TEXTO: ¡ARRIBA! COMUNICACIÓN Y CULTURA, 7ª ed., print edition, de Zayas-Bazán, Bacon y Nibert (Including Access to MySpanishLab)  
MySpanishLab Course ID Number: onofre-madrid07689  
HORARIO: lunes, miércoles y viernes - de las 11:00 a las 11:50 de la mañana  
Y  martes y jueves – de las 11:00 de la mañana a las 12:15 de la tarde  
CORREO ELECTRÓNICO: Maria.Onofre-Madrid@Angelo.edu  
OFICINA: A110D  NÚMERO DE TELÉFONO: (325) 486-6164  
HORAS DE CONSULTA:  
lunes, miércoles y viernes, de las 9:00 a las 9:50 de la mañana  
martes y jueves, de las 9:00 a las 10:50 de la mañana  
por consulta previa, a otras horas

Important notices:  
1) If I am ever absent or have to change any office hours, I will notify you via an announcement in Blackboard, as well as a Blackboard-generated e-mail. It is your responsibility to check your Angelo State University e-mail and Blackboard daily.
2) This syllabus is subject to revision; revisions may be posted on Blackboard and/or communicated orally in class or in writing via e-mail. The student is responsible for any changes announced in class, posted on Blackboard or sent to your Angelo.edu e-mail.

COURSE DESCRIPTION:  
This is a third semester Spanish course designed to continue exploration of the language and culture of the Spanish-speaking countries. The students will practice the four language skills (listening/understanding, speaking, reading, and writing) both with the instructor and with classmates. The course materials provide abundant
communicative activities along with many form-focused exercises and offer a good variety of authentic cultural materials. Practice will continue beyond the classroom with technology-based materials. National Standards describe the Five C’s of Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. Successful students will learn “how, when, and why to say what to whom.”

My Role / Your Role:

Because of the way languages are learned by adults, you really cannot be “taught” Spanish. Therefore, my role is to facilitate language learning by creating an environment in which the language acquisition process is enhanced, guiding you and assessing your progress. Every course requirement is designed with this in mind; there is no “busy” work assigned. All of the course work has a purpose. Your role is to fully immerse yourself in the work both in the classroom and through the online assignments.

LEARNING OUTCOMES FOR ALL SPANISH 2311 COURSES:

Upon completing Spanish 2311, students will be able to

- express personal meaning more fully and accurately in more contexts.
- hold simple conversations, ask and answer more questions, and write short, straightforward narrations on topics covering basic personal information such as self and family, daily activities, personal preferences, and immediate needs.
- have better control (orally and in writing) over regular and irregular present tense verb forms as well as past and future time frames.
- read and comprehend more complex texts in greater detail.
- communicate important features of the history and culture (perspectives, practices, products) of the Spanish-speaking world.
- communicate in all 3 modes—interpretive, presentational, interpersonal—at the ACTFL Intermediate low to mid-level.

METHOD OF ASSESSING LEARNING OUTCOMES:

Learning outcomes will be assessed via 3 chapter exams, 1 comprehensive final exam, 2 written compositions, 2 oral evaluations, the average of MySpanishLab chapter activities and practice tests (chapters 9, 10, 11 and 12), daily class participation and homework.
Evaluación del curso

25% - promedio de actividades y pruebas de práctica de los 4 capítulos de MySpanishLab

10% - Tareas diarias (Daily work) y participación en actividades

10% - Composiciones / talleres, escritos sin apuntes

30% - 3 Exámenes sobre los capítulos 9, 10, y 11

10% - 2 Evaluaciones orales / tertulias

15% - 1 Examen comprensivo sobre los 4 capítulos cubiertos en clase

100% - Total

90-100 = A  80-89 = B  70-79 = C  60-69 =D  59 and below = F

The oral evaluations, or "tertulias", will be oral activities done individually in the classroom, on the scheduled class days, during the regularly scheduled class time, in random order, and as posted in Blackboard. They will be recorded.

