

Spring 2013

Spanish 201D: Applied Spanish Linguistics

W 5:30-8:15 MRP 2005 (Section 1, Course Call # 34499)

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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. Students are encouraged: a) to keep a list of the terms covered in the book; b) to write a definition and examples for each term; and c) to look up any definition you do not know before class.** In class, we will then review as a group any problematic examples.

**Student Learning Outcomes.** At the end of this course students can reasonably expect to:

1. Demonstrate that they are able to discuss current theories of Applied Linguistics and Second Language Acquisition and teaching methodology.
2. Identify and summarize the main issues related to the acquisition of Spanish as a second language.
3. Demonstrate that they can analyze and describe linguistic similarities and differences between the target language and their own.
4. Identify and analyze cultural similarities and differences between the target culture and their own.
5. Communicate effectively in oral language as evidenced by their ability to prepare and deliver a 20-minute presentation in Spanish in class.
6. Communicate effectively in written language as evidenced by their ability to write an essay in Spanish on language acquisition and language theory.

Course components:

1. 3 midterm examinations (3 x 20% = 60%) based on textbook readings and class lectures and presentations.
  - a. Exam 1: **Wednesday, February 27<sup>th</sup>** (class time)
  - b. Exam 2: **Wednesday, April 10<sup>th</sup>** (class time)
  - c. Final exam: **Wednesday, May 22<sup>nd</sup>**, from 5:15-7:15pm.

2. Term paper (20%) in Spanish. **Due at the beginning of class in the day of your presentation. See the list “TOPICS FOR TERM PAPER and PRESENTATIONS”**
3. Oral presentation of the term paper (10%)
4. Attendance, participation and quality of student classroom preparation and discussion of assigned material (10%)

**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.

**Attendance and Participation policy.** Student participation will be carefully evaluated and attendance will be taken on each of the 15 class days. As this course meets only once a week, students may miss only **ONE** class without affecting their participation grade. Attendance will be taken at the beginning of each class meeting. If you are absent more than once during the semester, two points will be deducted from your final grade starting with the 2nd absence. For example, if you miss four times, you will lose eight (8 = 4x2) points off your attendance grade and final grade.

OJO: If you know you cannot be on time for this class or are going to be missing more than once, drop this class now and take it at another time/section/semester when you don't have any conflicts.

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

|          |          |                |
|----------|----------|----------------|
| 100-93=A | 82-80=B- | 69-67=D+       |
| 92-90=A- | 79-77=C+ | 66-63=D        |
| 89-87=B+ | 76-73=C  | 62-60=D-       |
| 86-83=B  | 72-70=C- | 59 and below=F |

**Term Paper** (see the section “TOPICS FOR TERM PAPER and PRESENTATIONS” on page 6).

a. Each student will write a 5-page term paper in Spanish. You will need to include a 100-word abstract (see page 10). **Check that the paper is error free (grammar, spelling, etc.**

See “Criteria for grading essay”. \*\*\* **You will need to submit a hard copy to your instructor and an e-mail attachment attachment to everyone in the class.** \*\*\*

b. **IMPORTANT: If you have taken my Contrastive Analysis course, choose a different topic from the one you did in SPAN 201C.**

c. **Format of paper:** A minimum of 3-4 more sources is required (besides the textbook). See page 7 for “Possible extra sources”. Students need to include in-text citations, endnotes/footnotes, and a bibliography page using an authorized guide for writing term papers (MLA, APA, etc.).

\*\*\*\* In Spanish linguistics, a formal paper **avoids the use of personal statements such as “yo pienso que...”**. You will need to use the "se impersonal", instead of the passive voice.

d. **Criteria for grading essay** (See Grading sheet on page 11):

1) **CONTENT** (40%): completeness and precision of information.

