

OCT 14 2010

Date: _____ LSC Title: _____ No: _____ LSC A: _____ Day: _____ From: _____ Date: _____ OCT: _____ 17-6-10	Title: _____ Date: _____ 10/10/10	Senate Act: _____ Date: _____ 10/10/10
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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

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.

- 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.

Spanish a tutor or another professor write your work or make extensive corrections gives the

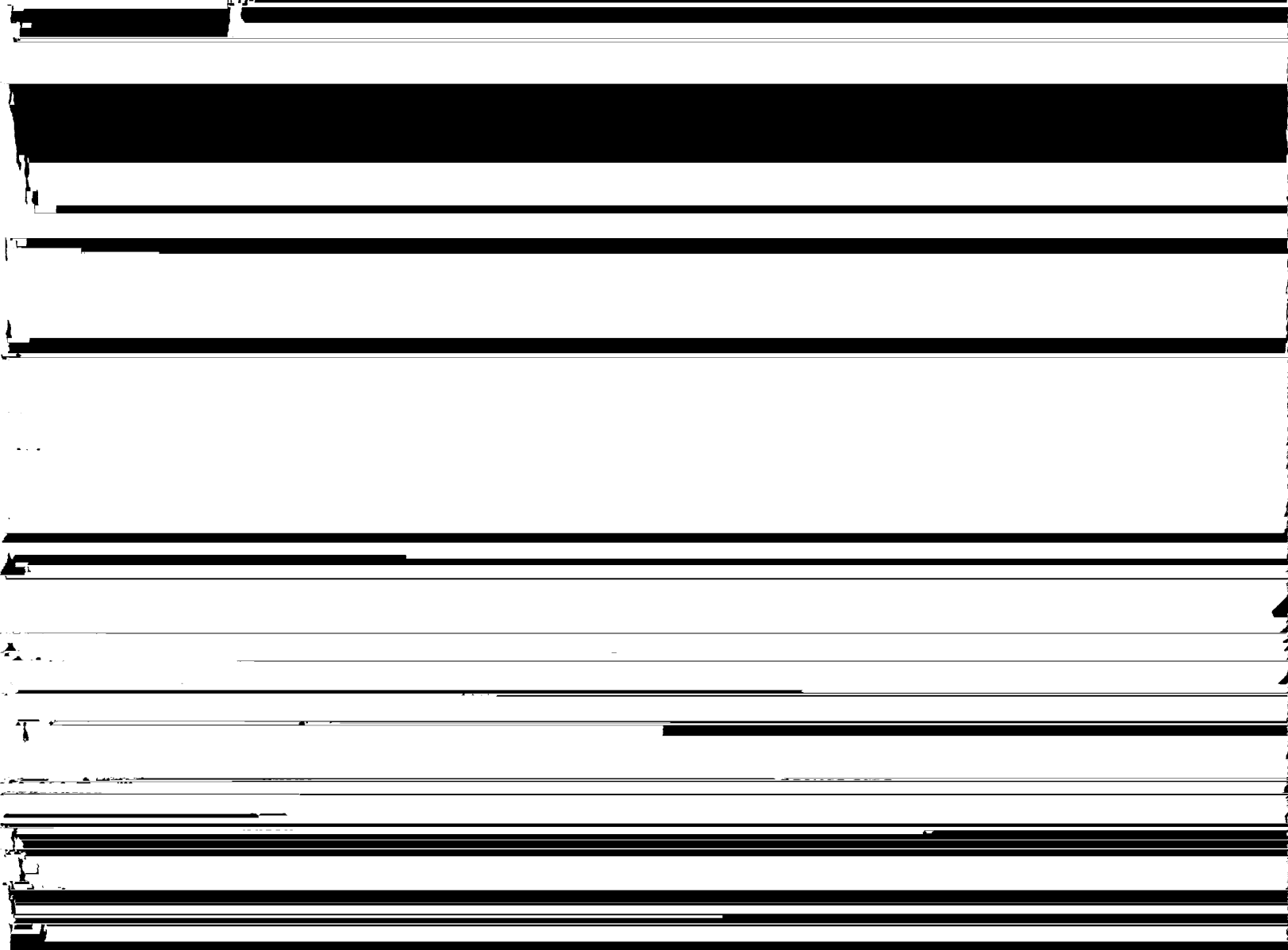
unless otherwise noted.

