Course Information
Course Number and Section: SPAN – 4501
CRN: 82770
Course Name: Research Project in Spanish for Professionals
Credits: 3
Prerequisite: SPAN 4500 or consent of instructor

Instructor Information
Instructor: Sra. Beatriz Potter
Office: WH 127 and Virtual Office
Phone: 229 – 259-5108
Office Hours: Monday 1:00 – 3:00 p.m.
Tuesday 10:00 – 11:00 p.m.
Wed 10:00 a.m. – 12:00 p.m. or by appointment

Course Description:
Prerequisite: SPAN 4500 or consent of instructor. Emphasis on professional and practical use of oral and written Spanish through the development of a community-based project for improving successful communication with Spanish-speaking clients. An appropriate course in the student's major field may be substituted.

Course Design:
SPAN 4501 is designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life. These approaches allow for flexibility in scheduling for students. Students will be trained in using all necessary technology and supported throughout the course by faculty.

SPAN 4501 is an individually tailored course where the focus is on refining professional Spanish language fluency through the development, of a research-based paper. Students will work with an instructor to apply discipline-specific inquiry skills in Spanish with the linguistic assistance of a Spanish professor. By building on students existing knowledge and emphasizing professional, practical, real-life use of oral and written Spanish, this research-based project will best prepare business/health professionals/community and law enforcement professionals for successful communication with Spanish-speaking clients.
Working in a research project in a Spanish will increase students’ cultural knowledge while gaining insights into circumstances, characteristics, and specific needs of Spanish-speaking communities in the USA and internationally. At the same time, the meetings and the online blogs will provide an active, collaborative environment in which students ask questions, share critical thinking, and scientifically develop competencies in community-based research while improving their Spanish oral and written skills.

**Course Objectives:**

At the end of SPAN 4501, students will be able to:

1. Communicate at the Advanced level of proficiency, demonstrating varying degrees of mastery of selected grammatical structures, concepts and vocabulary on their professional areas.

2. Support opinions, explain in detail, and hypothesize

3. Show an emerging awareness of culturally implied meanings beyond the surface meanings of research articles.

4. Develop a research-based project that will improve their daily professional performance when working with Spanish speaking clients.

**Goals and Outcomes:**

**Valdosta State University General Education Outcomes**

[http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml](http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml)

**Outcomes for the Major Program in Spanish**

[http://www.valdosta.edu/mcl/assessments.shtml](http://www.valdosta.edu/mcl/assessments.shtml)

**Grade Distribution:**

1. Blogs ................................................................. 10%
2. Research Project .................................................. 70%
3. Project Presentations and poster.............................. 20%

100%
Table of Correspondences: Course Objectives, VSU General Educational Outcomes, and Assessments:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>VSU Educational Outcomes</th>
<th>Assessments</th>
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<tbody>
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<td>2,3,4,6,7</td>
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<td>4</td>
<td>1,2,3,4,6,7</td>
<td>1,2,3</td>
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**ACTFL proficiencies for Advanced:**

**SPEAKING**
Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

**WRITING**
Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

**READING**
Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
LISTENING
Able to understand main ideas and most details of connected discourse on a variety of
topics beyond the immediacy of the situation. Comprehension may be uneven due to a
variety of linguistic and extralinguistic factors, among which topic familiarity is very
prominent. These texts frequently involve description and narration in different time
frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may
include interviews, short lectures on familiar topics, and news items and reports
primarily dealing with factual information. Listener is aware of cohesive devices but
may not be able to use them to follow the sequence of thought in an oral text.
http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguideli
nes/ACTFLProficiencyGuidelines.htm Accessed Nov30, 2010

Reading On-line Resources:
Community-Based Participatory Research
http://depts.washington.edu/ccph/commbas.html#JournalArticles

Additional resources may be added

Course Requirements:
1) Attendance and participation: Students must be committed, responsible and be on
time for meetings. Students are expected to participate in the course meetings.

2) Blogs: The Blogs are thought as an easy way to communicate the experiences
during the process of working on your projects. Students are expected to have at
least 10 entries on their electronic blogs. At the same time, students need to
respond at least once to every student in class. Entries are in Spanish.

Some resources for blogs:
For Business:
http://grupos.geomundos.com/listado-negocios.html

For Law Enforcement:
http://awomaninlawschool.blogspot.com/2009/03/court-observation.html

For Social Services:
http://blog.socialworker.com/
http://socialworkworld.blogspot.com/

3) Project research should be done following the Projects Guidelines and
requirements. Project research will be evaluating using “SFP Assessment Research
Paper Rubric.”
4) Finished Project & Presentation – Students put together a presentation of their finished project, create a poster to promote it and present the research project. Students will present Online using a Virtual Room, and at a regular meeting with Spanish Students on campus.