2) **FORM** (60%): organization of the ideas in writing; clarity of the ideas: correct use of Spanish grammar and spelling. (This portion of the grade will be graded using the “Rubric for Essays” on page 12)

e. **Paper due date: at the beginning of class on the day of your oral presentation.**

**Class Presentation** (See the provisional calendar for the dates of the presentations):

a. Each person will give a 20 minute presentation of the paper using Power Point. Points will be deducted for taking more than 20 minutes. The presentation is an **individual assignment** that will be graded based on the organization and clarity of the ideas presented; completeness and precision of

information, and **the quality of the handout, the activity, and the actual presentation.** (See “Criteria for grading Presentation of paper” below).

b. Provide **handouts** with an outline of your topic for your instructor and your classmates.

c. The presentation should not be only a repetition of what is covered in class. Identify the important points of your topic and **find new examples (and other explanations if you come across a very good explanation) in textbooks, grammar books, the Internet, or in your sources.**

It is **required** that you **use a power point** to do your presentation. It will help you to organize your ideas and guide your presentation.

d. Keep in mind that the presentations will help **to review for the exams.** If you do not do your presentation on the specified date, you will receive a zero, since there is not time to reschedule presentations.

e. **Practice giving the presentation,** so you will deliver it (presentation and quiz) in 20 minutes maximum. I will have to stop your presentation after 20 minutes, so the next people will have time for their presentations.

f. Criteria for grading class presentation of paper (**See Grading sheet on page 11**):

1) CONTENT (30%): completeness and precision of information.

2) HANDOUT (10%)

3) PRESENTATION (30%): How well information flows and preparation (Reading your presentation will affect your grade in this portion!!!)

4) FORM (30%): organization and clarity of the ideas presented using correct grammar (Suj+V; art+N+adj, etc.), spelling and good transitions between ideas; and the quality of handout, the class activity, and the power point presentation.

**DO NOT READ YOUR PAPER.** 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. So, you need to actually practice **giving your presentation** before you present it to the class.

### HANDOUT

- 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.

**Exams.** The written examinations consist of short answers and will cover issues and topics from the readings and class discussions and presentations. The exams will be in Spanish and be graded based on the organization of the ideas (writing); clarity of the ideas (correct use of Spanish grammar and spelling), completeness and precision of information. I will grade the short answers based on how complete a definition is and whether you include examples or not. Therefore, it is hard to put a number of words as a requirement, since some answers may require fewer words than others. **The answers, however, cannot be just an outline of the information. You have to write your answers in the form of short essays.**

**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 how complete an answer is part of this process.

### **Writing suggestions (for short answers and term paper)**

In order to help you to develop your critical thinking skills, try to follow these suggestions when you write an essay or when you answer questions in an exam.

- a. Identify the important points of a particular topic you are addressing in your answer, then
- b. Explain each of those points in detail, and
- c. Complete your answer with lot of examples for each point.

The idea is the same regardless of the type of question and the length of the answer (short answers or essays).

You need to learn to distinguish what is important by limiting the information you include in your response to the information that answers the question. Therefore, include **only** the information pertinent to each answer.

For example, if the question 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.

### **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 grammar explanations. 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 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><br>(30 de enero)   | Introducción/Cap. 1: La lingüística aplicada./Las bases de datos de CSUS.  |
| <b>Semana 2</b><br>(6 de febrero)  | Cap. 1: La lingüística aplicada./ Cap. 2: El campo de investigación de la ASL.   |
| <b>Semana 3</b><br>(13 de febrero) | Cap. 2: El campo de investigación de la ASL.   |
| <b>Semana 4</b><br>(20 de febrero) | Presentaciones y entrega de ensayos (Review Essays). Temas: 1, 2 y 3   |
| <b>Semana 5</b><br>(27 de febrero) | <b>Examen 1</b> (Cap. 1 y 2)   |
| <b>Semana 6</b><br>(6 de marzo)    | Cap. Fonología en ASL (This is not a chapter in the book).   |
| <b>Semana 7</b><br>(13 de marzo)   | Cap. 3: Los pronombres.  |
| <b>Semana 8</b><br>(20 de marzo)   | Cap. 4: El sistema verbal.   |
|                                    | Vacaciones de primavera (23 de marzo al 31 de marzo)   |
| <b>Semana 9</b><br>(3 de abril)    | Presentaciones y entrega de ensayos (Review Essays). Temas: 4, 5, 6, 7, 8 y 9  |
| <b>Semana 10</b><br>(10 de abril)  | <b>Examen 2</b> (Cap. 3, 4 y fonología)  |
| <b>Semana 11</b><br>(17 de abril)  | Cap. 5 Los modos y las oraciones complejas.  |
| <b>Semana 12</b><br>(24 de abril)  | Cap. 5 Los modos y las oraciones complejas.  |
| <b>Semana 13</b><br>(1 de mayo)    | Cap. 6: Las palabras y su significado  |
| <b>Semana 14</b><br>(8 de mayo)    | Cap. 7: La pragmática// Cap. 8: Lengua y sociedad en el mundo hispanohablante (el capítulo 8 se cubrirá si hay tiempo.)                    |
| <b>Semana 15</b><br>(15 de mayo)   | Presentaciones y entrega de ensayos (Review Essays). Temas: 10, 11, 12, 13, 14 y 15  |
| <b>FINAL</b><br>(22 de mayo)       | <b>Final Exam. 5:15-7:15 pm.</b> (Cap. 5-7)  |
| Texto:                             | Koike, Dale A. and Carol A. Klee. <u>Lingüística aplicada. Adquisición del español como segunda lengua.</u> John Wiley & Sons, Inc., 2003. |

