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Required background:

Graduate standing, Linguistics 130, Spanish 102 and 103, or permission of instructor.

Course text:

*Lingüística aplicada. Adquisición del español como segunda lengua.* Dale A. Koike and Carol A. Klee. John Wiley & Sons, Inc., 2003.

**Catalog description.** Application of linguistic theory, principally to the areas of language teaching and learning acquisition. Occasionally the application of linguistics to other fields may be examined. **Prerequisite:** LING 130, SPAN 102, SPAN 103; or equivalent.

**Objectives and description of this course.** This course is designed to introduce graduate students of Spanish to Applied Linguistics—a sub-field of linguistics—which refers to the practical application of phonetics, phonology, morphology, syntax, semantics, and many other areas of linguistic study to Second Language Acquisition. This course will follow a seminar style in Spanish. This will be done through the study of the textbook, articles, lectures, oral presentations, and class discussions. Read the book before class and watch the PowerPoint lectures in Blackboard. **This is not a class for students to learn Spanish Grammar. Students are encouraged to: a) look up any term you do not know before class; b) keep a list of the terms covered in the book; and c) write a definition and examples for each term.** Class time will be used for discussion and exploration of the issues related to the acquisition of Spanish as a second language and language methodology.

**Student Learning Outcomes.** At the end of this course students can reasonably expect to demonstrate that they are able to:

1. Identify and summarize the main issues related to the acquisition of Spanish as a second language and language methodology.
2. Analyze and discuss current theories and methodology of the Acquisition of Spanish as a Second Language.
3. Describe linguistic similarities and differences between Spanish and English as pertinent to the acquisition of Spanish as a second language and teaching methodology.
4. Evaluate the relevance of cultural similarities and differences between the target culture and their own as pertinent to the acquisition of Spanish as a second language and teaching methodology.
5. Use evidence to communicate in written language as evidenced by their ability to write several essays in Spanish on language acquisition and language theory.
6. Use evidence to communicate in oral language as evidenced by their ability to prepare and deliver a Power-Point presentation in Spanish.
7. Use documentation of sources that are appropriate in the field of Applied Spanish Linguistics (e.g., APA or MLA styles).

**Note.** The course will be conducted in Spanish and it is expected that students will use Spanish at all times and familiarize themselves accordingly with linguistic terminology.

This is a **hybrid class**. The lectures for this class will be in SacCT in the folder named "Lectures"; you will need to read the book and watch the videos **before** our meeting days. The lectures are PowerPoint lectures that have been converted to an mp4 file. You can use the slides to make flash cards for the quizzes.

**QuickTime player.** You will need to ensure your computer has **QuickTime player** and that the plugin is enabled in the browser you will be using (recommend Firefox, Chrome or Safari). **If you do not have QuickTime player installed, follow the instructions located within the Lectures folder in the course in SacCT.**

**SacCT Student help.** For any questions or problems with SacCT call 916-278-7337 or go to [http://www.csus.edu/sacct/student/student\\_q\\_form.stm](http://www.csus.edu/sacct/student/student_q_form.stm)

**Meeting days.** We will meet Mondays (see *calendario provisional*) beginning on September 8<sup>th</sup>. During class time, students will participate in synchronous discussions about the readings and video-lectures. Most of the meetings will last 2 hours; the days reserved for presentations will last a little longer (about 2 hours and 30 minutes).

### **Equipment Requirements:**

- Quick Time Player installed in your computer to watched the video-lectures.

