TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:
Department: Foreign Languages
Prepared by: Timothy Wilson
Email Contact: tim.wilson@alaska.edu
College/School: CLA
Phone: 474-5463
Faculty Contact: Timothy Wilson

See http://www.uaf.edu/ualaska/faculty/cel/edman.html for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):
   - Trial Course: 
   - New Course: x

2. COURSE IDENTIFICATION:
   - Dept: SPAN
   - Course #: 311
   - No. of Credits: 3
   - Status & number of credits:

   The course is designed as one of the series of focused “skills” courses at the 300 level (including reading, grammar and conversation) which build on the general preparation students receive during the first two years of language study. We see this course as an important final step for minors or as intermediate step for those who will continue on to the upper-level content courses. The amount of reading, writing, and preparation is consistent with other 300-level courses in the department.

3. PROPOSED COURSE TITLE:
   - Advanced Spanish Composition

4. CROSS LISTED? YES/NO
   - no
   - If yes, Dept: 
   - Course #:

5. STACKED? YES/NO
   - no
   - If yes, Dept: 
   - Course #:

6. FREQUENCY OF OFFERING:
   - every semester
   - (Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)
   - Spring 2010

8. COURSE FORMAT:
   - COURSE FORMAT: (check one)
     - 1
     - 2
     - 3
     - 4
     - 5
     - x

   - 6 weeks to full semester

   OTHER FORMAT (specify)
   - lecture (distance-delivery)

9. CONTACT HOURS PER WEEK:
   - LECTURE hours/weeks
   - LAB hours/week
   - PRACTICUM hours/week

   Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/ualaska/faculty/cel/credits.html for more information on number of credits.

   OTHER HOURS (specify type)
   - Distance course

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):
   - SPAN F311 Advanced Spanish Composition (h)
     - Practice of formal and informal writing styles in Spanish. Focus on vocabulary and stylistic issues. Course offered via distance learning. Prerequisites: SPAN F202 or equivalent or permission of instructor.
11. 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? [ ] YES [x] NO

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 [ ]

12. 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

13. GRADING SYSTEM:

LETTER: [x] PASS/FAIL: [ ]

14. PREREQUISITES

Spanish 202

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

English 111

Classes, etc., that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

none

16. PROPOSED COURSE FEES

$ none

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No [ ]

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No [x] Yes

If yes, give semester, year, course #, etc.: SP09, FA09

18. ESTIMATED IMPACT

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

None. This class is offered as a distance course and is not part of regular budget or workload. No classroom is needed.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (jflkj@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 [ ]

This course will require no additional resources.

20. IMPACTS ON PROGRAMS/DEPTS

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

No one will be affected outside of the Spanish program in the Department of Foreign Languages.

21. POSITIVE AND NEGATIVE IMPACTS

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

The addition of this course, in conjunction with Spanish 317 (Grammar) greatly increases the
offering for students of Spanish in any given semester. Students should be able to proceed more smoothly with their pursuit of a minor or major. There should be no impact on other courses, programs, or departments.

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. Use as much space as needed to fully justify the proposed course.

This course has been offered as a trial course, and the proposed action would be to make it a permanent addition to our mid-level offerings to majors and minors. In order to round out our offering of intermediate courses and accommodate the larger number of students who are taking Spanish, we have been slowly adding courses to the curriculum. This writing course, as an addition to the existing conversation, grammar and introduction to literature classes, fills out the series of skills-focused courses at the 300 level. Our goal is to provide students with an opportunity for thorough practice of the various areas of language proficiency to prepare them for the 400 level.

APPROVALS:

Signature, Chair, Program/Department of: Foreign Languages Date 9.24.09

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)

Signature, Chair, Program/Department of: Date

Signature, Chair, College/School Curriculum Council for: Date

Signature, Dean, College/School of:
ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide (http://www.uaf.edu/uafgov/faculty/cit/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 311: Advanced Spanish Composition

Prerequisites: SPAN F202 or equivalent* (see below); or permission of instructor.