## TOPICS FOR TERM PAPER and PRESENTATIONS

1. ¿Cómo aprenden los estudiantes, en tu opinión? ¿Cuál(es) de los varios métodos y de las varias hipótesis te resultan más convincentes como explicaciones sobre cómo se aprende una L2? Explica también tu opinión con respecto a la corrección de errores. Incluye una actividad para usar en una clase de español usando uno de estos métodos. (c. 1 y 2)
2. Describe cómo VanPatten (1987) explica el orden de la adquisición de *ser* y *estar* por medio de la teoría de la marcidez. Incluye una actividad para enseñar ser/estar o el contraste de los dos verbos usando las ideas de esta teoría. (c. 2)
3. Explica lo que postula la hipótesis interaccionista con respecto al ASL en el salón de clase. Compara el aprendizaje en un ambiente "interaccionista" y un ambiente tradicional de enseñanza en que el maestro dirige la clase. Menciona los aspectos positivos y negativos de cada enfoque. Incluye una actividad para usar en una clase de español usando las ideas de esta hipótesis. (c. 2)
4. Describe en detalle los problemas enfrentados por estudiantes norteamericanos con respecto a los **pronombres de sujeto** y con el **sujeto nulo** del español. ¿Qué errores cometen y por qué? Da ejemplos apropiados y menciona unas posibles soluciones para sus profesores. Incluye una actividad para enseñar el sujeto nulo usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 3)
5. Describe en detalle los problemas enfrentados por estudiantes norteamericanos con respecto a los **pronombres de complemento directo y de complemento indirecto** del español. ¿Qué errores cometen y por qué? Da ejemplos apropiados y menciona unas posibles soluciones para sus profesores. Incluye una actividad para enseñar los pronombres (de complemento directo, indirecto o los dos) usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 3)
6. Discute la utilidad de saber que, según el Modelo de comprensión del lenguaje de Anderson, hay varias fases de procesamiento (utilización, parsing, perceptual) del input oral. ¿De qué manera te puede ayudar a preparar ejercicios de comprensión oral para reducir el filtro afectivo en los estudiantes? Incluye una actividad de comprensión oral para usar en una clase de español usando las ideas de este modelo. (c. fonología)
7. Contrasta los usos del presente simple y del presente progresivo en español con los usos de los mismos tiempos del inglés. Describe los errores que suelen cometer los estudiantes y explica por qué los cometen. Incluye una actividad para enseñar el contraste entre el presente simple y el progresivo usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 4)
8. Contrasta los usos del pretérito y del imperfecto en español en cuanto al **aspecto gramatical**. ¿De qué manera enseñarías la diferencia aspectual entre pretérito e imperfecto para facilitar la adquisición de estas dos formas verbales? Incluye una actividad para enseñar el contraste entre el pretérito e imperfecto, en cuanto al aspecto gramatical, usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 4)
9. Contrasta los usos del pretérito y del imperfecto en español en cuanto al **aspecto léxico**. ¿De qué manera enseñarías la diferencia aspectual entre pretérito e imperfecto para facilitar la adquisición de estas dos formas verbales? Incluye una actividad para enseñar el contraste entre el pretérito e imperfecto, en cuanto al aspecto léxico, usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 4)
10. Los estudiantes anglohablantes suelen tener muchos problemas a la hora de aprender el subjuntivo. ¿Qué problemas tienen con las **cláusulas nominales**? ¿A qué se deben estos errores y qué soluciones hay? ¿A qué nivel propones que se enseñe el subjuntivo y qué método(s) usarías y por qué? Incluye una actividad para enseñar el uso del indicativo vs subjuntivo en cláusulas nominales usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 5)
11. Los estudiantes anglohablantes suelen tener muchos problemas a la hora de aprender el subjuntivo. ¿Qué problemas tienen con las **cláusulas adjetivales**? ¿A qué se deben estos errores y qué soluciones hay? ¿A qué nivel propones que se enseñe el subjuntivo y qué método(s) usarías y por qué? Incluye una actividad para enseñar el uso del indicativo vs subjuntivo en cláusulas adjetivales usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 5)
12. Los estudiantes anglohablantes suelen tener muchos problemas a la hora de aprender el subjuntivo. ¿Qué problemas tienen con las **cláusulas adverbiales**? ¿A qué se deben estos errores y qué soluciones hay? ¿A qué nivel propones que se enseñe el subjuntivo y qué método(s) usarías y por qué? Incluye una actividad para enseñar el uso del indicativo vs subjuntivo en cláusulas adverbiales usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 5)

