

TEXTO: ¡ARRIBA! COMUNICACIÓN Y CULTURA, 7ª ed., de Zayas-Bazán,
Bacon y Nibert (Paper version is required.)
(Access to MySpanishLab is required.)

MySpanishLab Course ID Number: Onofre-madrid97551

Horario: de las 11:00 a las 11:50 de la mañana

AULA: A119 – enter via the designated door, and exit through the other door

CORREO ELECTRÓNICO: Maria.Onofre-Madrid@Angelo.edu **OFICINA:** A110D

NÚMERO DE TELÉFONO: (325) 486-6164

HORAS DE CONSULTA EN PERSONA O VIRTUALES:

lunes, miércoles y viernes: de las 10:00 a las 10:50 de la mañana

martes y jueves: de las 9:00 de la mañana a las 11:00 de la mañana

a otra hora, por cita previa (en persona, por Collaborate Ultra o por teléfono).

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 via e-mail.

COURSE DESCRIPTION:

This is a fourth 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 outside assignments.

LEARNING OUTCOMES FOR ALL SPANISH 2312 COURSES:

Upon completing **Spanish 2312**, students will be able to

- converse in Spanish when dealing with routine tasks and social situations with an extended vocabulary.
- handle situations with a complication or an unexpected turn of events.
- narrate and describe people, situations, and events by using the major time frames (present, past and future).
- support personal opinions and express abstract ideas.
- read, comprehend, and begin to summarize more complex texts and discuss the ideas they contain.
- identify, present, and begin to analyze important features of the target language history and culture (*perspectives, practices, products*) of the Spanish-speaking world.
- communicate in all 3 modes--*interpretive, presentational, interpersonal*—at the **ACTFL** Intermediate mid to high level.

IDEA FORM OBJECTIVES:

Essential –

1 - Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

8 - Developing skill in expressing oneself orally or in writing

Important –

3 - Learning to apply course material (to improve thinking, problem solving, and decisions)

IDEA EVALUATIONS WILL BE DONE ONLINE; DATES WILL BE ANNOUNCED.

METHOD OF ASSESSING LEARNING OUTCOMES:

Learning outcomes will be assessed via 3 chapter exams, 1 final exam, 2 written compositions, 2 oral evaluations, 3 sets of MySpanishLab chapter activities and chapter practice tests, and daily work and class participation.

Attendance will also affect your final course grade. See the attendance policy under COURSE POLICIES.

COURSE GRADE COMPUTATION:

30% - 2 chapter exams (chapters 13 and 14, using dark blue or black ink)

10% - 2 compositions (without aids, using dark blue or black ink)

10% - 2 oral evaluations (done without aids, and will be recorded)

20% - 3 sets of MySpanishLab activities and practice tests*

10% - Daily work and class participation**

20% - 1 final exam (all of chapter 15, and parts of chapters 13 and 14, using dark blue or black ink)

100% - Total

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

*Specific online assignments from **MySpanishLab** will be posted on the **MySpanishLab** website. Each student must complete the work included in the textbook pages indicated by each date in this syllabus, as well as the corresponding exercises in **MySpanishLab**, **before** coming to class on the specified day. To do the online exercises from **MySpanishLab** each student needs an **access code** as well as the **course section ID**. **The course section ID for this class is Onofre-madrid97551.** The **average** grade of **three (3) attempts** of each online activity and the corresponding chapter practice test will be the recorded score for each chapter. All MSL activities may be repeated up to 3 times, as long as they are done before the deadline (day and Central Standard Time). You will only have **one attempt** at the practice tests. **MSL work will be due by 11:30 p.m.**

Daily work will include **MySpanishLab practice tests for chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12, in-class quizzes, online search activities, oral individual or group participation in class, and any homework assigned. Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class participation. Your participation grade is also affected by your attendance, as you cannot participate if you are not in class; no remote-control participation is possible.

The **oral evaluations** will be done in the classroom, maintaining social distancing guidelines, during the scheduled class time in the order posted in Blackboard. A schedule of the order (selected at random) will be posted in Blackboard a few days before testing. These will be recorded. Two days are set aside for the oral testing so as to avoid any schedule conflicts with your other classes or with your work schedule.

IMPORTANT NOTICE:

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.