The compositions, or "talleres", will be written in class, on the specified days, without the use of any aids. Originality, content, spelling, accentuation and length will be used to evaluate the compositions.

Grades included in the "Daily work" include all in class daily activities, unannounced quizzes and textbook activities, as well as some Blackboard activities. The latter will be available after class and will be due by 11:30 p.m. There are no make-ups.

MySpanishLab assignments will be indicated on the Pearson site, accessible from Blackboard external links, or for registration and more information, read the document posted in Blackboard under the MySpanishLab tab.

You will need the course code onofre-madrid07689 to register for the course. Be sure you check the MySpanishLab site regularly so that you complete all activities and the online practice tests on time. Due dates will be indicated there; the deadline time will be 11:30 p.m. CST (make sure you set the clock on your page to CST) on the specified date. You may do the activities 3 times, and your recorded grade in MySpanishLab will be the average of the 3 attempts. You may do the practice
tests only once. The average of the activities and the practice test for each chapter will be the recorded grade in the gradebook and in Blackboard.
SYLLABUS STATEMENTS

Safety Standards

Since the situation may change as the semester progresses, students need to stay updated about protocols and policies. The Covid-19 Update Page is https://www.angelo.edu/covid-19/ Every student is encouraged to visit the page on a daily basis.

Student Classroom Seating

For everyone’s protection during the semester, and due to the COVID-19 situation, students are encouraged to occupy the same seat each day. If we have a student who has symptoms and is referred to testing, we need to be able to notify those sitting immediately around that student to monitor their health and potentially quarantine should the student test positive. It will also allow us to facilitate contact tracing. Please cooperate with us by doing your part to keep us all safe.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:
Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

- Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).
For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**Student Conduct Policies**

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Arts and Humanities adheres to the Statement of Academic Integrity.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.
In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

RESOURCES:

ACTFL guidelines


Standards

https://www.actfl.org/publications/all/world-readiness-standards-learning-languages

A guide to learning styles

http://vark-learn.com/
All textbook assignments must be completed prior to coming to class on the dates given below. MySpanishLab assignments are due as indicated on the MSL website.

<table>
<thead>
<tr>
<th>Día</th>
<th>Mes</th>
<th>Tarea</th>
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<tbody>
<tr>
<td>23</td>
<td>agosto</td>
<td>Información sobre el curso; Repaso del material de 1301; Repaso del material de 1302;</td>
</tr>
</tbody>
</table>
| **24** | **agosto** | Capítulo 9 – Vamos de viaje, páginas 282 a 286  
ENFOQUE CULTURAL: COLOMBIA Y VENEZUELA  
Club cultura: Introducción a Colombia;  
Primera Parte – En el aeropuerto – De vacaciones;  
Vocabulario, Aplicación |
| 25    | agosto| Cap. 9, págs. 287 a 291 - Aplicación;  
**Por or Para**, Aplicación |
| 26    | agosto| Cap. 9, págs. 292 a 297 - Aplicación; Adverbs ending in –mente,  
Aplicación;  
¡Conversemos!  
Perfiles – Auyentepuy: Un viaje de aventura;  
Mi música – “Juntos” (Juanes, Colombia) |
| 27    | agosto| Cap. 9, págs. 298 a 302 - Segunda parte – Los viajes – Planes para mañana;  
Vocabulario;  
Letras y sonidos (L y s) – The letter “g” in sequences other than “ge, gi” in Spanish, Aplicación;  
Introduction to the Spanish subjunctive:  
Usos generales del subjuntivo |
| 30    | agosto| Cap. 9, págs. 303 a 307 - Los verbos regulares del presente de subjuntivo; Los verbos irregulares del presente de subjuntivo, Aplicación;  
The subjunctive to express influence, Aplicación |
| 31    | agosto| Cap. 9, págs. 308 a 311 – Aplicación; ¡Conversemos!  
Club cultura – El paraíso venezolano, Actividades;  
Repaño para la composición |
1º / sept.  **Composición 1** – Usted verá más información en Blackboard. Dark blue or black ink is required.