### **Course components:**

1. Quizzes. 15% (see information below)
2. Short essay 1 on chapters 3 or 4. 15% (see pages 5 to 7 for "Essays Guidelines")
3. Short essay 2 on chapters 5 or 6. 15% (see pages 5 to 7 for "Essays Guidelines")
4. Final essay. 20% (see pages 5 to 7 for "Essays Guidelines")
5. PowerPoint Presentation and Leading Discussion. 20% (see p. 10 for "Presentation Guidelines")
6. Attendance and Participation in Discussions. 15% (see pages 12 and 13 for "Attendance and Discussions Guidelines")

1. **Quizzes (15%).** There will be several quizzes based on the chapter readings and the PowerPoint lectures students watched **before** the class.
  - The deadline for quizzes is 5 pm of the day indicated on the schedule (see *calendario provisional*). The quizzes will available one week before the deadline.
  - You will have 20 minutes to take the quizzes in SacCT.
- **Quiz format:** Quizzes will be mostly objective (such as multiple-choice questions and matches) to verify reading of the material and minimum understanding of terminology. Occasionally, I might ask an open question (e.g., "define....", "provide examples of...", etc.). Having this basic understanding of terminology will make the discussions more productive and will help you with your essays. All quiz questions will cover material from the PowerPoint lectures and readings.
- **No makeup quizzes** will be given, but one "free" quiz (missed or low score) is subtracted from the total.

Grades are kept in numerical form until the end of the course, at which time they are averaged to determine the final letter grade. Please do not expect your instructor to give you a letter grade before this time. You may, however, ask to see your numerical scores at any time.

The grading scale for exams, term paper, presentation, and participation is as follows:

93-100=A	80-82=B-	67-69=D+
90-92=A-	77-79=C+	63-66=D
87-89=B+	73-76=C	60-62=D-
83-87=B	70-72=C-	59 and below=F

Scores are rounded up or down, i.e., 82.5 will be considered an 83, but 82.25 will be an 82.

**Group Work and Scholastic Honesty**

Working with other students is an extremely effective means of studying. Not everyone in the group needs to be at the same proficiency level. Get together with other students to practice conversation or to help each other understand the material. Make sure, however, that you do not simply copy another student's work and turn it in as your own.

**Cheating will not be tolerated.** Turning in essays that you did not write, for which you had considerable direct help from someone else, or which have translated by a translation service or computer program will be considered cheating. Anyone copying from others, allowing others to copy their work, or using information fraudulently obtained will receive an F in this class and will be reported to the Student Affairs Office.

**How not to plagiarize.** Go to <http://library.csus.edu/content2.asp?pageID=353>

**IMPORTANTE: Leer los capítulos y ver los videos ANTES de cada clase. Si hay terminología que no entienden, hay que buscarla en el libro, en otros libros que tengan de referencia o en el Internet.**

### **Calendario provisional**

<b>Semana 1</b> (1o. de septiembre)	LABOR DAY
<b>Semana 2</b> (8 de septiembre)	Introducción/ Las bases de datos de CSUS.
<b>Semana 3</b> (15 de septiembre)	Quiz 1- terminología de las metodologías de enseñanza Cap. 1: La lingüística aplicada. <b>Entregar - discusión (*) Cap 1.</b>
<b>Semana 4</b> (22 de septiembre)	Quiz 2- terminología de las hipótesis y procesos relacionados a la ASL Cap. 2: El campo de investigación de la ASL. <b>Entregar discusión (*) Cap 2.</b>
<b>Semana 5</b> (29 de septiembre)	Quiz 3: terminología e identificación de pronombres. <b>Entregar-discusión (*) Cap 3.</b> Cap. 3: Los pronombres * <b>Entregar ensayo pequeño: (Cap. 3)</b>
<b>Semana 6</b> (6 de octubre)	Quiz 4: identificación de tiempos verbales y de sus usos. <b>Entregar-discusión (*) Cap 4</b> Cap. 4: El sistema verbal * <b>Entregar ensayo pequeño: (Cap. 4)</b>
<b>Semana 7</b> (13 de octubre)	<i>Asynchronous Discussion</i>
<b>Semana 8</b> (20 de octubre)	Cap. Fonología en ASL (This is not a chapter in the book).
<b>Semana 9</b> (27 de octubre)	Presentaciones y entrega de ensayos ("term paper"). Temas: 1, 2, 3, 4, 5, 6
<b>Semana 10</b> (3 de noviembre)	Presentaciones y entrega de ensayos ("term paper"). Temas: 7, 8, 9, 10, 11
<b>Semana 11</b> (10 de noviembre)	Quiz 5: terminología e identificación de cláusulas Cap. 5 Los modos y las oraciones complejas * <b>Entregar ensayo pequeño: (Cap. 5)</b> <b>Entregar-discusión (*) Cap 5.</b>
<b>Semana 12</b> (17 de noviembre)	Quiz 6: terminología * <b>Entregar ensayo pequeño: (Cap. 6).</b> <b>Entregar-discusión (*) Cap 6.</b> Cap. 6: Las palabras y su significado// Cap. 7: La pragmática
<b>Semana 13</b> (24 de noviembre)	Presentaciones y entrega de ensayos ("term paper"). Temas: 12, 13, 14, 15j
<b>Semana 14</b> (1o. de diciembre)	Presentaciones y entrega de ensayos ("term paper"). Temas: 16, 17, 18, 19
<b>Semana 15</b> (8 de diciembre)	Cap. 8: Lengua y sociedad en el mundo hispanohablante (Opcional) // Cap. 10: Medios para medir la competencia de la L2 (Opcional)
<b>FINAL</b> (15 de diciembre)	<b>Final Exam. 5:15-7:15 pm. (Cap. 5-7)</b>
Texto:	Koike, Dale A. and Carol A. Klee. <u>Lingüística aplicada. Adquisición del español como segunda lengua.</u> John Wiley & Sons, Inc., 2003.