13. 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? ¿Qué se debe corregir más, los trabajos escritos o la producción oral? Explica tu respuesta. Incluye una actividad para enseñar la concordancia de número y género usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 6)
14. Describe el sistema déictico del español. ¿Cuántas categorías de deixis hay y cuál le ocasiona más dificultades al estudiante angloparlante? ¿Qué verbos corresponden a la deixis espacial? Incluye una actividad para enseñar una de las categorías del sistema déictico usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 7)
15. Describe lo que significa la competencia pragmática con respecto a la cortesía verbal y los actos de habla. ¿De qué manera sugerirías enseñar las pragmática del español como L2 considerando que se requiere un conocimiento lingüístico más avanzado (por ejemplo, se necesita conocer formas como el condicional y los tiempos del subjuntivo)? Incluye una actividad para enseñar la competencia pragmática usando las ideas de una de las teorías o hipótesis vistas en los primeros dos capítulos. (c. 7)

### Possible extra sources for term paper

#### Cap. 1. Lingüística Aplicada

Barcroft, Joe, and Bill Van Patten. 1997. Acoustic Saliency of Grammatical Forms: The Effect of Location, Stress, and the Boundedness on Spanish L2 Input Processing." *Contemporary Perspectives on the Acquisition of Spanish. Volumen 2: Production, Processing, and Comprehension.*

Schulz, Renate, and Phillip Elliot. 2000. "Learning Spanish as an Older Adult" *Hispania* 83 (1): 107-119.

VanPatten, Bill. 1989. "Can learners attend to form and content while processing input?" *Hispania* 72(2): 409-417.

#### Cap. 2. El Campo de Investigación de la ASL

Lafford, Barbara. 2000. "Spanish Applied Linguistics in the Twentieth Century: A Retrospective and Bibliography (1900-99)." *Hispania* 83 (4): 711-732.

Lyster, Roy. 1998. "Recasts, repetition, and ambiguity in L2 classroom discourse." *Studies in Second Language Acquisition* 20: 51-81.

Pica, Theresa, and Catherine Doughty. 1985. "The Role of Group Work in Classroom Second Language Acquisition." *Studies in Second Language Acquisition* 7: 233-249.

Tomlin, Russell, and Victor Villa. 1994. "Attention in cognitive science and second language acquisition." *Studies in Second Language Acquisition* 16: 283-302.

Polio, Charlene, and Susan M. Gass. 1998 "The Role of Interaction in Native Speaker Comprehension of Nonnative Speaker Speech." *Modern Language Journal* 82, Special Issue: The Role of Input and Interaction in Second Language Acquisition (Autumn, 1998), pp. 308-319 (Replicates Gass and Varonis, 1994)

#### Cap. 3. Los Pronombres

Lee, James, and Bill VanPatten. 1995. "Grammar Instruction as Structured Input." In J. Lee and B. VanPatten (eds.) *Making Communicative Language Teaching Happen*: 89-115.

VanPatten, Bill. 2003. "Processing Instruction: An Update." *Language Learning* 52(4): 755-803.

