CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:
Department: Foreign Languages  College/School: CLA
Prepared by: Timothy Wilson  Phone: X5463
Email Contact: tim.wilson@alaska.edu  Faculty Contact: Timothy Wilson

1. COURSE IDENTIFICATION:
Dept: Spanish  Course #: 203  No. of Credits: 3

COURSE TITLE: Conversational Spanish II

2. ACTION DESIRED:
Change Course [X] If Change, indicate below what change.
Drop Course [ ]

NUMBER

TITLE [X]

DESCRIPTION [X]

PREQUISITES [X]

FREQUENCY OF OFFERING [X]

COURSE CLASSIFICATION [X]

CREDITS (including credit distribution)

CROSS-LISTED [ ]

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

STACKED (400/600) [ ]

OTHER (please specify) Change from Pass/Fail to Letter Grade
Change to intensive Summer-only course

3. COURSE FORMAT
NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check one)

1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Intensive immersion lecture/discussion

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  [X] N = Natural Science  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

If YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  Natural Science, Format 8

5. COURSE REPEATABILITY:
Is this course repeatable for credit? [ ] YES [X] NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? [ ] TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? [ ] CREDITS
6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

<table>
<thead>
<tr>
<th>SPAN F203</th>
<th>Conversational Spanish II (h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credits</td>
<td>Offered Fall, Summer, As Demand Warrants</td>
</tr>
<tr>
<td>Verbal skills improvement. Includes role playing, problem solving and situational conversation. Conducted entirely in Spanish. Note: Does not satisfy core curriculum or foreign language major requirements. Graded Pass/Fail. Prerequisites: SPAN F100A and SPAN F100B; or SPAN F101; or permission of instructor.</td>
<td></td>
</tr>
</tbody>
</table>

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

<table>
<thead>
<tr>
<th>SPAN F203</th>
<th>Conversational Spanish II (SI SI) (Summer Intensive Spanish Immersion) (h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credits</td>
<td>Offered Fall, Summer, As Demand Warrants</td>
</tr>
<tr>
<td>Intensive two week language immersion. Verbal skills improvement. Includes role playing, problem solving and situational conversation. Conducted entirely in Spanish. Note: Does not satisfy core curriculum or foreign language major requirements. Graded Pass/Fail. Prerequisites: SPAN F100A and SPAN F100B; or SPAN F101; SPAN F201/202 or equivalent; or permission of instructor.</td>
<td></td>
</tr>
</tbody>
</table>

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO [NO] If Yes, DEPT [ ] NUMBER [ ]

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM:

LETTER: [X] PASS/FAIL: [ ]

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Faculty salary will be paid by Summer Sessions.

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffkij@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [X] Yes [ ] Not applicable

12. IMPACTS ON PROGRAMS/DEPARTMENTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

None: Summer Sessions already offering

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (490/690), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.
Goals: We currently have a course on the books whose description and prerequisites are flawed, with the result that it cannot serve its intended purpose. At the same time, we have been offering another course as a special topic that actually fulfills the intentions of the first. We would like to modify the description and prerequisites of the course currently on the books (Span 203) so that it can be offered, making the special topics course unnecessary.

Background: The current version of Span 203 has unrealistically low prerequisites (one semester) with the result that it can only be a non-academic and low-intensity conversation class. At the same time, there is a lack of a permanent conversation class that can serve intermediate students.

Proposal: Change prerequisites from the unrealistic one semester to a more appropriate four semesters; and offer the class for a letter grade rather than pass/fail. A more rigorous course is more in keeping with the 200 level designator.

With the changes, the course would be transformed into an important stepping stone for majors and minors between the entry level classes and advanced classes. It would help students improve their oral proficiency before entering into upper level courses, and also provide another option for fulfilling requirements for the major. At the same time, the course could still serve the community by providing language experience beyond the basic level for those not necessarily interested in the academic track.