Instructor: Timothy Wilson
Office: 606C Gruening
Email: tim.wilson@alaska.edu
Office hours: T Th 2-3 and by appointment
Phone: 474-5463

COURSE MATERIALS
Text is available through CDE:
Composición: Proceso y Síntesis (Paperback). By Valdés, Dvorak, Hannum and Angelelli
Publisher: McGraw-Hill Companies; 5th edition (December 2007)
ISBN: 0073513148

DESCRIPTION
This advanced Spanish class builds on the general Spanish communication skills that students gained at the 100 and 200 level. Along with other 300 level classes, such as grammar, conversation and reading, this class targets a specific skill: writing in Spanish in various formal and informal styles. A number of writing assignments of different types and levels will focus on vocabulary and stylistic issues in order to sharpen and improve students' writing skills. This distance learning web-based course will be conducted in Spanish.

COURSE OBJECTIVES
Course goals
- Become familiar with the format and purpose of various types of writing
- Learn important vocabulary that is often particular to written communication
- Become aware of issues that hinder effective communication
- Review certain grammar points that often cause difficulty in writing

Expected student learning outcomes
- Students will be able to effectively express themselves in a number of different genres in Spanish, choosing from among them depending upon their intended purpose
- Students' increased vocabulary will allow them to write with more sophistication and elegance
- Students will have a new awareness of their target audience and of the register appropriate to each genre
- Students will be able to avoid some linguistic pitfalls of the typical language learner and thus write with more clarity.

* Prerequisites: 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 and receive a score of 62 or above. 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
INSTRUCTIONAL METHODS

Language learning, like language use, often takes place in a group, and rightly so; a language is not a set of facts you learn, but a skill you practice, and it is normally practiced with others. However, a few aspects of language learning, such as the honing of grammar and writing skills, are more individual pursuits and lend themselves best to individualized study.

For that reason, the subject matter of this course is very well fitted to its medium; students will work independently on individual projects of writing, and interaction with the instructor will be on a one-on-one basis through Blackboard. You will complete assignments and send them to me; I will give you constructive feedback and return it to you for more individual work. You can expect to have some one-on-one conferences with me, either in person, over the phone, or through email. At the same time, the nature of this course (distance learning) also has its challenges: students necessarily must be self-motivated and conscientious about the timely completion of tasks if they are to be successful.

INSTRUCTIONAL RESOURCES

There is a language lab located on the 6th floor of the Gruening Building, open M-F from 8:00-5:00. If you are on campus, you can take advantage of our computers, software, study space and tutors.

COURSE POLICIES

Assignments

- Assignments should be submitted as a MS Word or similar document, and sent as an attachment to the electronic dropbox on Blackboard. If you have any trouble, you could also send it to me in an email.
- The schedule for submission of work must be adhered to—late work will be docked points. If there is a reason why you won't be able to stick to the schedule, please let me know and we'll see if we can work something out. Early submission is okay, late is not. I cannot and will not accept an entire semester's worth of work in the final weeks of the semester.
- Guidelines for how to make Spanish diacritical marks are with your assignments. Accent marks are important: torno and tomo are different words, and if you get the accent wrong, the word is wrong.
- Assignments will be graded according to the guidelines laid out in this syllabus. See “WRITING ASSIGNMENT GUIDELINES AND GRADE CRITERIA” below.
- The work you hand in must be yours alone. Please see “Student code of conduct” below.
- I am available for help, tutoring or questions—please contact me!

Students with disabilities. UAF makes appropriate accommodations for individuals with disabilities that have been documented by the Office of Disability Services (203 Whitaker Building, 474-7043). Students with learning or other disabilities who may need special accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me or contact me 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."
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.

In a format such as ours, this means that all work should be yours alone. Though you may receive help or suggestions from a tutor, you must do the writing. Likewise, copying (plagiarizing) something from an online source or elsewhere is also unethical and punishable.