#### Cap. 4. El Sistema Verbal

Liskin-Gasparro, Judith. 2000. "The use of tense-aspect morphology in Spanish oral narratives: Exploring the perceptions of advanced learners." *Hispania* 83(4): 830-844.

Mayberry, María. 2011. "Synchronous narratives in Spanish: The simple present/present progressive aspectual contrast." *Hispania* 94(3): 462-482.

Ozete, Oscar. 1988. "Focusing on the preterite and imperfect." *Hispania* 71(3): 687-691.

Salaberry, Rafael. 1997. "The development of past tense verbal morphology in classroom L2 Spanish." *Applied Linguistics* 20: 151-178.

Salaberry, Rafael. 1999. "The role of input and output practice in second language acquisition." *Canadian Modern Language Review*. 53 (2): 422-451. (1997 Best Graduate Student Paper Award).

Salaberry, Rafael. 2002. "Tense and aspect in the selection of past tense verbal morphology." In R. Salaberry and Y. Shirai (eds.) *Tense-Aspect Morphology in L2 Acquisition*. (pp. 397-415). Amsterdam and Philadelphia: John Benjamins.

Salaberry, Rafael. 2002. "L2 acquisition of tense-aspect morphology." In R. Salaberry and Y. Shirai (eds.) *Tense-Aspect Morphology in L2 Acquisition*. (pp. 1-20). Amsterdam and Philadelphia: John Benjamins.

Salaberry, Rafael. 2003. "Tense aspect in verbal morphology." *Hispania*. 86 (3): 559-573.

### **Cap. 5. Los Modos y Las Oraciones Complejas**

Mejias-Bikandi, Errapel. 1994. "Assertion and Speaker's Intention: A Pragmatically Based Account of Mood in Spanish." *Hispania* 77(4): 892-902

Terrell, Tracy, and Joan Hooper. 1974. "A Semantically Based Analysis of Mood in Spanish." *Hispania* 57(3): 484-494

Mejias-Bikandi, Errapel. 1998. "Pragmatic Presupposition and Old Information in the Use of the Subjunctive Mood in Spanish." *Hispania* 81(4): 941-948

Collentine, Joseph. 1995. "The Development of Complex Syntax and Mood-Selection Abilities by Intermediate-Level Learners of Spanish." *Hispania* 78(1): 122-135

### **Cap. 6. Las Palabras y Sus Significados**

Guntermann, Gail. 1992. "An analysis of interlanguage development over time: Part II, *ser* and *estar*." *Hispania* 75(5): 1294-1303.

Ryan, John, and Barbara Lafford. 1992. "Acquisition of lexical meaning in a study abroad environment: *Ser* and *estar* and the Granada experience." *Hispania* 75(3): 714-722.

### **Cap. 7. La Pragmática**

Bruner, J. 1981. "The Pragmatics of Acquisition." In W. Deutsch (Ed.) *The Child's Construction of Language*. New York: Academic Press.

Harlow, Linda. 1990. "Do they mean what they say? Sociopragmatic Competence and Second Language Learner." *Modern Language Journal* 74(3): 328-351.

Koike, Dale April. 1989. "Pragmatic Competence and Adult L2 Acquisition: Speech Acts in Interlanguage." *Modern Language Journal* 73(3): 279-289

### **Cap. 8. La Lengua y la Sociedad en el Mundo Hispanohablante**

Aparicio, Frances. 1983. "Teaching Spanish to the Native Speaker at the College Level." *Hispania* 66(2): 232-239.

Ramirez, Arnulfo, and Robert D. Milk. 1986. "Notions of Grammaticality among Teachers of Bilingual Pupils." *TESOL Quarterly* 20(3): 495-513.

Valdés, Guadalupe. 1995. "The Teaching of Minority Languages as Academic Subjects: Pedagogical and Theoretical Challenges." *Modern Language Journal* 79(3): 299-328.

### **Cap. 9. La Tecnología y la ASL**

Blake, Robert. 2000. Computer Mediated Communication: A Window on L2 Spanish Interlanguage. *Language Learning and Technology* 4(1): 120-136.  
<http://llt.msu.edu/vol4num1/blake/>

Smith, Bryan. 2003. "Computer-Mediated Negotiated Interaction: An Expanded Model." *Modern Language Journal* 87(1): 38-57.

