

Writing Across the Curriculum
Spanish Major

I. Writing Objective:

Our emphasis on written communication is because we believe that a strong lexical and syntactical foundation is the basis for all communication exchange at a level expected from students at the higher education level.

Therefore, our expectation is that upon completion of foreign language courses, students will be able to produce short, comprehensible written pieces of increasing complexity based on the course and content presented at each level. It is our goal that each student will be at the 75th percentile or above in the areas of language (syntax) and vocabulary (lexicon) on a written composition. In accordance with the proficiency guidelines of the American Council on Teaching Foreign Languages (ACTFL), students will be able to effectively communicate in writing at an intermediate-low level in the target language. Furthermore, students in Arabic and Chinese will have mastered the writing systems of the respective languages. Attached is the rubric used for all languages to assess our writing goal at the 100 & 200 levels.

100-200 level courses cap at 21; upper level courses cap at 15.

2. Courses

1. SPA 3050, Spanish Composition 1

Pages of writing required: 12-17 pages total

Percentage of course grade: 70%

Instructor: Cristina Francescon

Required course

2. SPA 4020, Advanced Composition and Translation

Pages of writing required: 21-38 pages total

Percentage of course grade: 95%

Required course

3. SPA 4110, Survey of Literature of Spain I

Pages of writing required: 7-10 pages total

Percentage of course grade: 30%

Instructor: Cristina Francescon

Elective in the major

4. SPA 4120, Survey of Literature of Spain II

Pages of writing required: 7-10 pages total

Percentage of course grade: 30%

Instructor: Cristina Francescon

Elective in the major

5. SPA 4200, Survey of Spanish-American Literature I

Pages of writing required: 5-6 pages (Final paper)

Percentage of course grade: 15%

Instructor: Jennifer Williams

Elective in the major

6. SPA 4210, Survey of Spanish-American Literature II

Pages of writing required: 8-10 pages (Final paper)

Percentage of course grade: 25%

Instructor: Jennifer Williams

Elective in the major

Composition Rubric for Romance Languages, German, and EFL

Language	Points
<ul style="list-style-type: none"> Less than 5% errors in the grammar presented in lesson; less than 5% errors in subject/verb or adjective/noun agreement; work was well edited for language 	26-30
<ul style="list-style-type: none"> Less than 10% errors in the grammar presented in lesson; between 5-20% errors in subject/verb and/or adjective/noun agreement; erroneous use of language does not impede comprehensibility of work; some editing for language evident but not complete. 	23-25
<ul style="list-style-type: none"> Between 20%-30% errors in the grammar presented in lesson; less than 30% errors in subject/verb agreement and/or adjective/noun agreement; erroneous use of language occasionally impedes comprehensibility of work; work was insufficiently edited. 	20-22
<ul style="list-style-type: none"> 30% to 50% errors in use and form of the grammar presented in lesson; 30%-50% errors in subject/verb agreement; non-target language sentence structure; erroneous use of language makes the work mostly incomprehensible; work was poorly edited for language. 	15-19
<ul style="list-style-type: none"> More than 50% errors in use and form of the grammar presented in lesson and/or errors in subject/verb agreement. No evidence of having edited the work for language as most sentence structure is non-target language structures, or because target-language structures were incorrectly applied; work largely incomprehensible; or not enough to evaluate. 	0
Vocabulary	
<ul style="list-style-type: none"> Broad; effective and accurate word use and choice; extensive use of words studied. 	26-30
<ul style="list-style-type: none"> Words are sufficient to convey the intended meaning; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied. 	23-25
<ul style="list-style-type: none"> Erroneous word use or choice leads to confused or obscured meaning; some literal translations, invented words or Anglicisms; limited use of words studied. 	20-22
<ul style="list-style-type: none"> Inadequate; repetitive; incorrect or non-use of words studied; literal translations; invented words. 	15-19
<ul style="list-style-type: none"> Exceeds 50% in errors of word use and choice, literal translations or invented words; or not enough to evaluate. 	0

Composition Rubric for Romance Languages, German, and EFL (continued)

Content	
• Very complete information; relevant; on target.	18-20
• Adequate information; some development of ideas; some ideas lack supporting detail or evidence.	15-17
• Limited information; ideas present but not developed; lack of supporting detail or evidence.	13-14
• Minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate.	10-12
• No substantial information; inappropriate or irrelevant information; or not enough information to evaluate.	0
Organization	
• Logically and effectively ordered; main points and details are connected; fluent	18-20
• An apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete.	15-17
• Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed.	13-14
• Series of separate sentences with no transitions; disconnected ideas.	10-12
• No apparent order to the content; or not enough to evaluate.	0
Total points	___/100