2 / sept. Cap. 9, págs. 312 a 315 - Panoramas – Riquezas naturales e históricas: Colombia y Venezuela; Páginas – Viajes aventura, un sitio turístico; **Repaso para el examen del capítulo 9**

3 / sept. Examen sobre el capítulo 9 (Dark blue or black ink is required.)

6 / sept.  **Feriado – Día del trabajo – no hay clases**

7 / sept. Capítulo 10 - ¡Tu salud es lo primero!, páginas 318 a 321  
ENFOQUE CULTURAL: Paraguay y Bolivia  
Club cultura: Introducción a Paraguay  
Primera Parte – Las partes del cuerpo humano – En el consultorio del médico; **Vocabulario**

8 / sept. Cap. 10, págs. 322 a 325 - Aplicación; **Formal commands**, Aplicación

9 / sept. Cap. 10, págs. 326 a 329 – Aplicación; **The subjunctive to express feelings and emotions**, Aplicación; ¡**Conversemos**!

10 / sept. Cap. 10, págs. 330 a 333 - Perfiles – La medicina tradicional en Bolivia; Mi música – “La ciudad que habita en mí” (Octavia, Bolivia); **Segunda parte – Los alimentos** – ¡Mejora tu salud!; **Vocabulario**; L y s – The consonants r and rr

13 / sept. Cap. 10, págs. 334 a 337 - Aplicación; **The subjunctive to express doubt and denial**

14 / sept. Cap. 10, págs. 338 a 341 - El subjuntivo con tal vez y quizá(s), Resumen de los usos del subjuntivo, Aplicación; ¡**Conversemos**! 
Club cultura – La medicina tradicional y la medicina moderna en Bolivia; **Repaso para la evaluación oral**
15 / sept.  Evaluación oral 1 (usted verá más información en Blackboard)

16 / sept.  Evaluación oral 1 (usted verá más información en Blackboard)

17 / sept.  Cap. 10, págs. 342 a 345 - Panoramas - Bolivia y Paraguay: Riquezas por descubrir;
Páginas – “La azucena del bosque” (Mito guaraní)
Reposo para el examen del capítulo 10

20 / sept.  Examen sobre el capítulo 10 (Dark blue or black ink is required.)

21 / sept.  Capítulo 11 - ¿Para qué profesión te preparas?, páginas 348 a 352
ENFOQUE CULTURAL: ARGENTINA Y URUGUAY
Club cultura: Introducción a Argentina
Primera Parte – El mundo del trabajo – En la oficina de empleo;
Vocabulario, Aplicación

22 / sept.  Cap. 11, págs. 353 a 356 – Aplicación; Tú commands:
Mandatos afirmativos irregulares de la forma tú, Aplicación

23 / sept.  Cap. 11, págs. 357 a 360 - The subjunctive and the indicative with adverbial conjunctions:
Conjunciones que siempre requieren el subjuntivo,
Conjunciones que usan el subjuntivo o el indicativo, Aplicación

24 / sept.  Cap. 11, págs. 361 a 364 – ¡Conversemos!
Perfiles – Los empleos y las recomendaciones;
Mi música – “Todo se transforma” (Jorge Drexler, Uruguay);
Segunda Parte – La búsqueda de empleo – En la entrevista

27 / sept.  Cap. 11, págs. 365 a 368 - Vocabulario;
L y s – The consonants b and v, Aplicación;
The subjunctive with indefinite people and things

28 / sept.  Cap. 11, págs. 369 a 373 - Aplicación;
¡Conversemos!
Club cultura – Introducción a Uruguay;
Reposo para la composición
29 / sept.  Composición 2 – Usted verá más información en Blackboard. Dark blue or black ink is required.

30 / sept.  @ 5:00 p.m. - Last day to drop/withdraw from 1st 8-week session

30 / sept.  Cap. 11, págs. 374 a 377 - Panoramas - El virreinato del Río de la Plata: Argentina y Uruguay; Páginas – ¿Qué tipo de jefe tienes tú? Repaso para el examen del capítulo 11

1º / octubre  Examen sobre el capítulo 11 (Dark blue or black ink is required.)