Policy Statement on Plagiarism and Cheating (Academic Honesty):
The full text of this policy is available online at:
http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml

Accommodation: Any student with a documented disability that needs accommodation should discuss these circumstances with the professor at the beginning of the term. Such students need to register with the Access Office, Farber Hall, 245-2498.

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. The student requesting classroom accommodation or modifications because of a documented disability must contact the Access Office. Please submit to me a letter from the Access Office during the first two weeks of class so that your needs may be addressed.
The rubric was designed with descriptors taken from the ACTFL Proficiency Guidelines for Writing at the Intermediate Mid, Intermediate High, and Advanced Low level. The Advanced Low guidelines were used to establish the target standards with Intermediate High representing the "Meets Standards" category. Intermediate Mid proficiencies were placed in the "Does Not Meet" category. ACTFL Standards 1 + 2 were used as indicators for level of language usage (1a, 1b), making connections between texts and cultures (2b, 2c), and for ability to interpret and reflect (2b) about cultures. The rubric also specifies structural and stylistic traits such as organization, depth, and the mechanics of grammar - criteria that apply to sound writing in any discipline.

Standards:
No standards added.

Rubric

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<tr>
<th>Rubric</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
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<tr>
<td>1. Introductory Thesis Paragraph (1, 8%)</td>
<td>Introduces the topic in an insightful manner and contains a developed thesis statement. Clearly indicates the main ideas for consideration.</td>
<td>Introduces the topic and contains an adequate thesis statement with some indication of the main ideas for consideration.</td>
<td>Little or no coherent thesis or indication of the main ideas for consideration.</td>
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<tr>
<td>2. Organization (1, 8%)</td>
<td>Information in logical, interesting sequence.</td>
<td>Reader has difficulty following work - lack of proper sequencing.</td>
<td>Sequence of information is difficult to follow.</td>
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<tr>
<td>3. Readability (1, 8%)</td>
<td>Easily read and comprehended by reader. Superior transitions in the target language.</td>
<td>Some confusion, lack of cohesion, some problems with transitions in the target language.</td>
<td>Very difficult to follow, jumbled thought, poor to no transitions in the target language</td>
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<tr>
<td>4. Conclusion (1, 8%)</td>
<td>Summarizes major findings with insight.</td>
<td>Summarizes major findings in a reasonable order.</td>
<td>Fails to reiterate major findings.</td>
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## Rubric

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<td>5. Connections (1, 8%)</td>
<td>Effectively demonstrates understanding of the connections among the perspectives of a culture and its practices and products as it relates to the professions (Business, Health, or Criminal Justice)</td>
<td>Demonstrates some understanding of the connections among the perspectives of a culture and its practices and products as it relates to the professions (Business, Health, or Criminal Justice)</td>
<td>Fails or is weak in demonstrating some understanding of the connections among perspectives of a culture and its practices and products as it relates to the professions (Business, Health, or Criminal Justice)</td>
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<td>6. Interpretation (1, 8%)</td>
<td>Effectively recognizes the value and role of literary and cultural texts and uses them to interpret perspectives in the target cultures over time.</td>
<td>Recognizes and identifies the value and role of literary and cultural texts and uses them to interpret perspectives in the target cultures over time.</td>
<td>Fails or is weak in recognizing the value and role of literary and cultural texts and uses them to interpret perspectives in the target cultures over time.</td>
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<td>7. Reflection (1, 8%)</td>
<td>Reflects effectively on the target cultures over time and cites appropriate cultural or literary examples to support assertions.</td>
<td>Reflects adequately on the target cultures over time and cites some cultural or literary examples to support assertions.</td>
<td>Fails or is weak in reflecting adequately on the target cultures over time. Does not use cultural or literary examples to support assertions.</td>
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<td>8. Depth (1, 8%)</td>
<td>Demonstrates full knowledge (more than is required).</td>
<td>At ease with content but fails to elaborate.</td>
<td>Does not have grasp of information or does not explain clearly.</td>
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<td><strong>10. Writing-Tense, Sequencing and Aspect (1, 8%)</strong></td>
<td>Good control of the morphology and the most frequently used syntactic structures, e.g. common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devises, such as pronouns accurately.</td>
<td>In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflections, forms are produced rather consistently, but not always accurately.</td>
<td>Express present time and at least one other time frame or aspect consistently, e.g. non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation.</td>
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<td><strong>11. Writing-Narration (1, 8%)</strong></td>
<td>Writing may resemble literal translations form the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives (adv).</td>
<td>An ability to narrate and describe in paragraphs. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives (IH).</td>
<td>Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization (IM).</td>
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<tr>
<td><strong>12. Documentation (1, 8%)</strong></td>
<td>Excellent references, correct citations written correctly</td>
<td>References limited, adequate citations but more required</td>
<td>No references. Lack of paper citations</td>
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SFP: Last updated, August 15, 2012