



**UIN Spanish Language Institute**  
**Course Syllabus: Professional Spanish & Service Learning**

**COURSE DESCRIPTION**

This is an advanced Spanish course designed for students who are able to communicate in written and oral modes across present, past, and future time frames. This course pairs community service learning with structured course work to prepare students to use Spanish in professional settings. Students will spend two hours in the classroom and three hours at their professional service-learning sites each day. The classroom time will be used to review grammatical structures, vocabulary, and cultural concepts needed for community placements.

The course contents and activities are aligned with the Advanced proficiency standards outlined by the American Council on the Teaching Foreign Languages (ACTFL) as well as the C1/C2 levels of the Common European Framework Reference (CEFR). Students may use the proficiency charts found in the Language Competencies & Grading Rubrics section of this syllabus to determine if this course meets their language needs (pg. 5).

**STUDENT LEARNING OBJECTIVES**

By the end of this course, students should be able to complete the following communication tasks:

1. Use advanced grammatical structures (subjunctive, preterit vs. imperfect, etc.) to communicate in professional and community contexts.
2. Acquire and apply professional registers of Spanish.
3. Initiate and maintain regular communication with professors, classmates, and community members.
4. Demonstrate adaptability in uncertain and changing work scenarios.
5. Collaborate with community members to establish local needs and project goals.
6. Create a timeline and benchmarks for project goals.
7. Create and deliver presentations pertaining to the community project.
8. Identify and reflect on cultural practices in community and professional settings.

**GRADES & ASSIGNMENTS**

Assignment Categories	
Participation	20%
Quizzes	20%
Field Notes	20%
Communication Prompts	20%
Project Proposal	10%
Project Presentation	10%

### Grading Scale:

90 - 100 = A    80 - 89 = B    70 - 79 = C    61 - 69 = D    60 or below = E

### Feedback

- Your instructor is **not** required to mark every error in your assignment but will provide at least 2 specific examples of frequent errors that they have noticed in your assignment.
- You should use the examples/feedback that your instructor provided as you review work again to identify these issues.
- It is your responsibility to contact the instructor if you do not understand the feedback or need extra help with a specific problem.

## ASSIGNMENT DESCRIPTIONS

### **Participation (20%)**

Participating in the course is vital to the learning process. Participation will be based on the following criteria:

- Attendance: Student is present for all classes and community service hours.
- Communication: Student initiates conversations with the instructors, peers, and community members. Student tries to clarify any misunderstandings.
- Collaboration: Students find meaningful ways to collaborate with peers and community members to achieve goals and assignments.
- Professionalism: Student dresses appropriately, is courteous, and punctual.

If you anticipate not being able to participate in class or community service hours according to the criteria outlined above, please contact your instructor beforehand.

Grading: Participation grades will be based on students' compliance with the four criteria outlined above. Total 40 points/each criterion is worth 10 points.

## **Quizzes (20%)**

The instructor will review class time to review advanced grammatical structures and professional register vocabulary. Students will take a quiz at the end of each week that covers the concepts reviewed. Quizzes may be given in either written or oral format and will not exceed 20 minutes.

### Learning Outcomes Achieved

1. Use advanced grammatical structures (subjunctive, preterit vs. imperfect, etc.) to communicate in professional and community contexts.
2. Acquire and apply professional registers of Spanish.

Grading: Individual quiz values will be indicated by the professor and may vary according to the quiz topic. However, the total weight of the quizzes in the final grade will be 20%.

## **Professional Communication Prompts (20%)**

Each week you will be responsible for practicing written and oral communication prompts that are typically used in a professional environment.

### Professional Communication Activities

#### **Weeks 1-2**

- Letter of interest/Cover Letter
- Professional Resume
- Job Interview
- Thank you letter

#### **Weeks 3-4**

- Professional Email
- Meeting minutes
- Event invitation
- Job Interview

Grading: The writing sample and conversation prompt rubrics, found in this syllabus, will be used to grade the professional communication activities.

### Learning Outcomes Achieved

1. Use advanced grammatical structures (subjunctive, preterit vs. imperfect, etc.) to communicate in professional and community contexts.
2. Initiate and maintain regular communication with professors, classmates, and community members.
3. Demonstrate a professional register of Spanish.
4. Identify and reflect on cultural practices in community and professional settings.

