

OCT 14 2010

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-496.	App 2/8/11	App-2/22/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Marjorie Zambrano-Paff	Email Address mzambran@iup.edu
Proposing Department/Unit Department of Spanish	Phone 724/357-2325

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

SPAN 230 Intermediate Spanish Composition SPAN 230 Intermediate Spanish Composition and Grammar

Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate
 W This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals Catalog Description Change Program Revision
 New Degree Program Program Title Change Other
 New Minor Program New Track

Current program name *Proposed program name, if changing*

4. Approvals

		Date
Department Curriculum Committee Chair(s)	Marveta Ryan-Sans	10-12-10
Department Chair(s)	Scott McDaniel	10-12-10
College Curriculum Committee Chair	Lee Kfr	10-20-10
College Dean	Aann	10-20-10
Director of Liberal Studies *	D. W. Pivoto	2/7/11
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Domarachi TECC	11-30-10
	Mary Ann Rafath	12-1-10
UWUCC Co-Chairs	Gail Sedquist	2-8-11

* where applicable

Received FEB 4 2011 Liberal Studies	Received JAN 31 2011 Liberal Studies	Received DEC 3 2010 Liberal Studies
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Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

SPAN 230 Intermediate Spanish Composition and Grammar

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisites: SPAN 220 or equivalent; may be taken concurrently

Intensive practice in written expression and communication in Spanish together with a grammar review. Taught in Spanish. Required for all majors and minors. Meets Liberal Studies requirement for a writing-intensive course for majors.

II. Course Outcomes

Students will be able to:

1. produce cohesive paragraph-length writing and writing that consists of multiple connected paragraphs;
2. create written products with the audience in mind (formal, informal, academic, etc.);
3. engage in writing as a process by means of pre-writing, creating drafts, revising, and participating in peer editing;
4. incorporate targeted grammatical structures into their writing;
5. create descriptions of people and places from various perspectives such as physical, subjective, etc.;
6. write summaries of newspaper/magazine articles;
7. communicate with others by means of written correspondence such as letters and email (interpersonal writing);
8. narrate anecdotes and stories in present, past, and future;
9. produce writing that is understood by those who are accustomed to the writing of non-natives.

Spanish 230 and Writing Intensive Courses: Spanish 230 is an intermediate-level composition course and is a bridge course between the beginning levels of Spanish and the Introduction to Hispanic Literature (SPAN 260). The overall goal of the course is to foster writing in Spanish. The course approaches writing as a process. Spanish 230 is a Writing Intensive Course; therefore, according to university policy, all students enrolled in these courses

must write at least 5,000 words. The objectives of writing intensive courses include the following:

- Integrate writing assignments into the course that increase learning;
- Guide students in conceiving, organizing and presenting written material;
- Provide opportunities for students to improve writing skills;
- Provide opportunities for students to consult about their writing;
- Provide opportunities for students to revise their writing after receiving responses from the professor;
- Give attention to both the process and the product of writing.

A Process-Oriented Approach to Writing: The following lays the foundations of this approach to developing writing skills.

Phase	Purpose	Strategies
Prewriting	Generating and gathering ideas for writing; preparing for writing; identifying purpose and audience for writing; identifying main ideas and supporting details.	Talking and oral activities; brainstorming, clustering, questioning, reading, keeping journals about thoughts and ideas.
Drafting	Constructing ideas on paper quickly; constructing the first draft that can be evaluated according to purpose and audience for paper.	Fast writing; daily writing; dialogue journal; learning log.
Revising	Reordering of arguments or scenes in a narrative; reordering supporting information; reviewing or changing sentences.	Show and not tell; shortening or combining sentences; peer response groups; teacher conferences.
Editing	Correcting spelling, grammar, punctuation, mechanics, and so on.	Peer-editing groups; proof reading; computer programs for spelling.
Publishing	Sharing writing with one another, others, professors; showing that writing is valued; creating a class library of reading materials.	Writing may be shared in many formats: papers, products placed in dept. library, in portfolio, and so on.

Academic Violations Such as Plagiarism and Unauthorized use of Materials:

Please see the link for Academic Integrity Policy and Procedures at the Web Site:

<http://www.iup.edu/registrar/catalog/acapolicy/index.shtm#Academic%20Integrity%20Policy%20and%20Procedures>

Plagiarism defined: “To use another person’s ideas or expressions in your writing without acknowledging the source is plagiarism. Plagiarism, then, constitutes intellectual theft” (Gibaldi, J. [1999]. *MLA Handbook for Writers of Research Papers*, p 30). In the case of plagiarized work, the student will receive a grade of “Zero.” Moreover, the professor may initiate procedures to deal with alleged violations of academic integrity. In this regard, having a native speaker of

Spanish, a tutor or another professor write your work or make extensive corrections gives the impression that you have written the work. The class is designed for your independent writing, unless otherwise noted.