This course would be offered in an intensive rather than extended format. Intensive courses offer the opportunity for students to immerse themselves in a foreign language environment, which can have a profound impact on oral proficiency. The Summer Intensive Spanish Immersion has been offered several times as 295 special topics, and has been highly successful both in the number of students enrolled and in increasing the oral proficiency of those students. It combines the rigor of the regular semester-long advanced conversation class with an intensive format, allowing students to make a deeper transition from English to Spanish. Language learning is achieved through frequent contact, and by increasing students' exposure from three hours a week to more than twenty, acquisition is greatly increased.

In summary: These changes would increase the rigor of an existing course, making it commensurate with its designator, while at the same time benefiting our students by bridging a gap between lower and upper-level courses, and providing them with a unique opportunity for language immersion. Quality of UAF education would be improved, not compromised by the changes proposed.

APPROVALS:

[Signature, Chair, Program/Department of: Foreign Languages Date 9.17.09]

[Signature, Chair, College/School Curriculum Council for: Date 9-30-09]

[Signature, Dean, College/School of: College of Liberal Arts Date 10-01-09]

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

[Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date]
**ADDITIONAL SIGNATURES: (If required)**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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</thead>
</table>
ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide
http://www.uaf.edu/ugsp/faculty/cd/syllabus.html.
The department and campus wide curriculum committees will review the syllabus to
ensure that each of the items listed below are included. If items are missing or
unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although
modifications may be made throughout the semester, this document will
contain the following information (as applicable to the discipline):

1. Course information:
   □ Title, □ number, □ credits, □ prerequisites, □ location, □ meeting time
         (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   □ Name, □ office location, □ office hours, □ telephone, □ email
         address.

3. Course readings/materials:
   □ Course textbook title, □ author, □ edition/publisher.
   □ Supplementary readings (indicate whether □ required or □
         recommended) and
   □ any supplies required.

4. Course description:
   □ Content of the course and how it fits into the broader curriculum;
   □ Expected proficiencies required to undertake the course, if applicable.
   □ Inclusion of catalog description is strongly recommended, and
   □ Description in syllabus must be consistent with catalog course
         description.

5. □ Course Goals (general) and □ Student Learning Outcomes (more specific)

6. Instructional methods:
   □ Describe the teaching techniques (e.g. lecture, case study, small group
         discussion, private instruction, studio instruction, values clarification,
         games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   □ A schedule of class topics and assignments must be included. Be specific
         so that it is clear that the instructor has thought this through and will
         not be making it up on the fly (e.g. it is not adequate to say “lab”.
         Instead, give each lab a title that describes its content). You may call
         the outline Tentative or Work in Progress to allow for modifications during
         the semester.

8. Course policies:
   □ Specify course rules, including your policies on attendance, tardiness,
         class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   □ Specify how students will be evaluated, □ what factors will be
         included, □ their relative value, and
   □ how they will be tabulated into grades (on a curve, absolute scores,
         etc.)

10. Support Services:
    □ Describe the student support services such as tutoring (local and/or
         regional) appropriate for the course.

11. Disabilities Services:
The Office of Disability Services implements the Americans with Disabilities
    Act (ADA), and insures that UAF students have equal access to the campus and
    course materials.
    □ State that you will work with the Office of Disabilities Services (203
         WHIT, 474-7043) to provide reasonable accommodation to students with
         disabilities."
SPANISH 203: ¡Sí Sí!
(Summer Intensive Spanish Immersion)

Prerequisites: SPAN 202 or equivalent; or permission of instructor.
Conducted exclusively in Spanish.
M-F 8 am-12:20pm, May 26-June 8 in 609 Gruening Bldg.

Instructor: Timothy Wilson
Office: 606C Gruening
Office hours: by appointment
Email: tim.wilson@alaska.edu
Phone: 474-5463

DESCRIPTION
Bienvenidos a Español 203, an intensive intermediate Spanish oral immersion course. This class builds in a more focused way on the general Spanish communication skills that students practiced at the 100 and 200 level. This course is designed for students who have completed basic Spanish language courses at UAF or elsewhere, and wish to improve speaking and listening skills. The course is intended as an expansion of vocabulary and a sharpening of oral skills; grammatical concepts will not be explicitly covered. The best way to achieve fluency and confidence in a foreign language is to be immersed: this course will expose you to 4 hours of concentrated interaction per day. The total will be as much as you would get in a whole semester—in 2 weeks. In addition, you will have access to films and music after the hours of the class. Our goal is to create as close to native as possible without going abroad!