\* Discusión = Respuestas a las preguntas de discusión.

## ESSAYS GUIDELINES

Students will write several **analytical/expository** essays (two short essays, and one term paper) in Spanish based on topics from textbook readings and class lectures and class discussions. All are take-home essays (double-spaced type written pages using a 12 font). For a definition of **expository essay** go to: <https://owl.english.purdue.edu/owl/resource/685/02/> (Notice that at the end of the page they make reference to the five-paragraph essay as an example of an expository essay: an introductory paragraph; three evidentiary body paragraphs (with examples!!!!); and a conclusion.)

- All essays should include an original **thesis sentence**. For tips and examples of thesis sentences, see the site: <https://owl.english.purdue.edu/owl/resource/545/01/>
- Criteria for **grading essays**. All essays will be graded using the “Rubric for Essays” (on page 14). This rubric assesses the following: use of a clear and original thesis sentence; content (e.g., how complete your answer is; whether you include definitions of the important terminology and examples are relevant evidence for your thesis); organization of ideas; sentence structure and fluency; knowledge of language conventions (i.e., correct use of Spanish grammar, spelling, etc.) to communicate ideas; disciplinary conventions (e.g., APA style and sources); and vocabulary usage.
- **Due dates**. Papers are due in SacCT by 5 pm on the day marked in the calendar.
- **Critical Thinking**. As part of your learning in a Master’s program, you need to develop a higher level of thinking (**critical thinking**) in order to guide your decision making. Deciding what to include in your essay is part of this process; therefore, **I will only read the essays after they have been submitted for a grade**. You need to learn to distinguish what is important by limiting the information you include in your essays to the information that answers the question(s). Therefore, include **only** the information pertinent to each answer. For example, if the essay has to do with contrasting the difficulties students have with preterite and imperfect, you do not need to give me all the conjugation models (regular, irregular, stem-changing verbs, etc.) for both tenses. Maybe you will need to mention that the morphology of the preterite-conjugation is more complex than the morphology of the imperfect and provide a couple of examples. Of course, there will be other important points to mention. The following are a couple of pointers to help you decide what to include in your essay:
  1. **Audience**. Write your essays with a popular audience (i.e., someone not specialized in linguistics) in mind; that is, you need to provide definitions for the concepts you use and provide plenty of examples in order to guide your audience before you present your analysis and evaluation of the issues discussed on your essays. Thinking of an audience that is not an expert audience in linguistics will help you to decide what material to include, how to organize your ideas, and how best to support your arguments.
  2. **Strengthen transitions**. It is important for your non-specialist readers to see the connections between the main ideas, whether these are sections of your report, individual paragraphs, and sometimes even between individual sentences. You can make these connections much clearer by adding *transition words* such as “therefore,” (*por lo tanto*) “for example,” (*por ejemplo*) “however” (*sin embargo*), which indicate the logic connecting the previous thought to the upcoming thought. You can also strengthen transitions by carefully echoing the same key words. In a complex essay, it’s not a good idea to vary word choice; use the same words so that people don’t get any more confused than they may already be. (More detail about transitions is on the following page: <http://papyr.com/hypertextbooks/comp1/coherent.htm> page.)
  3. **IMPORTANT**: In Spanish linguistics, a formal paper **avoids the use of personal statements such as “yo pienso que...” or “yo sugiero que...”**. To express your opinions, use the ‘se impersonal’ and avoid using the passive (e.g., ‘se sugiere...’ instead of ‘es sugerido...’) Use the active voice, when you are expressing the opinions of others (e.g., Krashen sugiere...)
- **APA style to format your essays**:
  - Our book is a good example of how to use the APA format. (continue next page)