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

- Process composition #1

Midterm Exam (1 hour)

Midterm Individual Writing Conferences (2 hours): Professor meets with each student to



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

4. This is a... This also helps... Swedish education students to

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.

... .. CC and CC

	A-95%	B-85%	C-75%	D - 65%	
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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

Breiner-Sanders, K. E., Swender, E., & Terry, R. M. (2001). *Introduction to The ACTFL Proficiency Guidelines—Writing*. Yonkers, NY: ACTFL.

Glisan, E. W. (2003). The effects 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.

Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). *ACTFL integrated performance assessment*. Yonkers, NY: ACTFL.

Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). *ACTFL*

2. Summary of proposed revisions: This course is being changed from “Intermediate Spanish

Composition” to “Intermediate Spanish Composition and Grammar.” The review grammar

Course objectives are being updated to illustrate the writing course addressed. Also, the level of

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

D. Expository writing (6 classes)

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

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:

Madeline Cavell's "Tricks, Deceits and Theatricality: Hannah Arendt's Critique of the Spectacle of Politics"

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 U.D. where? when? _____)

- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W courses?

TYPE II. DEPARTMENT COURSE

"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

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)

APPENDIX: Samples of Writing Assignments in SPAN 220

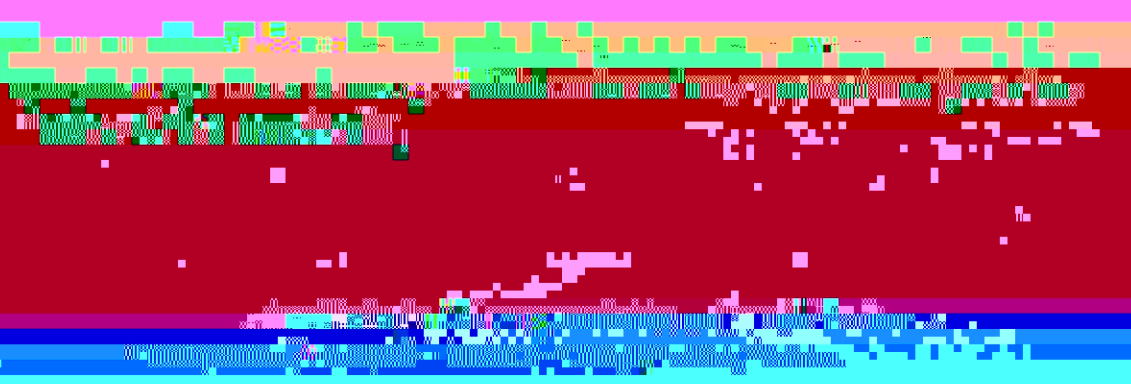
[The remainder of the page is obscured by heavy black redaction bars.]

2) Record the parts of a narration as follows:

- 1. Introduction
- 2. Background
- 3. Statement of the problem
- 4. Objectives
- 5. Significance

The first part of the report is the introduction. It should state the purpose of the study, the objectives, and the significance of the study. The second part is the background. It should provide a brief history of the problem and the current state of knowledge. The third part is the statement of the problem. It should clearly define the problem and the objectives of the study. The fourth part is the objectives. It should list the specific objectives of the study. The fifth part is the significance. It should explain why the study is important and how it will contribute to the field.

The next part of the report is the literature review. It should provide a comprehensive overview of the existing literature on the topic. This section should identify the key theories, models, and findings that are relevant to the study. It should also highlight the gaps in the current knowledge that the study aims to address. The literature review should be organized in a logical manner, such as by theme or chronology, to facilitate the reader's understanding of the research context.



The methodology section describes the research design, data collection methods, and data analysis techniques used in the study. It should provide enough detail for the reader to understand how the data were collected and analyzed. The data collection methods should include information about the sample, the data sources, and the data collection procedures. The data analysis techniques should include information about the statistical tests used and the software packages used for data analysis.

The results section presents the findings of the study. It should include a clear and concise summary of the results, as well as a detailed description of the data. The results should be presented in a logical and organized manner, such as by theme or by research question. The results should be supported by appropriate statistical tests and tables or figures. The results should be interpreted in the context of the research objectives and the literature review.