Assistance: When a student finds the need for extra assistance, perhaps in conceptualizing writing assignments, s/he may meet with the professor during regularly scheduled office hours or by appointment, or s/he may go to the Writing Center in Eicher Hall. For help with the Spanish language, the student may consult student tutors at the Learning Enhancement Center in Pratt Hall. Tutors are qualified to discuss grammar, but should not review or correct writing assignments. Check for the hours of availability at these centers.

Interpersonal and Presentational Writing: This course addresses both interpersonal and presentational writing, as described in our field's national standards, *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). In interpersonal writing, students engage in communication with another individual from whom they expect to receive a response. This type of writing may occur in an informal context (as in communicating with friends via a letter or email message) or in a formal context (as in communicating in a professional context via a letter or email message). In presentational writing, students present information, concepts, and ideas to an audience of readers. This type of writing features one-way communication between the writer and reader. Tasks representative of presentational writing include essays on various topics, summaries of newspaper articles, narrations of events, descriptions, all written to specific audiences.

III. Course Outline*

A. El resumen (The summary) (8 hours)

- Introduction to the writing process (pre-writing, drafting, editing, revising)
- Reading and summarizing articles from newspapers and magazines
- Grammar and style: present tense, adjectives, simple sentences vs. compound sentences, relative pronouns and clauses, conjunctions
- Electronic message #1
- In-class composition #1

B. La descripción (Description) (10 hours)

- Creating descriptions of people, places, things
- Interpersonal communication: writing letters and e-mail correspondence
- Writing a resumé
- Peer editing
- Grammar and style: use of adjectives; *ser* vs. *estar*, prepositions, prepositional phrases, adverbs, past tenses, direct and indirect style, forms of address, impersonal *se*, subordinating adjectival clauses
- Electronic message #2
- In-class composition #2

- Process composition #1

Midterm Exam (1 hour)

Midterm Individual Writing Conferences (3 hours): Professor meets with each student to provide feedback on progress in writing and discuss areas for improvement; during classes in which conferences are held, students work on writing assignments that are due.

C. La narración (Narration) (12 hours)

- Writing narrations of events, stories, anecdotes in the present and past
- Grammar and style: preterite & imperfect, use of connector and transitional words, present perfect tense, passive voice
- In-class composition #3
- Process composition #2

D. La narración en el futuro (Future Narration) (8 hours)

- Writing invitations
- Writing about future plans and events
- Grammar and style: future tense, *ir + a + infinitive*; present subjunctive, subordinating adverbial clauses, hypothetical sentences (if clauses)
- Electronic message #3
- Process composition #3

Final Exam: 2 hours

***Note:** Instructors may find it necessary to review other grammatical structures in addition to those listed here.

IV. Evaluation Methods

The final grade will be determined as follows:

10% Class citizenship. This consists of class participation and cooperation in whole-class, small-group, and pair activities; and preparation for class. (see rubric below)

30% Process-oriented tasks and compositions. Throughout the course, students engage in a variety of process writing tasks that include prewriting activities, drafts, revisions, self-monitoring, preparation of final products. (3 process compositions: 800 words each x 3 = 2400 words; other in-class writing totals approximately 500 words) (see rubric below)

10% Electronic interpersonal messages. Students will engage in interpersonal communication with the instructor and/or fellow students on topics related to course content. These messages may include email messages or blog posts, as determined by the instructor. (Email messages/Blog posts are graded holistically based on overall quality of the message conveyed in terms of task completion, linguistic accuracy, and effectiveness)

of the message. These are monitored by the instructor, and students are given feedback and a grade on them.)

(3 messages: 250 words each x 3 = 750 words).

15% In-class compositions. These compositions provide an opportunity for students to demonstrate their ability to apply what they have learned to other writing situations and to write within a given time limit. This also helps prepare Spanish education students to take the ACTFL Writing Proficiency Test at the end of the program. (3 in-class compositions: 500 words each x 3 = 1500 words) (see scoring guide below)

10% Midterm Exam: Assesses grammatical knowledge and writing skill.

10% Homework: Grades earned on homework assignments from grammar workbook.

15% Final Exam: Assesses grammatical knowledge and writing skill.

STUDENT OUTCOMES ASSESSMENT MATRIX: SPAN 230

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Ed. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	1.a.	3,7,10	1	Formative: group writing, peer-editing, letter writing, writing multiple drafts Summative: e-mail correspondence, process compositions
1.a.	1.a.	3,7,10	2	Formative: writing multiple drafts and editing Summative: in-class compositions
1.a.	1.a.	3,7,10	3	Formative: writing multiple drafts and peer editing Summative: process compositions
1.a.	1.a.	3,7,10	4	Formative: grammatical exercises Summative: exams; process compositions ; in-class compositions
1.a.	1.a.	3,7,10	5	Formative: group writing; grammar exercises Summative: e-mail correspondence; process compositions

1.a.	1.a.	3,7,10	6	Formative: grammar exercises; group writing Summative: in-class compositions; e-mail correspondence
1.a	1.a.	3,7,10	7	Formative: group writing, letter writing Summative: e-mail correspondence
1.a	1.a.	3,7,10	8	Formative: group writing Summative: in-class compositions
1.a.	1.a.	3,7,10	9	Formative: group writing, grammar exercises, writing multiple drafts Summative: process compositions ; e-mail correspondence; in-class compositions