- Your essays must show mastery of the APA style (e.g., in-text citations), but no class time will be spent studying the styles.
- Visit the Online quick guide for Research and citation resources at the Purdue Online Writing Lab (POWL) <https://owl.english.purdue.edu/owl/section/2/>; click APA style on the left of this site; then, choose “Formatting and Style guide” on the left.
- Although, for these essays you are going to use APA style, it is important that you become familiar with the main differences of the styles (in particular APA and MLA) and the purpose to use them. For a comparison of the styles, go to the General Approach section and check the Citation Style Chart at POWL: [https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)
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- **In-text citations** using APA format:
  - i. **Do not** include the authors and the title of their article/book/methodology/etc. in the text when you mention a particular author (e.g., \* “VanPatten en su artículo 'Classroom learners' acquisition of *ser* and *estar*: Accounting for developmental patterns,' sugiere ...” Instead, follow the APA styles for in-text citations as follows:
  - ii. **For primary primary sources.** Use this format if you read the original source. For example, “VanPatten (1987) sugiere...”
  - iii. **For secondary sources.** Use this format when you quote an author used in the text of another book. For instance, “VanPatten (as cited in Koike, 2003) sugiere....”
- **Short essays (15% each).** There will be two short analytical/expository essays in Spanish no more than 2 pages (double-spaced type written using a 12 font) each. In case more than 2 pages are turned in, only the first 2 pages will be reviewed.
  - Short essay 1: Select one topic from chapters 3 or 4.
  - Short essay 2: Select one topic from chapters 5 or 6.
  - See the list “TOPICS FOR SHORT ESSAYS” **on page 7.**
  - **The topics for the short essays must be different from the topic you choose for your Term Paper.**
  - Because most of your sources for these short essays will be secondary sources (i.e., from Koike’s textbook), you do not need to include a bibliography unless you use other sources besides our textbook. If you include a bibliography, use APA style.
- **Final essay (20%).** There will be 1 term paper in Spanish no more than 5 double-spaced type written pages using a 12 font. In case more than 5 pages are turned in, only the first 2 pages will be reviewed,
  - **NOTE:** The *issues* addressed in the paper will be the same for everyone in the class, but the topic will be different. See the list “TOPICS FOR TERM PAPER and PRESENTATION” **on page 8.**
  - **Sources:** Your paper will include a bibliography that lists a minimum of ten (10) sources (besides the book) that you actually use in your paper.
- Five (5) of the sources must be full-text peer-reviewed articles (definition: <http://www.lib.utexas.edu/lsl/help/modules/peer.html>).
- **Do not** use the lectures or the PowerPoint slides as sources for your essay.
- Refer to CSUS library research resources: <http://library.csus.edu/>
- The sequence of clicks is:
  - i. Database and Article → Foreign Languages and Literature → Foreign Languages and Literature Multisearch.
  - ii. This multisearch searches all of the top databases for Foreign Languages and Literature; but I would suggest to select both “JSTOR (All subjects)” and “Eric (EBSCO)”. Look for full-text peer-reviewed articles that you can download and print.
  - iii. You may search for topics (*ser/ estar*; communicative approach, etc.) or for authors you know (VanPatten, Koike, etc.). It would be great if you can find authors unfamiliar to you for a different perspective.