### **Field Notes (20%)**

Students will keep a daily log of the lessons learned during the community service portion of the course. Each log entry should be 150-200 words and must include the following: Summary of tasks completed, notable interactions with community members, cultural practices observed, and new vocabulary/phrases.

Grading: This assignment will be graded according to the level of compliance with the instructions outlined above. 50% (little compliance); 75% (mostly compliant); 100% (fully compliant)

#### Learning Outcomes Achieved

1. Use advanced grammatical structures (subjunctive, preterit vs. imperfect, etc.) to communicate in professional and community contexts.
2. Demonstrate a professional register of Spanish.
3. Create a timeline and benchmarks for project goals.
4. Identify and reflect on cultural practices in community and professional settings.

### **Project Proposal (10%)**

During week two of the course, you will choose a topic to research for the final presentation. The topic must be related to the local community or professional interest. The proposal should be approximately 200 words and include the following: A description of the topic, an explanation of why the topic is important, 6 sources you will use to research the topic.

Grading: This assignment will be graded according to the level of compliance with the instructions outlined above. 50% (little compliance); 75% (mostly compliant); 100% (fully compliant)

### **Project Presentation (10%)**

During the last week of the course, you will give your final presentation. The presentation should be 10-12 minutes long and include **8 Power Point slides**. You must include the references you used to research the topic.

Your presentation will be graded on pronunciation, grammar, fluency, content, and quality. Your slides should contain images related to your presentation and no more than 2 sentences. **Please do not read your slides.**

Grading: presentation rubrics, found in this syllabus, will be used to grade these activities.

## Learning Outcomes Achieved

1. Use advanced grammatical structures (subjunctive, preterit vs. imperfect, etc.) to communicate in professional and community contexts.
2. Demonstrate a professional register of Spanish.
3. Collaborate with community members to establish local needs and project goal
4. Create a timeline and benchmarks for project goals.
5. Create and deliver presentations pertaining to the community project.
6. Identify and reflect on cultural practices in community and professional settings.

## EXPECTED LANGUAGE COMPETENCIES & GRADING RUBRICS

NCSSFL-ACTFL CAN-DO STATEMENTS			
<b>PROFICIENCY BENCHMARKS</b>			
NOVICE PROFICIENCY BENCHMARK		INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK
<b>COMMUNICATION</b>			
<b>INTERPRETIVE</b>	<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts from words, phrases, and simple sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main message, the author's purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.
<b>INTERPERSONAL</b>	<i>I can</i> participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.	<i>I can</i> interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	<i>I can</i> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar and concrete unfamiliar topics using series of connected sentences and probing questions.
<b>PRESENTATIONAL</b>	<i>I can</i> share information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<i>I can</i> provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	<i>I can</i> organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.

## Qualitative aspects of spoken language use - Table 3 (CEFR 3.3): Common Reference levels

The chart in this table was designed to assess spoken performances. It focuses on different qualitative aspects of language use.

<b>B2</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Reference: [www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use](http://www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use)

## GRADING RUBRICS

Writing Sample Rubric			
Criteria	Excellent (90-100)	Good (80-89)	Keep Working (60-79)
<b>Grammar</b>	Writing sample contains grammatical structures reviewed in class. All verbs are conjugated correctly.  There are no gender/number agreement errors	Writing sample contains few spelling and punctuation errors.  Most verbs are conjugated correctly.  There are few gender/number agreement errors	Writing sample contains many spelling and punctuation errors.  Few verbs are conjugated correctly.  There are many gender/number agreement errors
<b>Punctuation</b>	Writing sample does not contain	Writing sample contains few	Writing sample contains many

	spelling and punctuation errors.	spelling and punctuation errors.	spelling and punctuation errors.
<b>Content</b>	Responds to writing the prompt.  Complies with instructions	Mostly responds to writing the prompt.  Complies with instructions	Somewhat responds to writing the prompt.  Does not comply with instructions

<b>Conversation Prompt Rubric</b>			
<b>Criteria</b>	<b>Excellent (90-100)</b>	<b>Good (80-89)</b>	<b>Keep Working (60-79)</b>
<b>Interaction</b>	The student initiated several questions.  The student provided complete responses to questions asked of him/herself.	The student initiated some questions.  The student provided somewhat complete responses to questions asked of him/herself.	The student did not initiate questions.  The student did not provide complete responses to questions asked of him/herself.
<b>Grammar</b>	The correct verb tense was used (present vs. past).  There were no errors in subject verb agreement.	The correct verb tense was used (present vs. past).  There were some errors in subject verb agreement.	There were several errors in the verb tense choice.  There were many errors in subject verb agreement.
<b>Vocabulary</b>	The presenter used a variety of words reviewed throughout the course and related to the topic.	The presenter used some words reviewed throughout the course and related to the topic.	The presenter used very few words reviewed throughout the course.
<b>Pronunciation &amp; Fluency</b>	The student always made him/herself understood.	The student mostly made him/herself understood.  The student rephrased and repeated information	The student struggled to make him/herself understood.