COURSE OBJECTIVES

Course goals
- Immerse students in a completely Spanish speaking environment
- Provide the opportunity for students to interact and use their Spanish intensively
- Expose students to new vocabulary for real communicative purposes

Expected student learning outcomes
- Students will achieve the immediacy and fluency that is only possible through an immersion environment.
- Students will achieve greater communicative ability and an increased confidence level.
- Students will be able to converse on a wide variety of real world topics such as jobs, restaurants, and travel.

COURSE MATERIALS

One main "text" for the class will be the conversations that we have in every class period. The class will be intensely oral, and students should be prepared to take notes. Students are required to buy a small notebook or journal for the express purpose of writing down vocabulary from this class, and it should be a notebook dedicated to this class only. In addition, the instructor will provide readings and vocabulary in the form of a virtual coursepack that can be found online at http://eres.uaf.edu/courseindex.asp or by following the links through the library’s main website. You are responsible for printing it out and bringing to class the correct readings for any given day. To avoid lost readings and last minute printer problems, I strongly advise you to print the entire coursepack and have it bound. Supplementary readings will occasionally be provided, and they are also required reading.
INSTRUCTIONAL METHODS

This is a communicative language experience, and as such, there will not be a significant element of lecture. Rather the professor will act principally as a resource, and as a facilitator of interaction. In addition to individual language learning, students can expect a great deal of communicative interaction at many levels: large and small group interaction and pair work. There will also be educational games, music, and films.

Specifically, interaction will be divided into components: a task-based interactive meeting component (reunión), a media-based listening comprehension component (comprensión), and an individual learning component (estudio).

PLACEMENT

Students must have taken SPAN 202 at UAF; or have transfer credit from another university; or have AP credit. If you don't have any of these, you MUST take the CLEP test. You can receive up to 16 UAF credits by taking the Spanish CLEP test.

To take a CLEP test, visit:
Testing Services Office
207B Gruening
474-5277
www.uaf.edu/testing/
hours:
Mon/Wed/Thurs 1pm or 3pm
Tues/Fri 9am or 11am
or call for appointment.
Cost: $90

EVALUATION

**Important note on grading: Students will NOT be graded on their speaking skills as compared to a native Spanish speaker, nor compared to their classmates, but rather on an individual basis taking into account enthusiasm, dedication, and willingness to improve during the course of the semester. To measure the expected learning outcomes, we will use the following resources:

A. Participación/participation

Learning a language is not done in isolation. Speaking, listening, and interacting with others are essential parts of the learning process. Therefore you will be graded on your classroom performance—not necessarily on whether you get the "right answer," but on whether you are in class, with your materials, prepared and willing to speak. Participation will be evaluated regularly. (See "PARTICIPATION GRADE CRITERIA" below). From 0-5 points will be awarded for every week. Warning: As participation figures as a large percentage in your evaluation, you might be surprised to see the damage that regularly receiving 3 points or 0 points will do to your final grade.

B. Ponencias en panel/ panel presentations

The culmination of your experience will be two panel presentations/discussions with your peers, to take place roughly at the middle and at the end of the course. These not only provide an opportunity for you to speak publicly in Spanish, but to work out problems in Spanish with others as you work together to prepare for the panel discussions.

C. Pruebas de vocabulario/vocab tests

A brief daily test will be administered each day in the Estudio segment. The purpose of these is to test students' acquisition of new vocabulary. No make-ups are offered. These vocabulary quizzes will test words from two sources: 1) a list of vocab provided by the instructor, and 2) a list based on "favorite words" submitted by students (see Lista de vocabulario below).