**Assessment that appears in bold is designated for mean and score range aggregated reporting.*

Key Assessment Rubric: Process Essay

		TARGET	ACCEPTABLE		UNACCEPTABLE
		13-15	HIGH 11-12	LOW 9-10	7-8
Content and Consideration of Reader	_____ out of 15 points	Interesting content and presentation; ideas well conceived and developed with sufficient examples. Consideration of potential reader readily apparent.	Some interesting content; points not sustained or not fully developed. Consideration of potential reader not always apparent.	Conventional ideas or clichés; little supporting detail included. Consideration of reader rarely apparent.	Cursory; gives the impression of writing just to complete the assignment. Consideration of reader not apparent.
		5	4	3	2
Structure, Logic and Transitions	_____ out of 5 points	Logical progression of ideas with well-executed	Logical progression of ideas but often lacks transitions.	Gaps in logic or no transitions.	Disorganized; appears to have been written as thoughts occurred to the

		transitions.			writer.
		9-10	7-8	6	4-5
Grammatical Accuracy	_____ out of 10 points	Appropriate level of complexity in syntax with very few errors, if any.	Confined to simpler sentences or structures with very few errors OR shows variety and complexity in syntax with errors that do not affect comprehensibility.	Errors frequently affect comprehensibility.	Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it, OR reader must know English to comprehend much of the message.
		10	8-9	6-7	4-5
Vocabulary	_____ out of 10 points	Uses sufficient, appropriate, and varied vocabulary; English influence not apparent. Excellent use of vocabulary from assigned chapter	Usually uses appropriate vocabulary with some variety; some errors in usage that do not affect the message. Good use of vocabulary from assigned chapter.	Often uses inappropriate or non-specific vocabulary (e.g. overuse of <i>cosa</i> in place of specific terms); lack of variety in word choice. Little use of vocabulary from chapter.	Uses only elementary vocabulary; creates nonexistent words from English OR uses words in English.
		5	4	3	0
Idioms	_____ out of 5 points	Uses a rich variety of Spanish idioms; no literal translations of English idioms.	Uses Spanish idioms occasionally; no literal translations of English idioms.	Avoids Spanish idioms altogether; no literal translations of English idioms.	Translates English idioms verbatim.
		5	4	2-3	0
Punctuation, Spelling, and Presentation	_____ out of 5 points	Correct spelling (including accents) and punctuation; neatly typed with correct format as specified (MLA).	Occasional mechanical errors.	Frequent mechanical errors.	English spelling and punctuation: no accents; mechanical errors in most sentences.
Total	_____ out of 50 points				

Grading: 45-50 = A; 40-44 = B; 35-39 = C; 30-34 = D; Below 30 = F

The instructor will assess the student's CC grade weekly; students are welcome to inquire about their CC grades. The CC grade will be awarded based on the following criteria:

	A-95%	B-85%	C-75%	D – 65%
Participation	Actively supports, engages with and listens to peers and instructor; plays an active role in whole-class, small-group and pair activities.	Makes a sincere effort to interact with peers and professor; participates constructively in whole-class, small-group and pair activities.	Limited interaction with peers and instructor; contributes something but only when called upon by name.	Virtually no interaction with peers and instructor; makes little to no contribution.
Preparation	Consistently arrives to class fully prepared at almost every class session.	Usually arrives, if not always, fully prepared at most class sessions.	Arrives prepared at about half of class sessions; is often unprepared when called upon.	Arrives mostly unprepared at most class sessions; is generally unprepared when called upon.

SCORING GUIDE FOR IMPROMPTU (IN-CLASS) COMPOSITIONS

Name _____ Date _____ Total _____ (10)

Content and organization

- 5 Engaging; well supported with logical evidence or persuasive detail; well organized.
- 4 Needs improvement in one of the above areas.
- 3 Needs improvement in two of the above areas.
- 2 Needs improvement in all three areas.

Form

- 5 Near-perfect
- 4 Good
- 3 Fair, but readable
- 2 Compromises readability
- 1 Seriously compromises readability

V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

VI. Attendance Policy

The number of allowable UNEXCUSED ABSENCES in SPAN 230 is THREE. Absences may be excused only for (1) extended illness or emergency [Note: In cases of illness, a receipt from the Health Center will be accepted if the absence is for one day only. When the absence occurs for two or more consecutive days, a note from a physician is required—either a notation on the Health Center form or a separate letter—stating the number of days that the student was supposed to miss. In either case, the student must present the Health Center receipt or physician note on the day the student returns to class or else the receipt/note will not be accepted.], and (2) University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

Please note: The Spanish Dept. attendance policy states that for each unexcused absence after the THIRD class, 2% points will be subtracted from the final grade.

VII. Required Textbooks, Supplemental Books and Readings

1. Lapuerta, P., & Mejía, G. (2008). *La escritura paso a paso*. Upper Saddle River, NJ: Pearson Education.
2. Lapuerta, P., & Mejía, G. (2008). *Cuaderno de estudio y referencia. (To accompany main text)*. Upper Saddle River, NJ: Pearson Education.