	<p>The student rephrased and repeated questions when necessary.</p> <p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p>	<p>when there were misunderstandings.</p> <p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p>	<p>The student did not rephrase and repeat information when there were misunderstandings.</p> <p>The student struggled with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p>
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<b>Presentation Rubric</b>			
<b>Criteria</b>	<b>Excellent (90-100)</b>	<b>Good (80-89)</b>	<b>Keep Working (60-79)</b>
<b>Preparation</b>	<p>It is apparent that the student practiced the presentation beforehand.</p> <p>The power point slides were effective and did not contain spelling and grammar errors.</p>	<p>The presentation seems to have been practiced. However, more review was needed.</p> <p>The power point slides were effective but contained some spelling and grammar errors.</p>	<p>The presentation was not practiced beforehand.</p> <p>The power point slides were not effective and contained many spelling and grammar errors.</p>
<b>Grammar</b>	<p>The correct verb tense was used (present vs. past).</p> <p>There were no errors in subject verb agreement.</p>	<p>The correct verb tense was used (present vs. past).</p> <p>There were some errors in subject verb agreement.</p>	<p>There were several errors in the verb tense choice and subject verb agreement.</p>

<b>Vocabulary</b>	The presenter used a variety of words reviewed throughout the course and related to the topic.	The presenter used some words reviewed throughout the course and related to the topic.	The presenter used very few words reviewed throughout the course and needed more vocabulary related to the topic.
<b>Pronunciation &amp; Fluency</b>	<p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p> <p>The student executed the presentation without reading or relying on notes.</p>	<p>The student did not struggle with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p> <p>The student executed the presentation with little reading and few notes.</p>	<p>The student struggled with common pronunciation issues. Examples: /s/ vs. /z/; /ll/; /h/</p> <p>The student read the presentation.</p>

## COURSE SCHEDULE

This is a *tentative* schedule that may be modified by the instructor.

	<b>Grammar Focus</b>	<b>Topics</b>	<b>Assignments</b>
<b>Week 1</b>	<u>Review</u> <ul style="list-style-type: none"> <li>• Preterit vs. imperfect</li> <li>• Commands</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of interest/Cover Letter</li> <li>• Professional Resume</li> <li>• Cultural Practices: Titles and Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompts (Tuesdays &amp; Friday)</li> <li>• Field Notes</li> <li>• Project Proposal</li> </ul>
<b>Week 2</b>	<u>Review</u> <ul style="list-style-type: none"> <li>• Present subjunctive</li> <li>• Present perfect subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Job Interview</li> <li>• Thank you letter</li> <li>• Culture Practices: time orientations</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompts (Tuesdays &amp; Friday)</li> </ul>

			<ul style="list-style-type: none"> <li>• Field Notes</li> <li>• Progress Report</li> </ul>
<b>Week 3</b>	<u><b>Review</b></u> <ul style="list-style-type: none"> <li>• Past Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Email</li> <li>• Meeting minutes</li> <li>• Cultural practices: Individualism vs. collectivism</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompts (Tuesdays &amp; Friday)</li> <li>• Field Notes</li> <li>• Progress Report</li> </ul>
<b>Week 4</b>	<u><b>Review</b></u> <ul style="list-style-type: none"> <li>• Past Subjunctive</li> <li>• Conditional</li> <li>• Hypothetical Subjunctive (what if)</li> </ul>	<ul style="list-style-type: none"> <li>• Event invitation</li> <li>• Job Interview</li> <li>• Cultural practices: ambiguity vs. predictability</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar quiz (Thursday)</li> <li>• Conversation prompts (Tuesdays &amp; Friday)</li> <li>• Field Notes</li> <li>• Project Presentation</li> </ul>