D. Lista de vocabulario/vocab lists

You are expected to keep a notebook in which you jot down any interesting vocabulary you hear in class. This journal may occasionally be checked by the instructor. Additionally, at the end of every week, you will be responsible for submitting, on paper or via email, a list of the 10 words you found most useful during that week. Failure to complete this task or take it seriously will detract from your final grade.
Components of the Final Grade and weight by percentage

- Participation: 30%
- Panel presentation I: 20%
- Panel presentation II: 20%
- Vocabulary tests: 25%
- Vocabulary lists: 5%

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>0-60</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Appropriate class behavior

- You are welcome to bring a drink or snack to class, as long as you clean up after yourself.
- Side conversations are not acceptable.
- Class time is to be used paying attention to me and your classmates. Please do not use it doing homework for either this class or another class.
- I expect you to be courteous to classmates and professor at all times.
- As a courtesy, you should sit up so your face is visible to others in the class.
- Cell phones and other personal devices must be turned off, and there will be NO texting or answering phones in class. See “PARTICIPATION GRADE CRITERIA” below for dire consequences.
- Students who arrive more than 10 minutes late or who leave the room for extended periods will be counted absent; see me if you know that you will frequently need to arrive late or leave early.

Students with disabilities.

UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (203 Whitaker Building, 474-7043). Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me during office hours so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

Student support services.

UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at 474-2644.

Student code of conduct.

As a UAF student, you are subject to UAF’s Honor Code:

“Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.”
No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion.”

**TENTATIVE COURSE CALENDAR**
(This schedule may be adjusted to fit class needs)

Each day will be divided into 3 components: **Reunión**, **Comprensión**, and **Estudio**. Briefly, **Reunión** is a time for oral production, and will consist of interaction such as interviews, mock meetings, role plays, debates, etc. **Comprensión** will be a time for practicing listening skills, and will include songs, movies, and so on. The **Estudio** component will be a time for individual work on things like pronunciation, common errors, and false cognates.