Highly Recommended Texts:

A comprehensive, hard-cover Spanish-English/English-Spanish dictionary.

A dictionary of Spanish synonyms (e.g., *Vox: Diccionario de sinónimos*).

A good thesaurus

A Spanish grammar review text

2001 Spanish Idioms, 501 Spanish Verbs, MLA Handbook for Writers of Research Papers (2009).

VIII. Special Resource Requirements

None

IX. Bibliography

American Council on the Teaching of Foreign Languages. (2001). *ACTFL Proficiency Guidelines—Writing*. Yonkers, NY: Author.

Barnett, M. A. (1989). Writing as a process. *The French Review*, 63, 39–41.

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17, 102-118.

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- Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing, 12*, 267–296.
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- Hall, J. K. (1999). The communication standards. In J. K. Phillips & R. M. Terry (Eds.), *Foreign language standards: Linking research, theories, and practices*. ACTFL Foreign Language Education Series (pp. 15-56). Lincolnwood, IL: National Textbook.
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- Levi Altstaedter, L. (2009). *Writing Instruction in Foreign Language Courses: The Impact of Peer Feedback on Students' Revision Types and Writing*. Unpublished doctoral dissertation. Virginia Polytechnic Institute and State University, Blacksburg, VA.
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.
- Roca de Larios, J. Manchón, R., Murphy, L., & Marín, J. (2008). The foreign language writer's strategic behavior in the allocation of time to writing processes. *Journal of Second Language Writing, 17*, 30-47.
- Roebuck, R. (2001). Teaching composition in the college level foreign language class: Insights and activities from sociocultural theory. *Foreign Language Annals, 34*, 206–215.
- Scott, V. M. (1996). *Rethinking foreign language writing*. Boston: Heinle & Heinle.
- Shrum, J. L., & Glisan, E. W. (2010). *Teachers' Handbook: Contextualized Language Instruction*. 4th ed. Boston, MA: Cengage Learning.
- Silva, T. & Brice, C. (2004). Research in teaching writing. *Annual Review of Applied Linguistics, 24*, 70-106.
- Stapleton, P. (2005). Using the Web as a research source: Implications for L2 academic writing. *The Modern Language Journal, 89*, 177-189
- Storch, N. (2005). Collaborative writing: Product, process and students' reflection. *Journal of Second Language Writing, 14*, 153-173.
- Storch, N. & Wigglesworth, G. (2008). Writing tasks: The effects of collaboration. In M. del P. García Mayo (Ed.), *Investigating tasks in formal language learning* (pp. 157-177). Clevedon, UK: Multilingual Matters Ltd.
- Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing, 16*, 255-272.

- Villamil, O., & de Guerrero, M. (1996). Peer revision in the L2 classroom: Social-cognitive activities, mediating strategies, and aspects of social behavior. *Journal of Second Language Writing, 5*, 51–75.
- Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. Boston: McGraw-Hill.

2. Summary of proposed revisions: This course is being changed from “Intermediate Spanish Composition” to “Intermediate Spanish Composition and Grammar.” The review grammar component is being moved from the SPAN 220 Intermediate Conversation course to SPAN 230. Course objectives are being updated to illustrate the writing genres addressed. Also, the level of the course is being adjusted to better address the needs of students who enter the course from either SPAN 201 or 220 since this is their first exposure to formal writing in Spanish. The assessment matrix has been changed to reflect new course objectives. The catalog description has also been modified slightly.

3. Justification/rationale for the revision: The course is being revised in order to better address the needs of students who complete SPAN 201 or 220 and enter SPAN 230. Course objectives are revised to reflect the types of writing genres addressed in the course. The review grammar component is being added to enable students to apply the grammatical structures that they learn/review to their writing. Students may take SPAN 220 and 230 concurrently or take 220 prior to 230--the revision of both courses will ensure a closer connection between the two in terms of content and skills practiced.

Note: According to Liberal Studies criteria for Writing-intensive courses, students must write a minimum of 5,000 words in the course. Since SPAN 230 is an intermediate course in which students are introduced to writing in a foreign language for the first time, students are not yet able to write papers of 15-20 pages in length at this stage of their development as foreign language learners. However, as indicated in section IV. Evaluation Methods, they write a minimum of 5150 words, which are accumulated over the course of the various writing assignments as indicated.

4. The Old Syllabus of Record

I. CATALOG DESCRIPTION

SPAN 230: Intermediate Spanish Composition

3c-01-3sh

Prerequisite: SPAN 220 or equivalent; may be taken concurrently.

Intensive practice in written expression in Spanish. Both communicative and structural skills are stressed. Taught in Spanish. Required for all majors and minors. Approved to meet the Liberal Studies requirement for a writing-intensive course for majors.