### **Cap. 10. Medios para medir la competencia de la L2**

Lee, Lina. 2000. "Evaluating Intermediate Language Students' Speaking Skills through a Taped Test: A Pilot Study." *Hispania* 83(1): 127-138.

Magnan, Sallysieloff. 1988. "Grammar and the ACTFL Oral Proficiency Interview: Discussion and Data." *Modern Language Journal* 72(3): 266-276.

Valdés, Guadalupe. 1989. "Teaching Spanish to Hispanic Bilinguals: A Look at the Oral Proficiency Testing and the Proficiency Movement." *Hispania* 72(2) 392-401.

Young, Richard, and Michael Milanovic. 1992. "Discourse variation in oral proficiency interviews." *Studies in Second Language Acquisition* 14: 403-424.

### **PHONOLOGY (Perception and Production)**

Field, John. 2003. "Promoting Perception: Lexical Segmentation in L2 Listening." *ELT Journal* 57(4): 325-334.

Goh, Christine C. M. 2000. "A Cognitive Perspective on Language learners' Listening Comprehension Problems." *System* 28: 55-75.

O'Malley, J. Michael, Anna Uhl Chamot, and Lisa Küpper. 1989. "Listening Comprehension Strategies in Second Language Acquisition." *Applied Linguistics* 10: 418-437.

Vandergrift, Laurens. 1997. "The Cinderella of Communication Strategies: Reception Strategies in Interactive Listening." *Modern Language Journal* 81(4): 494-505.

Zampini, M. "The relationship between production and perception of Second Language Spanish Stops." In Carpenter, Mark, and Dale Koike. 1998. *Texas Papers in Foreign Language Education* 3(3): 85-100.  
[http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/11/51/e4.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/11/51/e4.pdf)

Reeder, J. "An acoustic description of the longitudinal acquisition of Spanish phonological features by English speaking adult learners." In Carpenter, Mark, and Dale Koike. 1998. *Texas Papers in Foreign Language Education* 3(3): 101-118.  
[http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/11/51/e4.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/11/51/e4.pdf)

## HOW TO WRITE AN ABSTRACT:

### Links and Tips

An abstract is a short summary of your completed research. If done well, it makes the reader want to learn more about your research.

These are the basic components of an abstract in any discipline:

**1) Motivation/problem statement:** Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling? RESEARCH QUESTIONS.

**2) Methods/procedure/approach:** What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)

**3) Results/findings/product:** As a result of completing the above procedure, what did you learn/invent/create?

**4) Conclusion/implications:** What are the larger implications of your findings, especially for the problem/gap identified in step 1?

However, it's important to note that the weight accorded to the different components can vary by discipline. For models, try to find abstracts of research that is similar to your research.

[http://www.uaf.edu/csem/ashsss/abstract\\_writing.html](http://www.uaf.edu/csem/ashsss/abstract_writing.html)

The abstract is the reader's first encounter with your paper, and is the chief means by which scientists decide which research reports to read in their entirety. The abstract should provide a brief summary of the findings of the paper, and should be a stand-alone document that can be understood without reading the paper.

Use one or two concise sentences to summarize the most important aspects of your project for each section listed below.

**Project Title** (the same as the title of your scientific paper)

**Introduction** (What is this project about? Why is this project interesting or important? What practical, scientific, theoretical or artistic gap is your research filling?)

**Hypothesis** (What did you think you would find? Why?) RESEARCH QUESTIONS.

**Methods** (Briefly explain your procedure.)

**Results** (What did you find when you performed your experiment?)

**Discussion** (Are your results consistent with your initial hypothesis? Why or why not?) **Conclusion** (What is *your* interpretation of what these results mean? Why should anyone become excited about or interested in your findings?)