EVALUATION

Components of the Final Grade and weight by percentage

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (6)</td>
<td>25%</td>
</tr>
<tr>
<td>Thesis statements (3)</td>
<td>10%</td>
</tr>
<tr>
<td>First drafts (6)</td>
<td>25%</td>
</tr>
<tr>
<td>Final drafts (6)</td>
<td>40%</td>
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</tbody>
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Departmental grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</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>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
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COURSE ORGANIZATION AND CALENDAR

The course will cover 6 different styles or genres of writing, each covered in a separate unit. Each unit includes the following activities or lessons:

- Readings from the textbook about the genre or style under consideration
- Preliminary exercises targeting salient organizational and grammar points (to be submitted)- these exercises are to prepare you for your paper- they involve a preliminary writings and analysis of texts; they may be longer than the essay itself, in which you will refine and distill these thoughts
- Some chapters (4, 5 and 6) require the submission of a "Tesis" (thesis statement) before writing begins
- "Primera escritura" or first draft (for submission) for each of the six units
- "Versión final" or final draft (for submission) for each of the six units

TIME CONSIDERATIONS

Because this is a distance-delivered course, we will not meet as a class. You can expect to spend your time working on your own, corresponding and conferencing with me. This is a 3-credit course, which means that you should expect to spend at least 126 hours on this course over the semester (the standard equation is that a 3-credit course meets for 42 hours and the student should spend twice that many hours working out of class= 126 hours). Another rule of thumb is that at this level, you can expect to spend about three times as long reading or writing in Spanish as you would on an equivalent assignment in English (or your first language). So if it takes you two hours to write a short paper in English, don't be surprised if it takes you six or more in Spanish!
**Assignments:** Detailed specific assignments and instructions are found under "Assignments" on the course Website. These are general guidelines to give you an overview of what we will be doing in the course and what type of work you can expect. **Starred assignments are to be submitted through Blackboard.**

### Week 1:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo preliminar (p. 1-8)</th>
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<tbody>
<tr>
<td>Writing</td>
<td>Diagnostic essay: Introduce yourself to me (a descriptive essay of at least 250 words)</td>
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### Week 2:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 1: La descripción (p. 14-36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary exercises</td>
<td>*p. 19-20 Enfoque; p. 24-26 Actividad C; p. 29-30 Análisis</td>
</tr>
<tr>
<td>Writing</td>
<td>*first draft #1: Descriptive writing (see “Tarea” p. 26- a descriptive paragraph; min. 150 words)</td>
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### Week 3:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 2: La narración (p. 37-67)</th>
</tr>
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<tbody>
<tr>
<td>Writing</td>
<td>*final version of writing #1</td>
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### Week 4:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 2: La narración (p. 37-67 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary exercises</td>
<td>*p. 48 Actividad D; p. 53 Actividad B; p. 55 Actividad A</td>
</tr>
<tr>
<td>Writing</td>
<td>*first draft #2: Telling a story (see “Tarea” p. 57- a personal narrative of min. 150 words)</td>
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### Week 5:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 3: La explicación (p. 68-112)</th>
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<tbody>
<tr>
<td>Writing</td>
<td>*final version of writing #2</td>
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### Week 6:

<table>
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<tr>
<th>Reading</th>
<th>Capítulo 3: La explicación (p. 68-112 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary exercises</td>
<td>*p. 92-5 Actividad B; p. 97-100 Actividad C; p. 103-104 análisis del texto</td>
</tr>
<tr>
<td>Writing</td>
<td>*first draft #3: Expository essay; min. 150 words (see “Tarea” p. 101)</td>
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### Week 7:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 4: La exposición (p. 113-165)</th>
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</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Final version of writing #3</td>
</tr>
<tr>
<td>Preliminary exercises</td>
<td>* p. 132-35 Actividad D; p. 140 Enfoque; p. 147 Actividad B</td>
</tr>
</tbody>
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### Week 8:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 4: La exposición (p. 113-165 cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Thesis statement</td>
</tr>
<tr>
<td></td>
<td>*first draft #4: Expository essay with supporting evidence; min. 500 words</td>
</tr>
</tbody>
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### Week 9:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 5: La argumentación (P. 166-214)</th>
</tr>
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<tbody>
<tr>
<td>Writing</td>
<td>*Final version of writing #4</td>
</tr>
<tr>
<td>Preliminary exercises</td>
<td>p. 186-9 Actividad E; p. 195-7 Actividad A; p. 204-5 Análisis del texto</td>
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### Week 10:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 5: La argumentación (P. 166-214 cont'd)</th>
</tr>
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<tbody>
<tr>
<td>Writing</td>
<td>*Thesis statement</td>
</tr>
<tr>
<td></td>
<td>*first draft #5: Persuasive essay; min. 800 words (see &quot;Tarea&quot; p. 200)</td>
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### Week 11:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 6: La argumentación sobre una obra literaria (P. 215-265)</th>
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<tbody>
<tr>
<td>Writing</td>
<td>*Final version of writing #5</td>
</tr>
<tr>
<td>Preliminary exercises</td>
<td>* p. 243-7 Actividad D; p. 253 Actividad A1 (not A2); p. 256-7 Análisis del texto</td>
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</table>

### Week 12:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Capítulo 6: La argumentación sobre una obra literaria (P. 215-265 cont'd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>*Thesis statement</td>
</tr>
<tr>
<td></td>
<td>*first draft #6: Literary analysis (analysis of a literary work (choices given to you by the instructor) min. 800 words (See &quot;Tarea&quot; p.254)</td>
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### Week 13:

| Writing          | *final version of writing #6                                              |
WRITING ASSIGNMENT GUIDELINES AND GRADE CRITERIA

Your written assignments will be graded according to the following criteria. Therefore, it is in your own best interest to go over these 15 questions before you hand in each paper—honestly going through this process can boost your grade by a letter or even two.

1. Is there a single main idea or focus to the paper? For formal academic papers, is there a brief introduction with a clear thesis statement that really summarizes the main idea of the paper?

2. Does the paper’s treatment of the topic indicate that the student has thought about the topic and attempted to develop it in depth, rather than simply putting down a superficial summary or list of ideas?

3. Has the writer checked the basic information of the paper to see that it is correct and true? Does the writer stick to facts and avoid broad sweeping generalizations, or claims and assumptions whose veracity s/he cannot prove?

4. Are all the ideas that are presented explored sufficiently?

5. Does the writer include examples and, when appropriate, quotes to back up his/her argument?

6. Do the sentences lead into each other to form a logical argument or narration?

7. Is there a well thought-out and logical organization to the essay in general? For example, in a formal paper, does each paragraph more or less present one idea or aspect of the argument?

8. Have all “tangents,” superfluous sentences and “filler” sentences been eliminated? Is every single remaining sentence important to the explanation of the idea (or the development of the plot, etc.)?

9. In a critical analysis, did the writer avoid retelling the plot of the work, and avoid excessive retelling of literary history? (Your reader is familiar with them too, and doesn’t need a summary).

10. Have sentences been polished to remove clumsy expressions and redundancy, resulting in an economical and elegant expression?

11. Are the sentences linked with connecting phrases to make the essay flow?

12. Has the essay been proofread to eliminate basic grammar and spelling errors as well as typos?

13. Has the writer tried to keep his/her personal opinions from coloring the language (except, perhaps, in a personal commentary as a form of conclusion)? Has the writer maintained a formal tone throughout, as appropriate in an academic essay?

14. Is the vocabulary used more or less authentic Spanish, that doesn’t resort to “Spanglish” and made-up words? Has care been taken when using the dictionary to choose the right translation, avoiding inventions such as “yo voluntad ir” for “I will go”?

15. Is the paper typewritten in a 12 pt font, double-spaced, and the required length? Was the paper handed in by the due date?