

BUSH GRANT PROPOSAL
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MDFL 382 (SPANISH CONVERSATION AND COMPOSITION II)

WHAT IS TO BE MEASURED OR ASSESSED?	HOW WILL THIS BE MEASURED OR ASSESSED?	RESULTS
<p>1. Students' vocabulary in the second language (L2) will be amplified, particularly vocabulary that goes beyond basic conversational topics.</p>	<p>1. Numerous vocabulary-related exercises will be incorporated into the course, including the listing of new vocabulary terms from newspapers, magazines, letters and other authentic texts related to the topics being studied.</p>	<p>1. Students were required to memorize and apply (in context) a number of new and frequently confused vocabulary terms. The quantity of these terms (listed in the textbook) was such that formal assignments to list new vocab. from other sources were not given. However, students undoubtedly gained many new vocabulary words from their in and out of class reading as well.</p>
<p>2. Students' basic composition skills in L2 will be strengthened. Specifically, students will learn how to write formal documents in Spanish. They will also analyze, discuss and report on topics</p>	<p>2. Improved composition skills will be evidenced in the portfolio that all students will be required to complete. Each student will include in his or her portfolio examples of formal writing, research writing, analysis of research and reflective writing in Spanish.</p>	<p>2. Each student turned in a written portfolio at the end of the semester, consisting of various sections related to geography, history, politics and overall</p>

<p>related to current events and historical themes of the countries being studied.</p>		<p>knowledge of the country. The length of this portfolio was approximately twenty written pages. An evaluation rubric is attached to this document.</p>
<p>3. Students will learn how to employ intermediate and advanced grammatical structures into their L2 writing.</p>	<p>3. Evidence of the use of these advanced structures will be seen throughout the content of the portfolio. Specific evaluation of the correct use of these structures will be measured through rubrics.</p>	<p>3. Grammar was one of the focus areas highlighted on the rubrics used to grade written assignments.</p>
<p>4. Students' conversational skills will be improved. Students will learn enough to be able to discuss economic issues, traditions, history, cultural themes, politics and current events in Spanish.</p>	<p>4. Evaluation of the students' progress in conversation will be measured (using rubrics) through:</p> <ul style="list-style-type: none"> A. Personal interviews conducted with native speakers B. Final oral presentation about specific Latin American country, given in front of class at the end of the semester 	<p>4. Because it was not possible to accompany each student on their personal interviews, evaluation of the conversational and speaking skills took place primarily through the final presentation given at the end of the semester. A rubric is attached to this document.</p>
<p>5. Learning will be promoted through the use of "realia", or authentic texts written in Spanish.</p>	<p>5. To complete the portfolio requirements, students must read articles and conduct research using newspapers, magazines, on-line periodicals, letters, etc. Each of these assignments will be graded as a part of the</p>	<p>5. Students were required to read, analyze and respond to at least two articles from newspapers published in the country being studied.</p>

	overall portfolio.	
6. Students will be encouraged to think globally and increase their own awareness of both historical and current events in countries where Spanish is spoken.	6. The entire course will be focused around an in-depth study of the Latin American Spanish-speaking nations. Development of the portfolio and of the oral presentation (each graded using rubrics) will require research on these topics as they relate to one of these countries. Students will develop a specialized knowledge of the issues of their chosen country and a general knowledge of the issues of the other Latin American nations. This knowledge will be evaluated on their final exams.	6. Most of the class discussions and activities were focused around themes universal to nearly all Latin American countries such as human rights issues, development, exploitation and / or protection of natural resources, women's rights, etc. Students were asked to think more globally about these issues to begin, and then to apply what they learned and do further research on these themes as they related to the specific countries they were studying.
7. Students will develop an appreciation of the varied cultures, economic challenges, types of governments and traditions of Latin American countries. They will also learn to seek out local resources for purposes of their research.	7. In order to learn about the issues and topics of the specific country they are studying, students will be required to: attend "Celebration of Cultures" lectures and events, watch educational videos about their specific country, tour the Multicultural Center of Sioux Falls, and seek out additional resources	7. Unfortunately, time restrictions prevented us from touring the Multicultural Center as a class. However, students did watch educational videos, tap into community resources and

	<p>within the community. All of these activities are supplementary to the class discussions and guest lectures during normal class hours. Students will be graded on participation and extent of involvement, according to a predetermined rubric.</p>	<p>attend “Celebration of Cultures” events to supplement their in class discussions.</p>
<p>8. Students will utilize and incorporate modern technologies to aid in research and the presentation of their research.</p>	<p>8. Technology will be required for the following assignments: personal interviews (videotaped), writing of business letters, sending information and letters through e-mail, and development of a final Power Point presentation. Use of technology will be one of the categories of the rubric used to grade both the portfolio and the oral presentation.</p>	<p>9. All students showed knowledge of and adequate skills to successfully incorporate technology into their final presentations. Nearly all used Power Point to give these presentations, and those that did not used other means of technology. Due to both cultural and logistical difficulties, personal interviews were not taped, but the video recorder can be used for future conversation</p>

		and composition classes and might even be used to tape the final presentations so students can do self-evaluations.
10. Students will measure their own success in learning about their specific country of research as well as the countries studied by their classmates.	9. All students will be asked to complete self-evaluation forms as well as course evaluation forms. They will be taught how to write reflectively about their learning experience, and asked to think about what might strengthen their writing skills, speaking skills and overall knowledge of the countries and issues in Latin America.	10. As a part of the portfolio assignment, students were asked to write a reflective paper about what they had learned throughout this course and how they felt they had progressed. This was an especially rewarding assignment to read, as the personal goals of the students were so varied and each of them expressed pride in what they had achieved throughout the semester.
11. Students will learn all of the locations and capitals of the Spanish-speaking countries and their capitals.	11. Knowledge of the geography of the countries being studied will be evaluated as a part of the final exam. Students will be required	11. This was not actually made to be part of the final exam, because by the end of the

	<p>to fill in the names of the countries and their capitals on a map and then describe some of the major issues discussed during the course that affect each of these countries. The writing will be done in Spanish.</p>	<p>semester students had studied and talked about the names, capitals and locations of the countries so extensively that it was not necessary. They were tested on major issues discussed about each country in class and taught during the final presentations.</p>
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