SYLLABUS STATEMENTS

Covid-19

Since the situation may change as the semester progresses, students should keep updated about protocols and policies. The Covid-19 Update Page is <https://www.angelo.edu/covid-19/>. All students are encouraged to keep up with protocols by visiting the site on a regular basis.

Student Seating

For everyone's protection during the semester, and due to the COVID-19 situation, please consider occupying the same seat each day in class. If we have a student who has symptoms and is referred to testing, we will 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 to keep everyone 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:

Ms. Dallas A. Swafford

Director of Student Disability Services

- 325-942-2047
- dallas.swafford@angelo.edu
- [Houston Harte University Center](#) 112

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
- 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

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking>

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/writing>

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.

<u>Día / Mes</u>	<u>Tarea</u>
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19 / enero	Información sobre el curso; revisar estudios previos en la lengua
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21 / enero	Repaso del material de 1301
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24 / enero	Repaso del material de 1302
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26 / enero	Repaso del material de 2311
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28 / enero	Capítulo 13 , páginas 412 a 414 - ¿Oíste las noticias? Enfoque cultural: La herencia cultural de España; Club cultura: El País Vasco, destino cultural y deportivo Primera Parte: Los medios de comunicación – En la sala de redacción
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- 31 / enero Cap. 13, págs. 415 a 416 - Vocabulario, Aplicación
- 2 / febrero Cap. 13, págs. 417 a 419 - Aplicación; The imperfect subjunctive, Aplicación
- 4 / febrero Cap. 13, págs. 420 a 421 – Aplicación
- 7 / febrero Cap. 13, págs. 422 a 424 - Long-form possessive adjectives and pronouns, Aplicación
- 9 / febrero Cap. 13, págs. 425 a 427 - Aplicación; **¡Conversemos!**
Perfiles – Mi experiencia: *El País*, voz de la democracia;
Mi música – “Baila me” (Gipsy Kings, España)
- 11 / febrero Cap. 13, págs. 428 a 429 – **Segunda Parte:** El cine, el teatro y la televisión – *Sábado de estrellas*; Vocabulario; **Letras y sonidos (L y s)** – The consonants *y, l*, and the Sequence *//*
- 14 / febrero Cap. 13. págs. 430 a 432 - Aplicación; *Si* clauses: Cláusulas con *si* en el indicativo, y Cláusulas con *si* para expresar hipótesis e información en contra de los hechos
- 16 / febrero Cap. 13. págs. 433 a 435 - Aplicación
- 18 / febrero Composición 1 – se escribirá con tinta negra o azul oscuro. Usted recibirá más información en clase y en Blackboard.**
- 21 / febrero Cap. 13. págs. 436 a 438 - **¡Conversemos!** Club cultura – San Sebastián y el Festival Internacional del Cine;
Panoramas - La herencia cultural de España;
- 23 / febrero Cap. 13. págs. 439 a 441 - terminar Panoramas – España;
Páginas – La diversidad en el cine, el teatro y la televisión (Erasmus del Toboso, España);
Repaso para el examen del capítulo 13
- 25 / febrero Examen sobre el capítulo 13, con pluma de tinta azul oscuro o negra**

- 28 / febrero **Capítulo 14** (páginas 444 a 447) - **¡Seamos cultos!**
Enfoque cultural: Colombia;
Club cultura: Medellín, símbolo de la Colombia moderna;
Primera Parte: La música y el baile - En un concierto; Vocabulario
- 2 / marzo Cap. 14, págs. 447 a 449 - Aplicación
- 4 / marzo Cap. 14, págs. 450 a 452 - *Hacer* in time expressions, Aplicación
- 7 / marzo Cap. 14, págs. 453 a 454 - Aplicación; *Nosotros* commands, Aplicación
- 9 / marzo Cap. 14, págs. 455 a 457 - Aplicación; **¡Conversemos!**
 Perfiles – Mi experiencia: ¿Baile o ballet? ¡Esa es la cuestión!
 Mi música – “Suin románticón” (Monsieur Periné, Colombia)
- 11 / marzo Cap. 14, págs. 458 a 459 - **Segunda Parte:** La moda - Elegancia total; Vocabulario; **L y s** – The consonants *m*, *n*, and *ñ*