II. COURSE OBJECTIVES

1. Students will develop sense of writing as interaction between writer / reader / purpose / message.
2. Students will learn writing as a process and will demonstrate their knowledge by:
 - a. writing six major compositions (250 words) which will each be conceived of as a process including purpose, organization, revision (of content, of organization, and of grammatical aspects) and the production of a final draft.
 - b. writing short compositions or paragraphs in class to be peer reviewed and discussed.
 - c. doing group writing in class for class review and discussion.
 - d. keeping a weekly journal.
 - e. writing compositions on exams.
 - f. taking notes in the target language in class.
3. Students will use grammar as a tool for writing and will practice using correct vocabulary, grammar and syntax through homework exercises in the workbook.

III. COURSE OUTLINE

- A. Introduction to writing as a process (2 classes)
- B. Writing a description (2 classes)
 1. pre-writing activities
 2. writing and revising a descriptive paragraph
 3. peer editing and writing a final version
- C. Writing a narration (6 classes)
 1. pre-writing activities
 2. writing and revising a short (1 to 2 paragraph) narration
 3. expanding the narration to include description
 4. writing, revising, and self-editing of a narrative composition

- D. Expository writing (6 classes)
 - 1. writing a thesis statement
 - 2. outlining support for the thesis statement
 - 3. limiting, focusing, elaborating
 - 4. writing, revising, and editing a composition based on a thesis statement

- E. Expository writing based on a definition (3 classes)
 - 1. dealing with difficulties of clear expression
 - 2. unifying the paragraph around a single thought
 - 3. group writing of a paragraph based upon a definition

- F. Analytic and classificatory writing (6 classes)
 - 1. vocabulary for analytic writing
 - 2. strategies for writing introductory paragraph
 - 3. analysis of analytic writing samples
 - 4. writing, revising and editing of an analytic or classificatory composition

- G. Cause and effect writing (3 classes)
 - 1. effect of tone of writing
 - 2. group re-writing of a paragraph from a different point of view (i.e., positive instead of negative)
 - 3. group writing of cause and effect paragraph with special note of supporting details, organization, tone and title

- H. Persuasive writing (6 classes)
 - 1. talking and defending a position
 - 2. consideration of the audience
 - 3. writing and revising a persuasive composition
 - 4. peer reaction to persuasive composition

- I. Summary writing (2 classes)
 - 1. writing an interpretive summary of a short story

- J. The research paper (4 classes)
 - 1. process, documentation, etc.
 - 2. special issues involved in research papers on literary themes
 - 3. pair work in library to find article of literary analysis in a journal and note: general theme, preliminary thesis, general organization and documentation

- K. The essay answer (2 classes)
 - 1. essay answers on examinations
 - 2. each student will analyze one of his/her own essay questions from an exam earlier in the semester and then revise it

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

300 points	-	6 compositions (50 points each)
150	-	2 exams (75 points each)
100	-	final exam
100	-	journal
150	-	class participation (written and oral, individual and group)

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required text and workbook:

Valdés, Guadalupe, Trisha Dvorak and Thomasina Hannum. *Composición: proceso y síntesis*. 2nd ed. NY: Random House, 1989.

_____. *Manual de ejercicios. Composición: proceso y síntesis*. 2nd ed. NY: Random House, 1989.

VI. There are no special requirements for the course.

VII. BIBLIOGRAPHY

Cook, Claire Kehrwald. *Line by Line: How to Edit Your Own Writing*. Boston: Houghton, 1985.

Frederiksen, Carl H. and Joseph F. Dominic, eds. *Writing: Process, Development, and Teaching of Written Communication*. Vol. 2 of *Writing: The Nature, Development, and Teaching of Written Communication*. 2 vols. Hillsdale: Erlbaum, 1982.

Gibaldi, Joseph and Walter S. Achtert. *MLA Handbook for Writers of Research Papers*. 3rd ed. NY: Modern Language Association of America, 1988.

Strunk, William, Jr., and E. B. White. *The Elements of Style*. 3rd ed. NY: Macmillan, 1979.

Walvoord, Barbara. *Four Steps to Revising Your Writing for Style, Grammar, Punctuation, and Spelling*. Glenview, IL: Scott Foresman, 1988.

_____. *Writing: Strategies for All Disciplines*. Englewood Cliffs: Prentice, 1985.

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # WI-3
Action 2-3-11 App.

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor _____
- Phone _____ Email _____
- Writing Workshop? (If not at IUP, where? when?) _____
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person Dr. Marjorie Zambrano-Paff; Dr. Eileen W. Glisan
- Phone 724/357-2325 Email mzambran@iup.edu; glisan@iup.edu
- Course Number/Title SPAN 230 Intermediate Spanish Composition and Grammar
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____
- Phone _____ Email _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Marjorie Zambrano Paff Eileen W. Glisan

Department Chairperson Sean McDaniel

College Dean Aimee 1/28/11

Director of Liberal Studies D. M. Paff 2/7/11

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"—one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)
- II. Copy of the course syllabus.
- III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

FEB 4 2011

JAN 21 2011

SPAN 230 Intermediate Spanish Composition & Grammar

"Writing Summary" to Accompany SPAN 230 Course Revision Proposal

Distinctive Characteristics of SPAN 230. SPAN 230 is an intermediate-level composition course and is a bridge course between the beginning levels of Spanish and the Introduction to Hispanic Literature (SPAN 260). The overall goal of the course is to introduce writing to students who have acquired Spanish orally at an intermediate level. A second goal is to continue to develop students' communicative abilities in Spanish, both orally and in writing.