4 / octubre  Capítulo 12 – El futuro es tuyo, páginas 380 a 383  
ENFOQUE CULTURAL: LOS HISPANOS EN ESTADOS UNIDOS  
Club cultura: Introducción a Estados Unidos  
Primera Parte – La tecnología – Un proyecto digital; Vocabulario

5 / octubre.  Cap. 12, págs. 384 a 388 - Aplicación; The past participle, Aplicación

6 / octubre.  Cap. 12, págs. 388 a 392 - The present perfect indicative; Acabar de + infinitive, Aplicación; ¡Conversemos! Perfiles – La tecnología y el futuro

7 / octubre  Cap. 12, págs. 393 a 396 - Mi música – “Ese camino” (Julieta Venegas, México/EE. UU.)  
Segunda Parte – El medio ambiente - ¿Cómo proteger nuestro futuro? Vocabulario; L y s – The consonants t and d; Aplicación

8 / octubre  Cap. 12, págs. 397 a 400 – Aplicación; The future tense, Aplicación

11 / octubre  Cap. 12, págs. 401 a 404 - The conditional tense, Aplicación; ¡Conversemos!
12 / octubre  Cap. 12, págs. 405 a 409 - Club cultura – EE. UU.: Los medios de comunicación es español;
Panoramas - Los hispanos en Estados Unidos;
Páginas – El cambio climático es en serio para la comunidad latina (de Reynaldo Santos)
Repaso para la evaluación oral
Repaso para el examen final

13 / octubre  Evaluación oral 2 (usted verá más información en Blackboard)

14 / octubre  Examen final – (Dark blue or black ink is required.)

15 / octubre  Evaluación oral 2 (usted verá más información en Blackboard)
COURSE POLICIES

ATTENDANCE:

Any student who is absent more than 4 times loses the possibility of receiving an “A” in the course. Two (2) points will be deducted from your final course grade for every absence, excused or not excused, beyond the third one. Each missed portion of a class (late arrival, leaving early, exiting and re-entering the classroom, etc.) will result in 1 point deducted from your final course grade. A student who is absent for twelve (12) days or more will automatically receive an “F” for the course.

NOT being in class affects not only your participation grade, but also your final course grade, as you cannot receive participation credit if you are not present!!!!!!

Plan to be on time; for everyone’s protection the doors will be locked and you will not be allowed to disrupt the class after class has started. Exceptions will be made for emergencies.

COMMUNICATION DEVICES:

All pagers, cell phones, smart watches or other electronic communication devices must be off and out of sight before entering the classroom; otherwise, they will be confiscated. Use of any of these devices in the classroom will result in dismissal from class. If the device sounds/rings or is in sight, the student will: 1) be asked to leave, 2) be counted absent, and 3) receive an “F” for any work due or done in class that day. YOUR DEVICE MAY NOT BE CHARGED IN THE CLASSROOM DURING CLASS.

HONOR CODE:

ANY STUDENT WHO PRACTICES ACADEMIC DISHONESTY IN THIS CLASS WILL BE DISMISSED FROM CLASS, AND HE/SHE WILL RECEIVE AN “F” FOR THE COURSE.
MAKE –UP AND LATE WORK:

There will be no make-up tests, exams, quizzes or work! **All written work will be done using permanent dark blue or black ink.** No work written in pencil will be accepted. **Late work will not** be accepted.

Students who must miss an exam are not eligible automatically to take a make-up exam, and will be granted that privilege only if a valid explanation is documented. If you have a valid reason for missing an exam when it is scheduled, you may make it up. If possible, you should notify me **BEFORE** the exam. If not, you must notify me **within 24 hours** of the scheduled exam. Make up exams must be arranged by appointment with your instructor, and must be taken **within 2 days** of absence. **Written documentation, in paper or electronic form, is required** before any makeup exam is administered.