14 a 18 de marzo – vacaciones de primavera – disfrútenlas

- 21 / marzo Cap. 14, págs. 460 a 462 – Aplicación; The pluperfect indicative
- 23 / marzo Cap. 14, págs. 463 a 464 - Aplicación; **¡Conversemos!**
- 25 / marzo Composición 2 – se escribirá con tinta azul oscuro o negra.**
Usted recibirá más información en clase y en Blackboard.
- 28 / marzo Cap. 14, págs. 465 a 467 - Club cultura - Arte moderno en Quito;
 Panoramas - El arte moderno hispano
- 30 / marzo Evaluación oral 1 (se grabará) para la mitad de los estudiantes –**
usted recibirá más información en clase.
- 1º / abril Evaluación oral 1 (se grabará) para la otra mitad de los estudiantes –**
usted recibirá más información en clase.
- 4 / abril Cap. 14, págs. 468 a 469 - Páginas – “La música” (Eduardo Galeano, Uruguay); **Repaso** para el examen del capítulo 14

- 6 / abril Examen sobre el capítulo 14, con pluma de tinta azul oscuro o negra
- 8 / abril **Capítulo 15** (páginas 472 a 474) **¿Te gusta la política?**
Enfoque cultural: Guinea Ecuatorial;
Club cultura: Introducción a Guinea Ecuatorial;
Primera Parte: Las crisis políticas y económicas - La paz es el derecho de todos
- 11 / abril Cap. 15, págs. 475 a 476 - Vocabulario; Aplicación
- 13 / abril Cap. 15, págs. 477 a 479 - The relative pronouns *que, quien, and lo que*, Aplicación; **¡Conversemos!**
- 15 / abril Cap. 15, págs. 480 a 481 - Perfiles – Mi experiencia: La política y los hispanos; Mi música – “De paisano a paisano” (Los Tigres del Norte, México/EE. UU.)
- 18 / abril Cap. 15, págs. 482 a 484 - **Segunda Parte:** Cargos políticos y tipos de gobierno - ¡Voten por mí! Vocabulario; **L y s** – Linking and rhythm
- 20 / abril Cap. 15, págs. 485 a 486 - Aplicación; Se for unplanned occurrences, Aplicación
- 22 / abril Cap. 15, págs. 487 a 489 - Aplicación; **¡Conversemos!**
Club cultura – Civilizaciones antiguas de Bolivia

- 25 / abril** **Evaluación oral 2 (se grabará) para la mitad de los estudiantes – usted recibirá más información en clase.**
- 27 / abril** **Evaluación oral 2 (se grabará) para la otra mitad de los estudiantes – usted recibirá más información en clase.**
- 28 / abril** **Último día que puede dejar el curso (Last day to drop a class or withdraw from the University)**
- 29 / abril Cap. 15, págs. 490 a 491 - Panoramas - La herencia indígena
- 2 / mayo Cap. 15, págs. 492 a 493 - empezar Páginas – “En solidaridad” (Fragmento) (Francisco Jiménez, México/EE. UU.)
- 4 / mayo Cap. 15, págs. 494 a 495 - terminar Páginas - “En solidaridad” (Fragmento) (Francisco Jiménez, México/EE. UU.)
- 6 / mayo **Repaso** para el examen final
- 11 / mayo** **Examen final – sobre los capítulos 13, 14 y 15
el miércoles – de las 10:30 de la mañana a las 12:30 de la tarde**

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 unexcused**) **beyond the third one**. Each missed portion of a class (late arrival, leaving early, exiting and re-entering the classroom, etc.) will result in a deduction of **1 point** from your final course grade. A student who is absent for **twelve (12)** days or more will automatically receive an “F” for the course. **Students will NOT be penalized for participating in university-sponsored events. It is the student’s responsibility to inform the instructor ahead of time of his/her participation in such event.**

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 in dark blue or black ink.** **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 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/>, the valid reasons include illness, family emergency or participation in an authorized university activity (pages 166-167, IV). If you have one of these valid reasons, it is your responsibility to inform me in advance, in writing, via e-mail (for a university activity), or **within 24 hours** of the absence, via e-mail or voice mail (for illness or family emergency), 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

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

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 re-combinations 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.