- **Format of term paper:**

- i. Include a 150-250-word abstract (see page 9).
- ii. APA style for in-text citations, footnotes, bibliography, etc. as described in “APA style to format your essays” above.
- iii. Submit a hard copy of your paper to your instructor.
- iv. If you have taken the Contrastive Analysis course, you need to choose a different topic from the one you did in SPAN 201C.

### **TOPICS FOR SHORT ESSAYS**

**Essay 1** should be chosen from the topics for chapters 3 and 4.

**Essay 2** should be chosen from the topics for chapters 5 and 6.

IMPORTANT reminder: The topics of the short essays must be different from the topic of the term paper.

**IMPORTANTE:** Aunque en algunos temas se pida una reflexión de cómo enseñarías estos conceptos, se debe usar una manera impersonal para escribir. Por ejemplo: “Según la teoría de XXXX, que enfatiza la importancia de XXXX, se sugiere XXXXX.”

**CONTENT:** Describe, analyze and evaluate the different issues related to the acquisition (in Spanish as a second language) of your topic. Although you need to be brief, you need to use the terminology learned in class in order to demonstrate how well you understand these issues.

1. Capítulo 3. **Los pronombres de sujeto:** el sujeto nulo del español; la posposición del sujeto; el uso de usted, tú u otra forma de la segunda persona del singular.
2. Capítulo 3. **Los pronombres enclíticos (de objeto directo e indirecto, reflexivos, recíprocos).** Las dificultades para distinguir el antecedente y los problemas con la reduplicación. El léismo.
3. Capítulo 4. El pretérito y el imperfecto. Usos de estos tiempos en español en cuanto al aspecto gramatical y el léxico.
4. Capítulo 4. El pretérito y el imperfecto. Usos de estos tiempos en español de acuerdo a la distinción entre el primero plano y el segundo plano en una narración.
5. Capítulo 5. Usos del indicativo, subjuntivo e infinitivo en oraciones complejas en español.
6. Capítulo 5. “No es fácil captar los matices semánticos y pragmáticos que expresa el modo subjuntivo.” (Koike, p.107) Tomando en cuenta que el subjuntivo conlleva mucha información morfológica, sintáctica, semántica y pragmática, ¿a qué nivel y cómo lo enseñarías?
7. Capítulo 6. Adquisición de vocabulario. El papel de la denotación, connotación y cognados en la adquisición de vocabulario.
8. Capítulo 6. En vista de que se adquiere la concordancia de número y género con el tiempo, ¿recomendarías corregir la falta de concordancia en el habla de los alumnos del primer año de español? ¿Por qué sí o por qué no? ¿Cómo la corregirías? ¿Qué se debe corregir más, los trabajos escritos o la producción oral? ¿Por qué?
9. Capítulo 6. Estrategias para la adquisición de vocabulario. El libro menciona varias estrategias en la página 135 (transliteración, alternancia de códigos, pedir ayuda, aproximación, circunlocución, reconstrucción del mensaje, invención de palabras, esquivar el mensaje) para adquirir vocabulario. Analiza tus propias experiencias para adquirir vocabulario en tu L2 (inglés o español) o L3 (si has aprendido otra lengua además de inglés y español). ¿Cuáles de estas estrategias te han funcionado mejor? ¿Hay algunas otras no mencionadas por el libro que usas? ¿Por qué crees que ten han funcionado las estrategias que usas (mencionadas o no por el libro)? ¿Crees que les ayudarían a otros estudiantes?