**Grading sheet for term paper and presentation**

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

Tema \_\_\_\_\_

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PRESENTACION (10% of final grade)

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

Contenido. Contesta la(s) pregunta(s) de manera completa y precisa: \_\_\_\_\_/30

Calidad del *handout* para presentación: \_\_\_\_\_/10

Presentación (fluidez y preparación): \_\_\_\_\_/30

Forma. Organización y Claridad de las ideas presentadas (Suj+V; art+N+adj, etc.): \_\_\_\_\_/30

Comentarios:

ESCRITO (20% of final grade)

Total : \_\_\_\_\_/100 x 2 = \_\_\_\_\_ (20%)

Contenido. El ensayo contesta la(s) pregunta(s) de manera completa y precisa: \_\_\_\_\_/40

Forma. Organización y Claridad del escrito (redacción) in Gramática (concordancia, ortografía, acentuación, etc. **This portion of the grade will be graded using the “Rubric for Essays” on page 12**): Grade \_\_\_\_\_ X .60 = \_\_\_\_\_/60

Comentarios:

**Rubric for Essays - Master's Courses**  
**California State University, Sacramento**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ TOPIC \_\_\_\_\_

|   | 1<br>Poor  | 2<br>Below Average  | 3<br>Average  | 4<br>Above Average  | 5<br>Excellent  | Rating |
|---|--|---|---|---|---|--------|
| <b>Thesis:</b> the extent to which the writing establishes a clear thesis to the reader   | <ul style="list-style-type: none"> <li>• Thesis is missing and/or absence of relevant evidence and details. (13 or below)</li> </ul>   | <ul style="list-style-type: none"> <li>• Thesis is ambiguous or very vague or ignores the purpose of the assignment; evidence loosely related to the writing task.</li> <li>• Details are not clear. (14-15)</li> </ul>   | <ul style="list-style-type: none"> <li>• Thesis is somewhat clear but evidence sometimes is inadequate to support all statements.</li> <li>• Details are general and not specific. Topic may be too big (16-17)</li> </ul>  | <ul style="list-style-type: none"> <li>• Although not original, thesis is fairly clear and matches the writing task. , although evidence supports all statements.</li> <li>• Details are present but not developed. (18-19)</li> </ul>  | <ul style="list-style-type: none"> <li>• Thesis is original, clear and closely matches the writing assignment; evidence is relevant and adequately supports the thesis.</li> <li>• Writing is full of details for support what is important about the topic. (20)</li> </ul>  |        |
| <b>Knowledge of Conventions:</b> the extent to which the writing exhibits conventional spelling, accent marks; punctuation, and grammar           | <ul style="list-style-type: none"> <li>• Shows no mastery of conventions; poor grammar; virtually no mastery of sentence construction rules; does not communicate.</li> <li>• Dominated by errors of spelling, punctuation, and accent marks; <i>meaning is lost.</i> (13 or below)</li> </ul>   | <ul style="list-style-type: none"> <li>• Major weaknesses in grammar that cause significant distraction; frequent errors in word order, agreement, tense, number, articles, pronouns, prepositions; reads like a translation from English..</li> <li>• Frequent errors of spelling, punctuation, and accent marks; <i>meaning is confused or obscured.</i> (14-15)</li> </ul>   | <ul style="list-style-type: none"> <li>• More frequent errors in word order, agreement, tense, number, articles, pronouns, prepositions.</li> <li>• More errors of spelling, punctuation, and accent marks; <i>meaning is obscured in some areas.</i> (16-17)</li> </ul>  | <ul style="list-style-type: none"> <li>• Few grammatical errors that cause the reader some distraction; effective but simple constructions; several errors in word order, agreement, tense, number, articles, pronouns, prepositions.</li> <li>• Occasional errors of spelling, punctuation, and accent marks; <i>meaning seldom obscured.</i> (18-19)</li> </ul>   | <ul style="list-style-type: none"> <li>• Shows mastery of conventions of construction of sentences (word order, agreement, tense, number, articles, pronouns, prepositions);.</li> <li>• Mastery of conventions of spelling, punctuation, and accent marks. (20)</li> </ul>   |        |