This course addresses both interpersonal and presentational writing, as described in our field's national standards, *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). In interpersonal writing, students engage in communication with another individual from whom they expect to receive a response. This type of writing may occur in an informal context (as in communicating with friends via a letter or email message) or in a formal context (as in communicating in a professional context via a letter or email message). In presentational writing, students present information, concepts, and ideas to an audience of readers. This type of writing features one-way communication between the writer and reader. Tasks representative of presentational writing include essays on various topics, summaries of newspaper articles, narrations of events, descriptions, all written to specific audiences.

The course approaches writing as a process by integrating tasks that guide students through the following phases:

Phase	Purpose	Strategies
Prewriting	Generating and gathering ideas for writing; preparing for writing; identifying purpose and audience for writing; identifying main ideas and supporting details.	Talking and oral activities; brainstorming, clustering, questioning, reading, keeping journals about thoughts and ideas.
Drafting	Constructing ideas on paper quickly; constructing the first draft that can be evaluated according to purpose and audience for paper.	Fast writing; daily writing; dialogue journal; learning log.
Revising	Reordering of arguments or scenes in a narrative; reordering supporting information; reviewing or changing sentences.	Show and not tell; shortening or combining sentences; peer response groups; teacher conferences.
Editing	Correcting spelling, grammar, punctuation, mechanics, and so on.	Peer-editing groups; proof reading; computer programs for spelling.
Publishing	Sharing writing with one another, others, professors; showing that writing is valued; creating a class library of	Writing may be shared in many formats: papers, products placed in dept. library, in portfolio, and so on.

	reading materials.	
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The instructor provides extensive feedback on students' writing throughout the course. At the midterm point, students meet individually with the instructor to discuss the progress made in their writing and strategies for improving during the second half of the semester.

Types of Writing Activities. As indicated in the Summary Chart for Writing Assignments, the following are the primary types of writing activities:

1. Process-oriented compositions: (See sample in Appendix, pages 3-7)
 - purpose is to engage students in process-oriented writing and demonstrate a specific writing style (summaries, descriptions, narrations)
 - 800 words each
 - 3 compositions written over the course of the semester
 - two rounds of revision required; peer editing done
 - evaluated according to rubric for scoring process-oriented compositions (see syllabus); extensive feedback given to students
 - 30% of final grade

2. In-class (impromptu) compositions: (See sample in Appendix, page 8)
 - purpose is to engage students in writing according to a time limit (which will prepare Spanish Education majors to take the ACTFL [American Council on the Teaching of Foreign Languages] Writing Proficiency Test at the end of the program) and to prompt them to use specific grammatical structures and vocabulary learned in the course
 - 500 words each
 - 3 compositions written over the course of the semester
 - no revision
 - evaluated according to scoring guide for scoring impromptu compositions (see syllabus); feedback given to students
 - 15% of final grade

3. Electronic messages: (See page 9 of Appendix for first email assignment to be sent to instructor)
 - purpose is to engage students in interpersonal writing with instructor and/or peers
 - 250 words each
 - 3 messages written over the course of the semester
 - no revision
 - evaluated holistically according to of task completion, linguistic accuracy, and effectiveness of the message; feedback given to students
 - 10% of final grade

APPENDIX: Samples of Writing Assignments in SPAN 230

Processing Writing Documents Writing Style: Narration

- I. Brainstorming/Pre-Writing Work (Lluvia de ideas)**
- II. Preliminary Revision – Draft 1 (Revisión preliminar- Borrador 1)**
- III. Composition Analysis – Draft 2 (Análisis de la composición – Borrador 2)**
- IV. Final Self-reflectionion (Autorreflexión final)**

I. Lluvia de ideas - El ensayo narrativo – Los deportes

Brainstorming – Narration – Theme: Sports

A. Lluvia de ideas. Escoge uno de los temas a continuación para esta composición: [Choose one of the following themes for this composition:]

- 1) Narrar la historia de un torneo inolvidable de cualquier deporte [Narrate the story of an unforgettable championship game for any sport.
- 2) Narrar la historia de algún jugador famoso y la forma en qué (él/ella) pasó al estrellato. [Narrate the story of a famous sports figure and how he or she became a star.]
- 3) Comparar la comercialización de los deportes de hace 20 años con la situación actual. [Compare the commercialization of sports from 20 years ago with the situation today.]
- 4) El sueño de llegar a ser un jugador estrella (o de las grandes ligas) [The dream of becoming a sports star (or a player from the major leagues).]