## TOPICS FOR TERM PAPER and PRESENTATIONS

Evalúa tres metodologías (el ‘Monitor Model’, la Metodología Comunicativa y otra metodología de tu elección) en la enseñanza de uno de los temas propuestos. En tu ensayo incluye la siguiente información:

- a. Los problemas que enfrentan los estudiantes con ese tema.
- b. Los aspectos positivos y negativos de las tres metodologías para la enseñanza de ese tema; ¿cuál(es) de estos métodos te resulta(n) más convincente(s) como explicaciones sobre cómo se aprende una L2?
- c. De las hipótesis mencionadas en el capítulo 2 (la marcidez; el análisis contrastivo; el orden de adquisición de morfemas; la relacionada al input; la de fijar la atención; la interaccionista; la de variabilidad), ¿cuál(es) explica(n) estos problemas?
- d. De los procesos relacionados con la ASL (transferencia, simplificación, valor comunicativo, usos de expresiones fijas), ¿cuál(es) explica(n) estos problemas?
- e. Considerando lo anterior (problemas, métodos, hipótesis, procesos), ¿cómo enseñarías este tema?
- f. Explica tu opinión con respecto a la corrección de errores de este tema.
- g. Desarrolla una actividad para facilitar la adquisición de este tema siguiendo una de las metodologías o una combinación de metodologías.

### **TEMAS:**

1. Los **pronombres de sujeto** y el **sujeto nulo** del español. (c. 3)
2. Los **pronombres de complemento directo** del español. (c.3)
3. Los **pronombres de complemento indirecto** del español. (c.3)
4. Los **pronombres reflexivos** y los **recíprocos** del español. (c.3)
5. Los usos del **presente simple** y del **presente progresivo** del español. (c.4)
6. Los usos del **futuro perifrástico** (ir+a+ infinitivo) en español. (c.4)
7. Los usos del **futuro sintético** y del **condicional** en español. (c.4)
8. El **pretérito** en cuanto al **aspecto gramatical**. (c.4)
9. El **imperfecto** en español en cuanto al **aspecto gramatical**. (c.4)
10. El contraste del **pretérito** y del **imperfecto** en español en cuanto al **aspecto léxico**. (c.4)
11. El contraste del **pretérito** y del **imperfecto** en español en narraciones. (c.4)
12. El contraste del **subjuntivo** e **indicativo** en las cláusulas nominales. (c.5)
13. El contraste del **subjuntivo** e **indicativo** en las cláusulas adjetivales. (c.5)
14. El contraste del **subjuntivo** e **indicativo** en las cláusulas adverbiales. (c.5)
15. El contraste del **subjuntivo** e **indicativo** y la secuencia de tiempo en oraciones complejas. (c.5)
16. La concordancia de número y género. (c. 6)
17. Adquisición de vocabulario y estrategias. (c.6)
18. El contraste de ‘**ser**’ y ‘**estar**’. (c.6)
19. La competencia **pragmática** con respecto a la **cortesía verbal** y a los **actos de habla**. (c. 7)

**IMPORTANTE:** Aunque en algunos temas se pida una reflexión de cómo enseñarías estos conceptos, se debe usar una manera impersonal para escribir.

Por ejemplo: “Según la teoría de XXXX, que enfatiza la importancia de XXXX, se sugiere XXXX.”



## HOW TO WRITE AN ABSTRACT

Think of your abstract as a condensed version of your whole project. By reading it, the reader should understand the nature of your research question. Although the content will vary according to field and specific project, all abstracts, whether in the sciences or the humanities, convey the following information:

- 1) Research topic:** Why is the topic/problem important? The research problem that motivates the project. What is the gap that this work is filling? What are the research questions that this work is trying to answer?
- 2) Methodology and procedures:** How was this problem studied? What was done to get the results? What evidence was collected and analyzed? (e.g. Reviewed and evaluated three theories/methodologies, interviewed 17 students, administered a new test format, etc.)
- 3) Results or preliminary results:** What were the findings after completing the above procedure? What was learned?
- 4) Conclusions reached:** Did the findings answer the research questions identified in step 1? The conclusions reached or, if the research is in progress, what the preliminary results of the investigation suggest, or what the research methods demonstrate.
- 5) Significance of the research project.** What are the implications (what do the results mean for our field of study)? Why are the results useful? What is new to our understanding as the result of your inquiry?