The conclusions and recommendations section summarizes the findings of the study and provides suggestions for future research. The conclusions should be based on the results and should address the research objectives. The recommendations should be based on the conclusions and should provide practical suggestions for addressing the problem. The conclusions and recommendations should be presented in a clear and concise manner, and should be supported by appropriate evidence.

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

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?]

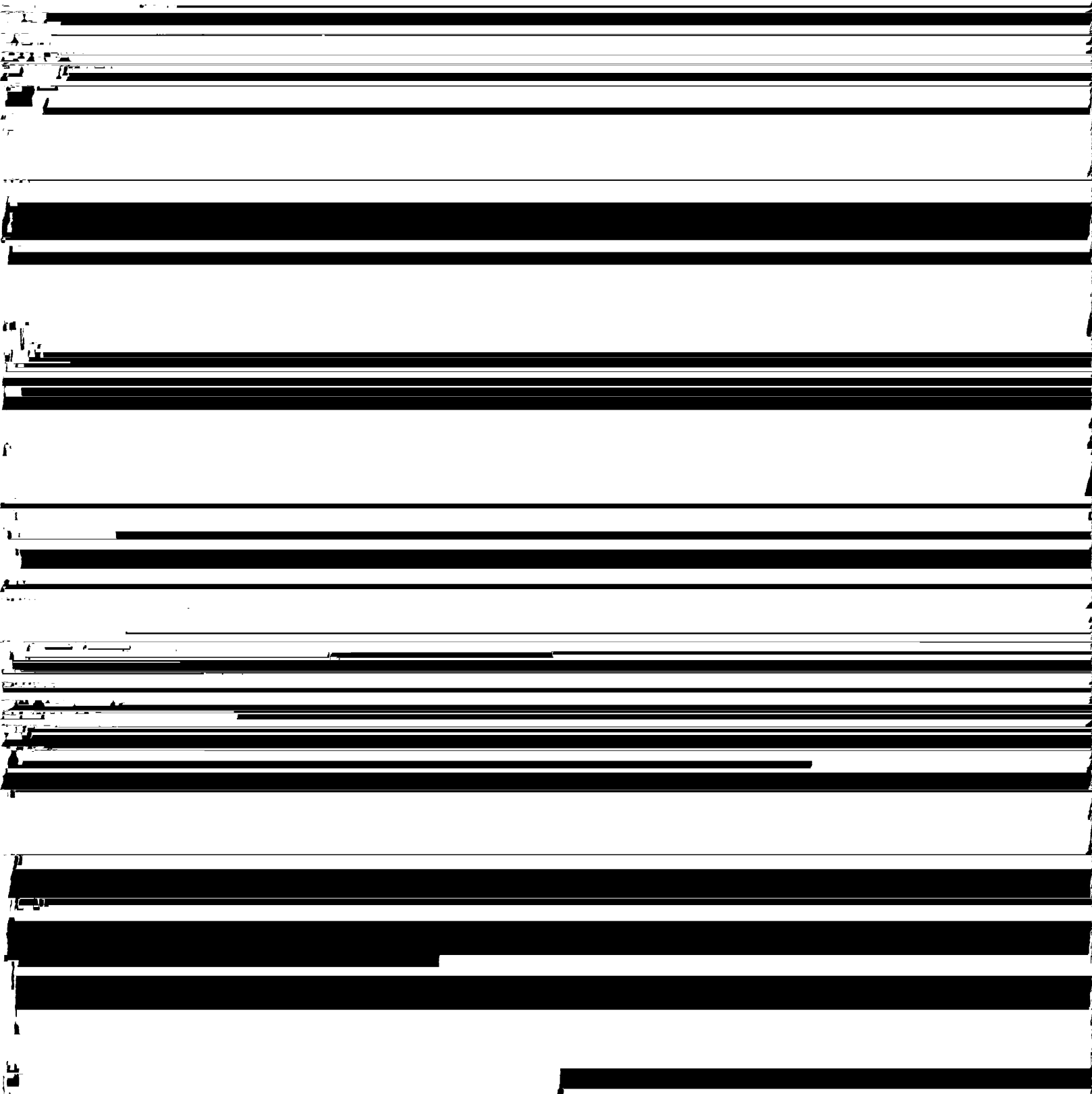
Key Assessment Rubric: Process Essay

	TARGET 13-15	HIGH 11-12	ACCEPTABLE LOW 9-10	UNACCEPTABLE 7-8
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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



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

1. a description and an event