Composition Rubric for Arabic and Chinese

Language	Points
<ul style="list-style-type: none"> Less than 5% errors in the grammar presented in lesson; less than 5% errors in subject/verb or adjective/noun agreement; work was well edited for language 	28-35
<ul style="list-style-type: none"> Less than 10% errors in the grammar presented in lesson; between 5-20% errors in subject/verb and/or adjective/noun agreement; erroneous use of language does not impede comprehensibility of work; some editing for language evident but not complete. 	20-27
<ul style="list-style-type: none"> Between 20%-30% errors in the grammar presented in lesson; less than 30% errors in subject/verb agreement and/or adjective/noun agreement; erroneous use of language occasionally impedes comprehensibility of work; work was insufficiently edited. 	12-19
<ul style="list-style-type: none"> 30% to 50% errors in use and form of the grammar presented in lesson; 30%-50% errors in subject/verb agreement; non-target language sentence structure; erroneous use of language makes the work mostly incomprehensible; work was poorly edited for language. 	4-11
<ul style="list-style-type: none"> More than 50% errors in use and form of the grammar presented in lesson and/or errors in subject/verb agreement. No evidence of having edited the work for language as most sentence structure is non-target language structures, or because target-language structures were incorrectly applied; work largely incomprehensible; or not enough to evaluate. 	0-3
Vocabulary	
<ul style="list-style-type: none"> broad; effective and accurate word use and choice; extensive use of words studied. 	28-35
<ul style="list-style-type: none"> Words are sufficient to convey the intended meaning; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied. 	20-27
<ul style="list-style-type: none"> erroneous word use or choice leads to confused or obscured meaning; some literal translations, invented words or Anglicisms; limited use of words studied. 	12-19
<ul style="list-style-type: none"> inadequate; repetitive; incorrect or non-use of words studied; literal translations; invented words. 	4-11
<ul style="list-style-type: none"> exceeds 50% in errors of word use and choice, literal translations or invented words; or not enough to evaluate. 	0-3
Stylistics	
<ul style="list-style-type: none"> mastery of writing system with less than 5 % errors. 	26-30
<ul style="list-style-type: none"> above average knowledge of writing system; between 6%-10 % errors. 	23-25
<ul style="list-style-type: none"> adequate knowledge of writing system; between 11%-15 % errors. 	20-22
<ul style="list-style-type: none"> minimal knowledge of writing system; between 16%-20 % errors. 	15-19
<ul style="list-style-type: none"> inadequate knowledge of writing system (failure); more than 21% errors. 	0
Total points	___/100

CRITERIOS DE EVALUACIÓN- ANÁLISIS LITERARIOS

	Sí				No
EVIDENCIA DE ENTENDIMIENTO					
1. Claridad del propósito (tesis clara)	10	9	8	7	6
2. Relevancia del tema, bien organizado en párrafos y oraciones temáticas	10	9	8	7	6
EVIDENCIA DE ANÁLISIS					
3. Revisión extensa de la importancia literaria del texto, conexiones con otros textos.	15	13	11	9	7
4. Explica en detalle la idea a desarrollar con citas del texto	15	13	11	9	7
5. Análisis lógico del texto, presentación clara de las ideas	10	9	8	7	6
EVIDENCIA DE REFLEXIÓN					
6. Presenta conclusiones e implicaciones	10	9	8	7	6
7. Sugiere ideas para futuras investigaciones	10	9	8	7	6
FORMATO					
8. Cita siguiendo el MLA	10	9	8	7	6
9. Ensayo bien organizado, escrito y editado	10	9	8	7	6
TOTAL: ____ / 100 points					

COMENTARIOS:

1. Escriban un argumento de ^(varias) 3-5 páginas (800-1400 palabras) que prueba o desprueba el tema.

_____ FORMA 1. Introducción y tema o tesis (2-3 párrafos)

_____ 2. 1-3 párrafos que dan los argumentos /evidencia para puntos de vista que contrastan con su tema

_____ 3. 4-6 párrafos que prueban su tema: razones y evidencia documentada y citas

_____ 4. Bibliografía

- _____ 1) por lo menos 1-2 artículos críticos de revistas académicas etc.
_____ 2) 2-3 textos
_____ 3) UNA fuente de la red (incluyan el URL y una copia del artículo)

******* entreguen por favor junto a su trabajo copias de todas las fuentes**