B. Escoge un tema y escribe: un mínimo de cinco oraciones sobre qué y cuándo pasó la historia, la relevancia de este acontecimiento, algo sobre los jugadores, la época en que sucedieron estos eventos deportivos, el desenlace del juego/partido (por ejemplo: los steelers fueron los campeones del superbowl por sexta vez en la historia en el año 2009)

1. _____
2. _____
3. _____
4. _____
5. _____

C. Título de la composición [Choose an appropriate tentative title] _____

Escoge un título tentativo para tu narración. Piénsalo bien, porque te ayudará a empezar el proceso para enfocarte mejor en el tema que has escogido.

D. Trama (Oración temática). Piensa en el argumento (plot) de tu narración. Tienes que incluir los personajes, el ambiente, el problema y mencionar brevemente el desenlace. [Think about the plot of your narration. You will need to include the characters, setting, problem, and ending.] Por ejemplo: Los acereros de Pittsburgh mantuvieron suspensos a todos sus seguidores alrededor del mundo hasta que lograron finalmente anotar en los últimos dos minutos del juego.

E. Organización de la composición. Crea un esquema o bosquejo para ayudarte luego a escribir tu narración. [Create a chart or outline that will help you write your narration.]

1. Introducción: [Introduction]

Oración **introdutoria**: Contextualiza el ambiente, personajes, datos del cuento

Oración temática fin de párrafo: prepara al lector para leer el argumento la trama en los siguientes párrafos

2. Desarrollo: [Development: Plot]

Párrafo # 2: **Trama**: ¿Qué pasó? ¿Cómo? ¿Cuándo? ¿Hay acciones simultáneas? ¿Quién(es)?

Ejemplos _____

3. Desarrollo: [Development: Crisis]

Párrafo # 3: **Crisis**: Introducción del problema, elevar la emoción del lector

Ejemplos _____

4. Desarrollo: [Development: Climax]

Párrafo # 4: **Clímax** de la crisis: El momento culminante de la acción el punto más alto, el punto decisivo.

Ejemplos _____

5. Resolución: [Resolution]

Párrafo # 5: **Fin del cuento**: Ayuda al lector a procesar los detalles

Oración que resume tu historia central. En el final se puede resolver el conflicto principal o no. Si el final se resuelve es **conflicto cerrado**, si no se resuelve es **conflicto abierto**.

Oración concluyente

Moraleja: algunas veces es implícita.

Revisión preliminar – Borrador # 1 – Un cuento
Comentarios para: _____

Preliminary Revision – PEER EDITING - Draft 1 – A Story

- 1) ¿Cuál es el propósito de este cuento? ¿Está claro? [What is the theme of this story? Is it clear?]

- 2) Reconoce las partes de una narración en cuento de tu compañero/a. [Identify the parts of a narration as found in your classmate's story.]
Tesis:
Ambiente:
Personajes:
Situación:
Secuencia de acción:
Diálogo:
Moraleja:
- 3) ¿Se puede aumentar el interés del lector de alguna manera? Sí ___ No ___
 ¿Cómo? ¿Por qué? [Could the narration capture the reader's interest more effectively? If so, how and why?]
- 4) ¿Hay usos de transiciones que le den movimiento al cuento? Sí ___ No ___
 ¿Cuáles sugieres? [Are there uses of transitional expressions that help the flow of the story? If not, which ones do you suggest be used?]
- 5) ¿Parecen los datos bien seleccionados y suficientes para los propósitos del proyecto? [Are there enough details and are they appropriate given the theme of the narration?]

Análisis de la composición – Borrador 2
 Composition Analysis – Draft 2 - Completed by Writer

- 1) Escribe en una lista las estructuras gramaticales (mínimo 5, máximo 8) que te generaron más problema. [Write a list of grammatical structures that were problematic in your narration.]
- 2) De los aspectos que te señaló la profesora, ¿cuáles entendiste y cuáles no? [Of the areas that your professor identified as being problematic, which did you understand and which did you not understand?]
- 3) ¿Cuáles aspectos pudiste corregir? [Which problems were you able to correct?]
- 4) ¿Cuáles aspectos no pudiste corregir? [Which problems were you not able to correct?]

5) ¿Qué aprendiste con el segundo borrador? [What did you learn from the second draft?]

6) ¿Qué puedes hacer para mejorar tu escritura para la próxima composición? [What could you do to improve your writing for the next composition?]

Autoreflexión final **Final Self-Reflection**

Escribe una autorreflexión (1.5 - 2 páginas, doble espacio) en la cual contestas las siguientes preguntas: (TYPED TO TURN IN)

1. ¿Qué aspectos más importantes aprendiste este semestre sobre el proceso de redactar composiciones? [What did you learn about the process of writing compositions that helped you most this semester?]
2. ¿Cuáles son los aspectos más positivos de tus composiciones, en general? [What are the best characteristics of your compositions, in general?]
3. ¿Qué errores tenías en tus composiciones al principio de este semestre? [What errors did you have on your compositions at the beginning of this semester?]
4. ¿Qué errores ocurrían más frecuentemente en tus composiciones este semestre? [What errors occurred most frequently on your compositions this semester?]
5. ¿Qué errores se eliminaron en las últimas composiciones? [What errors were eliminated on the last several compositions?]
6. ¿Qué composición representa tu mejor trabajo escrito del semestre y por qué? [Which composition represents your best written work of the semester and why?]
7. ¿Cómo piensas seguir mejorando tus habilidades en la redacción de composiciones? [How do you plan to continue improving your writing abilities in Spanish?]