### APA format of the Abstract:

On the first line of the abstract page, center the word “Abstract” (no bold, formatting, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the **basic components** of the research. (Do not indent.) Your abstract should contain at least the research topic/thesis statement and/or research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of this research and future work connected with the findings. Your abstract should be a single paragraph **single-spaced**. Your abstract should be between 150 and 250 words.

Resources:

1. Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>
2. UC Davis. *Undergraduate Research Conference. How to Write an Abstract for the Undergraduate Research, Scholarship and Creative Activities Conference*. N.p., n.d. Web. 20 Mar. 2014. <http://undergraduateresearch.ucdavis.edu/urcConf/write.html>
3. Kies, D. Audience Analysis. Web. 28 August 2014. <http://papyr.com/hypertextbooks/comp1/audience.htm>
4. Kies, D. Coherence in Writing. Web. 28 August 2014. <http://papyr.com/hypertextbooks/comp1/coherent.htm>

## PRESENTATION GUIDELINES

**PowerPoint presentation and leading discussion (20%).** Prepare a 15-minute PowerPoint presentation and discussion. The dates for the presentations are in the outline.

- **Activity (5 minutes).** Present the activity (5 minutes) you developed (see item ‘g’ under **TERM PAPER and PRESENTATIONS**).
  - State the objective(s) of the activity.
  - Briefly explain the problems students have with this grammatical issue
  - Briefly explain why you use method(s) you use to prepare activity
- **Discussion questions (10 minutes).** Prepare three questions related to the rational for preparing your activity. Note: due to time constraints we may not be able to discuss the three questions, but that is fine.
  - Use these questions to lead a 10-minute discussion.
- E-mailed me your PowerPoint and discussion questions **at least two days prior** to the day of your presentation, so that I can provide feedback. The questions will be posted in SacCT the day before class at the latest.
- **Handout/Outline.** E-mailed me handout **at least two days** before your presentation, so I can send it to your classmates: one page, single-spaced, bullet point outline of the problems, methods and hypothesis related to your activity (even if you don't cover all this in your presentation). These outlines will provide the rest of the class a collection of chapter outlines for future use.
  - Indicate an example that is not grammatically correct with an asterisk (\*).
  - Use *italics* only for quoted words and phrases.
  - Number the examples to avoid confusion.
  - Be consistent and do not change fonts.
- **Practice giving the presentation**, so you will deliver it in 15 minutes maximum (5 minutes the activity; and 10 minutes for the discussion session). I will have to stop your presentation after 15 minutes, so the next people will have time for their presentations.
- Criteria for grading presentation (See “Grading sheet for presentation” on page **11**).

**DO NOT READ YOUR PRESENTATION.** You may use index cards or your Power Point presentation to guide you in your lecture, but you should not read every word and every line of your presentation. Reading takes away the attention of your audience. You need to engage your audience by looking at them, so points will be taken off for reading your presentation. So, you need to actually practice **giving your presentation** before you present it to the class.

## **Grading sheet for PRESENTATION y DISCUSION**

Persona \_\_\_\_\_ Fecha \_\_\_\_\_

Tema \_\_\_\_\_

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PRESENTACION y Discusión (20% of final grade)

Total : \_\_\_\_\_/100

### Actividad

- Expresa el objetivo de manera completa y precisa; \_\_\_\_\_/5
- Ayuda a lograr el objetivo: \_\_\_\_\_/15

Calidad del *handout/outline*: \_\_\_\_\_/20

- Incluye los puntos principales de manera completa y precisa

Preguntas de discusión: \_\_\_\_\_/10

Presentación. Fluidez y preparación: \_\_\_\_\_/30

- How well information flows and preparation (Reading your presentation will affect your grade in this portion!!!)