| <b>Organization and Coherence:</b> the extent to which the writing maintains direction, focus, and coherence                                      | <ul style="list-style-type: none"> <li>• There is little no organization to the paper.</li> <li>• No explicit relationships among ideas in the paper. Many one-sentence paragraphs.</li> <li>• Writer makes no attempt to use transition words and phrases. There is no beginning or end to the paper.</li> <li>• Ideas seem scrambled, jumbled, disconnected.</li> <li>• Paper is confusing. The details do not fit with the main idea or story. (13 or below)</li> </ul> | <ul style="list-style-type: none"> <li>• There is little organization to the paper.</li> <li>• Frequent digressions; loose connection of ideas.</li> <li>• Serious omissions or underdevelopment.</li> <li>• Writer makes littler attempt to use transition words and phrases.</li> <li>• A lot of the writing does not connect to the main idea or story.</li> <li>• Ending is missing or does not connect to the story or main idea. (14-15)</li> </ul> | <ul style="list-style-type: none"> <li>• A title is present. The paper is somewhat organized, but seems unfinished.</li> <li>• Many irrelevant ideas/paragraphs included; many ideas omitted or not fully developed.</li> <li>• Writer makes an inconsistent attempt to use some basic transition words or phrases.</li> <li>• It is not clear how some details are connected to the main idea or story.</li> <li>• Some of the details are not in the right spot. (16-17)</li> </ul> | <ul style="list-style-type: none"> <li>• An appropriate title is present. The ideas and details are mostly presented in logical order.</li> <li>• Some irrelevant ideas/paragraphs included; some ideas are omitted or not fully developed.</li> <li>• Writer makes a consistent attempt to use some transitions words and phrases to show the relationships among ideas.</li> <li>• Transition from one idea to next somewhat fluid.</li> <li>• Paper seems complete. (18-19)</li> </ul> | <ul style="list-style-type: none"> <li>• An original title is present. The paper has a clear beginning, middle &amp; ending.</li> <li>• Ideas &amp; details are presented in logical order.</li> <li>• Writer makes skillful use of transition words and phrases to show the relationships among ideas.</li> <li>• Transitions are internally coherent.</li> <li>• Paper is complete. (20)</li> </ul> |        |
| <b>Sentence/fluency:</b> the extent to which the writing incorporates a variety of sentence patterns and flows smoothly from one idea to the next | <ul style="list-style-type: none"> <li>• Writer uses simple sentences. Most of the sentences are unclear.</li> <li>• Paper is difficult to read. Difficult time identifying where one idea ends and the next begins. (13 or below)</li> </ul>  | <ul style="list-style-type: none"> <li>• The writer makes some attempt to include different sentence patterns but with awkward or uneven success.</li> <li>• Paper does not flow smoothly. Sentences are choppy or awkward and many parts are difficult to read (14-15).</li> </ul>   | <ul style="list-style-type: none"> <li>• The writer makes some attempt to include a range of varied sentence patterns.</li> <li>• Some parts of the paper are difficult to read. (16-17)</li> </ul>   | <ul style="list-style-type: none"> <li>• The writer effectively incorporates a range of varied sentence patterns to reveal syntactic fluency.</li> <li>• Paper flows smoothly, but has some rough spots. (18-19)</li> </ul>   | <ul style="list-style-type: none"> <li>• The writer consistently and effectively incorporates a range of varied sentence patterns to reveal syntactic fluency.</li> <li>• The writing is natural and flows smoothly. (20)</li> </ul>  |        |
| <b>Vocabulary:</b> the extent to which the writing incorporates precise and extensive range of words and idioms                                   | <ul style="list-style-type: none"> <li>• Vocabulary is essentially translation; invented words; clear projection from English.</li> <li>• Word choices are confusing, unclear, or inappropriate.</li> <li>• <i>Meaning is unclear.</i> (13 or below)</li> </ul>  | <ul style="list-style-type: none"> <li>• Although vocabulary is not all translation,</li> <li>• Word choices make the writing unclear to the reader.</li> <li>• <i>Word choices confuse the meaning</i> (14-15).</li> </ul>   | <ul style="list-style-type: none"> <li>• Adequate range of vocabulary.</li> <li>• Word choices get the message across but frequent errors of word/idiom form, choice, and usage.</li> <li>• <i>Meaning is not obscured.</i> (16-17)</li> </ul>  | <ul style="list-style-type: none"> <li>• Adequate range of vocabulary.</li> <li>• Occasional errors of word/idiom form, choice, and usage, <i>but meaning is not obscured.</i></li> <li>• The writer uses some interesting words and phrases that are clear. (18-19)</li> </ul>   | <ul style="list-style-type: none"> <li>• Extensive and sophisticated range of vocabulary.</li> <li>• Word choices are precise, effective use of idioms, appropriate register. <i>Meaning is clear.</i></li> <li>• The writing is interesting to read. (20)</li> </ul>   |        |

> 64

65-74

75-84

85-94

95-100

TOT: \_\_\_\_\_