There are some valid reasons for a student’s absence from class. According to the [Angelo State University 2021-22 Undergraduate](http://www.angelo.edu/catalogs/), a valid reason is representing the university on officially approved trips (page 167, IV). It is your responsibility to inform me in advance, in writing, via e-mail or **within 24 hours** of the absence, via e-mail or voice mail. For all other absences, you must communicate with me so that I may determine if you will be excused or allowed to make-up any missed work. Before you return to class, you must submit the written documentation in electronic form via an email to justify all excused or make-up assignments. **For all pre-scheduled university events, the student must complete the make-up assignments before leaving campus to participate in each event.**

¡BIENVENIDOS! - VAMOS A APRENDER ESPAÑOL.
INTERMEDIATE: 2311 and 2312
from A Texas Framework for LOTE

Progress Checkpoint
Using appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:

- participate in simple face-to-face communication;
- create statements and questions to communicate independently when speaking and writing;
- understand main ideas and some details of material on familiar topics when listening and reading;
- understand simple statements and questions when listening and reading;
- meet limited practical and social writing needs;
- use knowledge of the culture in the development of communication skills;
- use knowledge of the components of language, including grammar, to increase accuracy of expression; and
- cope successfully in straightforward social and survival situations.

Modes of Communication and Performance Expectations

Interpersonal

1. A The student is expected to engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs.

Interpretive

1. B The student is expected to interpret and demonstrate an understanding of simple, straightforward spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations.

Presentational

1. C The student is expected to present information and convey short messages on everyday topics to listeners and readers.
**Selected Language Functions**

Continue with Novice functions and introduce (but do not expect complete mastery):

1. express preferences and feelings
2. express and satisfy basic needs
3. understand narration and narrate in past, present, and future
4. understand, identify, and state feelings and emotions
5. compare and contrast
6. understand and give advice and suggestions
7. initiate, engage in, and close conversations
8. explain and support opinions
9. interpret

**Sample Topics for Intermediate (and Novice) Learners**

<table>
<thead>
<tr>
<th>activities and hobbies</th>
<th>office and shop designations</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothing</td>
<td>personal and place names</td>
</tr>
<tr>
<td>colors</td>
<td>personal, biographical information</td>
</tr>
<tr>
<td>courtesy expressions</td>
<td>pets and animals</td>
</tr>
<tr>
<td>customs</td>
<td>places and events</td>
</tr>
<tr>
<td>dates (months, date, year)</td>
<td>professions, work, and careers</td>
</tr>
<tr>
<td>entertainment</td>
<td>restaurants, foods</td>
</tr>
<tr>
<td>family members</td>
<td>school and classroom</td>
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<tr>
<td>friends</td>
<td>shopping and commercial negotiations</td>
</tr>
<tr>
<td>health</td>
<td>simple forms (e.g., a questionnaire)</td>
</tr>
<tr>
<td>holidays</td>
<td>simple geographical information</td>
</tr>
<tr>
<td>lodging</td>
<td>simple greetings</td>
</tr>
<tr>
<td>meeting arrangements and invitations</td>
<td>songs and music</td>
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<tr>
<td>money denominations</td>
<td>sports</td>
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<tr>
<td>money matters</td>
<td>telling time</td>
</tr>
<tr>
<td>nationalities</td>
<td>transportation</td>
</tr>
<tr>
<td>numbers</td>
<td>weather and seasons</td>
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</tbody>
</table>
Example Progress Indicators: Intermediate (Useful for Assessment)

Interpersonal
- create and respond to questions in a simple conversation
- survey others about their opinions on appropriate topics
- plan a party menu which includes a variety of foods

Interpretive
- read a sample of the language such as a letter, poem, or interview and rewrite it as a journal entry from the author, journalist, or interviewee
- read descriptions of several jobs and create a mock resume to include with an application for one of those jobs
- sequence important events after viewing a familiar film, or video

Presentational
- describe an everyday activity
- give directions from a given point to a destination

INTERMEDIATE-HIGH

Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.
INTERMEDIATE-MID

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.

INTERMEDIATE-LOW

Writers at the Intermediate-Low level are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few simple sentences, often with repetitive structure. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.