Key Assessment Rubric: Process Essay

		TARGET	ACCEPTABLE		UNACCEPTABLE
		13-15	HIGH 11-12	LOW 9-10	7-8
Content and Consideration of Reader	_____ out of 15 points	Interesting content and presentation; ideas well conceived and developed with sufficient examples. Consideration of potential reader readily apparent.	Some interesting content; points not sustained or not fully developed. Consideration of potential reader not always apparent.	Conventional ideas or clichés; little supporting detail included. Consideration of reader rarely apparent.	Cursory; gives the impression of writing just to complete the assignment. Consideration of reader not apparent.
		5	4	3	2
Structure, Logic and Transitions	_____ out of 5 points	Logical progression of ideas with well-executed transitions.	Logical progression of ideas but often lacks transitions.	Gaps in logic or no transitions.	Disorganized; appears to have been written as thoughts occurred to the writer.
		9-10	7-8	6	4-5
Grammatical Accuracy	_____ out of 10 points	Appropriate level of complexity in syntax with very few errors, if any.	Confined to simpler sentences or structures with very few errors OR shows variety and complexity in syntax with errors that do not affect comprehensibility.	Errors frequently affect comprehensibility.	Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it, OR reader must know English to comprehend much of the message.
		10	8-9	6-7	4-5
Vocabulary	_____ out of 10 points	Uses sufficient, appropriate, and varied vocabulary; English influence not apparent. Excellent use of vocabulary from assigned chapter	Usually uses appropriate vocabulary with some variety; some errors in usage that do not affect the message. Good use of vocabulary from assigned chapter.	Often uses inappropriate or non-specific vocabulary (e.g. overuse of <i>cosa</i> in place of specific terms); lack of variety in word choice. Little use of vocabulary from chapter.	Uses only elementary vocabulary; creates nonexistent words from English OR uses words in English.
		5	4	3	0
Idioms	_____ out of 5 points	Uses a rich variety of Spanish idioms; no literal translations of English idioms.	Uses Spanish idioms occasionally; no literal translations of English idioms.	Avoids Spanish idioms altogether; no literal translations of English idioms.	Translates English idioms verbatim.
		5	4	2-3	0
Punctuation, Spelling, and Presentation	_____ out of 5 points	Correct spelling (including accents) and punctuation; neatly typed with correct format as specified (MLA).	Occasional mechanical errors.	Frequent mechanical errors.	English spelling and punctuation; no accents; mechanical errors in most sentences.
Total	_____ out of 50 points				

Grading: 45-50 = A; 40-44 = B; 35-39 = C; 30-34 = D; Below 30 = F

SPAN 230 - Composición espontánea 1 (In-class Composition 1)

Tema: La transición de la escuela secundaria a la universidad (Theme: Transition from High School to the University)

In your position as a student worker in the admissions office, you have been assigned the task of writing an essay to inform the parents of first-generation college students of the difficult transition from home and high school to dorm life and university. Your ultimate goal is to help parents understand their children as they undergo this "rite of passage."

- Explain in general terms the transition to university life as a rite of passage.
 - Identify and treat three (3) potential points of difficulty (gaining admission, choice of major, course demands, increased freedom, personal responsibility, etc.).
 - Write the composition using "*el estilo expositivo/descriptivo*" (expository/descriptive) (follow the *lluvia de ideas* [brainstorming] developed in class)
 - Conclude your comments with some words of reassurance.
 - Include 8 words from the "vocabulario esencial" (*key vocabulary*)
- X Do not write of your own experience. Do not offer advice. Your goal is to inform and describe in a depersonalized manner.
- X You are not permitted to use a dictionary.

Scoring Guide:

Name _____ Date _____ Total _____(10)

Content and organization

- 5 Engaging; well supported with logical evidence or persuasive detail; well organized.
- 4 Needs improvement in one of the above areas.
- 3 Needs improvement in two of the above areas.
- 2 Needs improvement in all three areas.

Form

- 5 Near-perfect
- 4 Good
- 3 Fair, but readable
- 2 Compromises readability
- 1 Seriously compromises readability

SPAN 230

E-Mail Message #1: Resumen (Summary)

Read an interesting news article in English and send an email message to your professor in which you write a summary of it in Spanish. Your summary should be at least 250 words in length (2 paragraphs) and should contain:

1. a description and an event
2. minimum of 2 quotes of people interviewed (witnesses) in the article, using indirect discourse
3. 3 examples each of *ser*, *estar*, *haber*

Your summary should be concise but interesting to maintain the interest of your professor. In the subject line, be sure to write: Email Message #1 and the date.

Your message will be graded holistically according to:

- task completion
- linguistic accuracy
- effectiveness of the message

Your professor will reply to your message with feedback on both content and accuracy.