.	Occasional mechanical errors.	Frequent mechanical errors.	English spelling and punctuation; mechanical errors in most or all sentences.

(-2 x number of "errores fatales" = - \_\_\_\_\_ )

**Total :** \_\_\_\_\_ out of 50 points total

\*This rubric was adapted with the permission of Dr. Eileen Glisan of the Department of Spanish (Teacher Education Program) at the Indiana University of Pennsylvania.

\*\* *Consideration of Reader* is an evaluation of how much burden of interpretation and guessing is left to the reader as compared to how much burden of communication of ideas and topics is taken on by the writer.

**Presentation of an Additional Film: Rubric**

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Film presented: \_\_\_\_\_

Name: \_\_\_\_\_, Present:  Participation: 1 2 3 4

Name: \_\_\_\_\_, Present:  Participation: 1 2 3 4

Name: \_\_\_\_\_, Present:  Participation: 1 2 3 4

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Time:</b> Evidence of practice, preparation, and consideration of classmates.	Presentation lasted no more than <b>10</b> minutes and was complete	Presentation lasted no more than <b>10</b> minutes but was incomplete	Presentation exceeded <b>10</b> minutes or was incomplete	Presentation had to be called to end at 12 minutes
<b>Content and Task Completion:</b> Thoroughness in fulfilling the requirements of the assignment	Presentation is oral, not read from notes or slides. All aspects of the assignment are well done including a thorough analysis of narrative structure. Information is all relevant to the film and true.	Presentation is oral, not read from notes, almost no reading from slides. All aspects of the assignment are present including analysis of narrative structure. Information is almost all relevant to the film and true.	Presentation is mostly oral, some reading from notes or slides. Most aspects of the assignment present including some analysis of narrative structure. Information is generally relevant to the film and true.	Presentation read from notes or slides. Most aspects of the assignment are missing with little/no analysis of narrative structure. Information is irrelevant to the film and/or untrue.
<b>Vocabulary:</b> Appropriate, varied, and rich use of words in context	Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary. Researched/ found all necessary vocabulary specific to the film presented.	Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary. Researched/ found some necessary vocabulary specific to the film presented.	Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary. Little attempt was made to find additional vocabulary specific to the film presented.	Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary. No attempt was made to find additional vocabulary specific to the film presented.
<b>Grammar:</b> Accurate word order, verb endings, noun/adjective agreement — oral and written	Consistently uses well-constructed sentences/phrases. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	Almost always uses well-constructed sentences/phrases. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	Often uses well-constructed sentences/phrases. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.	Rarely uses well-constructed sentences/phrases. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.
<b>Comprehensibility:</b> Degree to which the language produced is understandable to a native speaker — oral and written  ____ Score = ____ Score = ____ Score =	Pronunciation/Spelling is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.	Pronunciation/Spelling is almost always correct. Some words are mispronounced, there is some English interference, but utterances are still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.	Pronunciation/Spelling is often correct. Many words are mispronounced, there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.	Pronunciation/Spelling is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable. Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.
<b>Total rubric score:</b> ____ Total = ____ Total = ____ Total =				

RUBRIC SCORE = % SCORE

- |           |         |
|-----------|---------|
| 15 = 100% | 7 = 60% |
| 14 = 95   | 6 = 55  |
| 13 = 90   | 5 = 50  |
| 12 = 85   | 4 = 45  |
| 11 = 80   | 3 = 40  |
| 10 = 75   | 2 = 35  |
| 9 = 70    | 1 = 30  |
| 8 = 65    |         |

**NOTE:** Group rubric scores may be adjusted for use as individual grades based on reported role and participation within the group. If deemed necessary, the group score will be ignored and replaced with the lowest single category plus the individual's average participation rating to arrive at the score.