<table>
<thead>
<tr>
<th>Día 1</th>
<th>Reunión</th>
<th>Intro; Needs analysis; Circumlocution; Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Estudio</td>
<td>No estudio first day</td>
</tr>
<tr>
<td></td>
<td>Comprensión</td>
<td>Song: “Te espero sentada”</td>
</tr>
<tr>
<td>Día 2</td>
<td>Reunión</td>
<td>Personality traits; zodiac; psychologist game</td>
</tr>
<tr>
<td></td>
<td>Estudio</td>
<td>Pronunciation: vowels; brief personal exploration time; vocab test</td>
</tr>
<tr>
<td></td>
<td>Comprensión</td>
<td>&quot;Te espero sentada&quot;: pronunciation and intonation exercise</td>
</tr>
<tr>
<td>Día 3</td>
<td>Reunión</td>
<td>Describing: information gap, drawings; determining differences</td>
</tr>
<tr>
<td></td>
<td>Estudio</td>
<td>Pronunciation: C G Q; brief personal exploration time; vocab test</td>
</tr>
<tr>
<td></td>
<td>Comprensión</td>
<td>Movie: <em>Hijo de la Novia</em> (Episode #1)</td>
</tr>
<tr>
<td>Día 4</td>
<td>Reunión</td>
<td>Convincing; explaining reasons</td>
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<tr>
<td></td>
<td>Estudio</td>
<td>Pronunciation: H J; brief personal exploration time; vocab test</td>
</tr>
<tr>
<td></td>
<td>Comprensión</td>
<td>Movie: <em>Hijo de la Novia</em> (Episode #2)</td>
</tr>
<tr>
<td>Día 5</td>
<td>Reunión</td>
<td>AIDS in Africa: discussion of causes and solutions; 1ª ponencia en panel (<em>Panel presentation I</em>)</td>
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<tr>
<td></td>
<td>Estudio</td>
<td>Pronunciation: LL RR; brief personal exploration time; vocab test</td>
</tr>
<tr>
<td></td>
<td>Comprensión</td>
<td>Movie: <em>Hijo de la Novia</em> (Episode #3)</td>
</tr>
<tr>
<td><strong>Día 6</strong></td>
<td><strong>Reunión</strong></td>
<td>News stories; detective and crime scene game; dictionary bluffing game</td>
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<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Estudio</strong></td>
<td>Sayings and proverbs; brief personal exploration time; vocab test</td>
<td></td>
</tr>
<tr>
<td><strong>Comprensión</strong></td>
<td>Song: “El lado oscuro”</td>
<td></td>
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<tr>
<td><strong>Día 7</strong></td>
<td><strong>Reunión</strong></td>
<td>Circumlocution: Taboo; food and shopping; Discussion: immigration</td>
</tr>
<tr>
<td><strong>Estudio</strong></td>
<td>Pronunciation: V B; brief personal exploration time; vocab test</td>
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<tr>
<td><strong>Comprensión</strong></td>
<td>Short Film: <em>Viaje a Marte</em></td>
<td></td>
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<tr>
<td><strong>Día 8</strong></td>
<td><strong>Reunión</strong></td>
<td>Body language and gestures: Vocabulary: language for presentations; Meet to plan presentation</td>
</tr>
<tr>
<td><strong>Estudio</strong></td>
<td>Brief personal exploration time; vocab test</td>
<td></td>
</tr>
<tr>
<td><strong>Comprensión</strong></td>
<td>Short Film: <em>Diez Minutos</em></td>
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<tr>
<td><strong>Día 9</strong></td>
<td><strong>Reunión</strong></td>
<td>Vocabulary: Small talk and casual interpersonal communication; Meet to plan presentation</td>
</tr>
<tr>
<td><strong>Estudio</strong></td>
<td>No estudio; vocab test</td>
<td></td>
</tr>
<tr>
<td><strong>Comprensión</strong></td>
<td>Song: “El lado oscuro”: pronunciation and intonation exercise</td>
<td></td>
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</tbody>
</table>
| **Día 10** | **Reunión** | 2ª ponencia en panel (*Panel presentation II*): Immigration Pro and con group 1  
group 2  
Discussion |
| **Estudio** | No estudio |
| **Comprensión** | No comprehension |
PARTICIPATION CRITERIA:

Very good: 5 points
- arrives for class on time
- greets people and takes leave using Spanish expressions
- speaks exclusively in Spanish during whole class and group discussions,
- often initiates interactions by responding to classmates’ comments in addition to responding to the instructor’s questions
- works on comprehension skills by listening attentively when others speak
- participates in all activities with enthusiasm and a positive attitude
- often asks questions when something is not clear
- contributes actively during group activities

Satisfactory: 4 points
- arrives for class nearly on time
- sometimes greets and takes leave using Spanish expressions
- almost never uses English
- during whole group discussion, participation is only sometimes limited to answering the instructor’s questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- participates in all activities, sometimes enthusiastically
- usually asks for help in Spanish when something is not clear, but not always

Unsatisfactory: 3 points
- arrives more than 5 minutes late for class period
- sometimes uses English during group activities, but always uses Spanish during whole class activities
- during whole group discussion, participation is often limited to answering the instructor’s questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- sometimes contributes actively during group activities
- sometimes contributes to getting the task done in group work
- does not bring the necessary books or workbooks to class

Unacceptable: 0 points
- arrives more than 10 minutes late for class period
- uses more English than Spanish when speaking with the instructor or class members
- does not listen while others talk
- does not contribute much to getting the task done in group work
- contributes to the failure of activities by not completing small group or individual assignments
- works on assignments for other classes and/or Spanish HOMEwork
- displays a negative attitude
- sleeps in class
## PARTICIPATION

Nombre: _____________________________  Instructor: Prof. Wilson

### WEEK ONE:

<table>
<thead>
<tr>
<th>Day</th>
<th>Self-score</th>
<th>Revised score</th>
<th>Instructor comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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### WEEK TWO:

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TOTAL ___________________________________________  _____________________________