Forma. Calidad gramatical (concordancia, formas verbales, etc.): \_\_\_\_\_/20

- Organización y claridad de las ideas presentadas por medio del uso de gramática correcta, buena ortografía y buena transición entre ideas.

Comentarios:

## ATTENDANCE AND DISCUSSION GUIDELINES

**Attendance and participation in discussions.** Quality of student classroom preparation and participation in (synchronous or asynchronous) discussion of assigned material.

- **Attendance policy.** \*\*\*\*\* I will follow the University Catalog regarding administrative drops, therefore, I will drop any student who, during the first two weeks of instruction, fails to attend any two class meetings (for courses that meet two or more times a week) or one class meeting (for courses that meet once a week). \*\*\*\* Attendance will be taken on each of the class days at the beginning of each class meeting. Students may miss only **ONE** class without affecting their attendance/participation grade. If you are absent more than once during the semester, one point will be deducted from your final grade starting with the 2nd absence. For example, if you miss five times, you will lose four points off your attendance & participation in discussions grade and final grade.
- **Participation in discussions policy.** The goal of the discussions to have a critical dialogue about the process of acquiring a second language from the learners' perspective. The success of this dialogue depends on everybody's active participation. Therefore, students' participation in synchronous and asynchronous online discussion sessions will be carefully evaluated.
- To help you to start thinking critically during the discussion sessions, follow the **discussion guidelines**:
- **Discussion guidelines (synchronous in class or asynchronous)**

When you participate in the discussions, whether you are posting messages to the Asynchronous Online Discussion Board or you are participating in the Synchronous Discussions in class, please follow these guidelines:

- A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
  - **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
  - **Analysis:** Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
  - **Elaboration:** Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
  - **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
  - **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
  - **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.
  -
- Try to find a balance between being concise and elaborating on your idea, while still clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your

thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

- Think critically and ask questions of the text and of each other; build off of or otherwise make connections to other people's posts to further critical thinking. But, avoid just repeating other student's posts. If you think someone has made an especially cogent point and you want to say so, include the writer's name and explain why by adding a few sentences and describing your response or adding to the original point.
  - Avoid posting simple two or three word statements such as "I agree" or "Good point". ***Critical discussion includes your opinion of items mentioned, but also includes the reasons*** you hold that opinion, and why it may be inconsistent or consistent with what you've learned. Justify your reasoning with facts and/or information from the readings and your experience if they are relevant to the discussion.
  - Be respectful. ***Please avoid language that is—or that could be construed to be—offensive toward others.*** At the same time, be open to having your ideas challenged.
  - The instructor reserves the right to remove any discussion messages that display inappropriate language or content.
  - Disagree with people's ideas, not the people themselves. It's fine to disagree with someone, but please respect their right to have different ideas, opinions, and beliefs. ***Please avoid personal criticism.***
  - Use complete sentences and proper spelling and grammar.
- 
- For **synchronous discussions**, you need to type your answers to the questions provided by your instructor in the video-lectures. You will turn in your answers on the day specified on the schedule (*calendario provisional*). Your answers will be the starting point of the in-class discussion with your classmates.
  - For **asynchronous discussions**. There will be several asynchronous discussions using the Discussion Forum Boards in SacCT. One discussion session is already marked in the schedule (*calendario provisional*) in lieu of class time. For every asynchronous discussion session, you will have to contribute with 3 postings. All postings will be due by 11:59 pm of the due date indicated in the schedule (*calendario provisional*):
    - i. **Posting 1:** This initial post will answer the prompt question(s).
    - ii. **Postings 2 and 3:** Posting 2 will respond to one of your classmates' postings. Posting 3 will respond to a different classmate's posting.