

## Español 2311.D10 (30237) - Plan del curso – Verano I 2022 - Onofre-Madrid

**TEXTO:**     ¡ARRIBA! COMUNICACIÓN Y CULTURA, 7ª ed.,  
de Zayas-Bazán, Bacon y Nibert (Including Access to MySpanishLab)  
MySpanishLab Course ID Number: onofre-madrid17949

### ASYNCHRONOUS CLASS

**CORREO ELECTRÓNICO:**     [Maria.Onofre-Madrid@Angelo.edu](mailto:Maria.Onofre-Madrid@Angelo.edu)

**OFICINA:**     A110D                    **NÚMERO DE TELÉFONO:**     (325) 486-6164

**HORAS DE CONSULTA:** de lunes a viernes, de las 10:00 de la mañana  
a las 12:00 de la tarde

### Important notices:

- 1) All assessments - daily quizzes, compositions and major exams - will be taken via Blackboard using Respondus LockDown Browser. Make sure that you download the latest version of Respondus LockDown Browser by going to this page in Blackboard**

**[https://download.respondus.com/lockdown/download.php?id=384131921%  
20](https://download.respondus.com/lockdown/download.php?id=384131921%20)**

**It is also very important for you to make sure you have good internet connection when you work on the assignments, exams and compositions, as they may not be saved to complete later; once you start one, you must complete it.**

- 2) The major assessments, compositions and exams, must be completed only on the specified date, and during the indicated times.**
- 3) For the oral evaluations, which will be conducted by phone on specified dates, everyone must schedule a time by communicating with me via email. Available times will be posted in Blackboard at the beginning of the week of the oral evaluations.**

- 4) All written communication will be done via the angelo.edu email and Blackboard platform. It is your responsibility to check your Angelo State University e-mail and Blackboard daily. If you wish to call, you may do so at (325) 486-6164.
- 5) This syllabus is subject to revision; revisions may be posted on Blackboard or communicated in writing via e-mail. The student is responsible for any changes posted on Blackboard or sent to the Angelo.edu e-mail.
- 6) Since this is an asynchronous class, it is up to you to schedule your time accordingly to complete all assignments when they are due. Blackboard does send email notifications; therefore, that means you need to check your angelo.edu email daily.
- 7) If you have any questions, problems or issues, please communicate with me immediately, so we can address them in a timely manner.

## 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 – in the textbook, in **Blackboard** and in **MySpanishLab**. **Since this is an asynchronous class, it is your responsibility to keep up with deadlines and to complete all required assignments on time, as they are due.**

## 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, 4 Sets of MySpanishLab chapter activities and practice tests, daily class activities posted in Blackboard.

**All Blackboard activities, compositions and exams will be administered/proctored online using Respondus LockDown Browser. Make sure you have downloaded the Respondus LockDown Browser before beginning this course.**

### Evaluación del curso

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

10% - Tareas diarias (**Daily work**) in Blackboard

10% - Composiciones / **talleres**, escritos sin apuntes

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

10% - 2 Evaluaciones orales / **tertulias – conducted by pone – you call in**

15% - 1 Examen comprensivo sobre los 4 capítulos cubiertos

100% - Total

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**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 by phone, on the scheduled days. You will need to select a time from the options posted in Blackboard, and then you are to call me at **325-486-6164**, at your pre-selected time. They will be recorded.

The compositions, or “**talleres**”, will be written **using LockDown Browser**, 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 the daily activities posted in **Blackboard** plus the **MySpanishLab practice tests for chapters 1, 2, 3, 4, 5, 6, 7 and 8**. All assigned activities will be available the week each chapter is covered, and they must be completed by 11:59 p.m. on the day before taking the exam for each chapter. There are no make-ups. Completion of the Blackboard activities will be used as a tool to document attendance. Failure to complete them will result in a deduction of points from your final course grade (**see attendance policy, under Course Policies**, page 13, below).

**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-madrid17949** 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 **11:59 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

## 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](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://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](mailto: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](http://www.angelo.edu/incident-form)
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: [michelle.miller@angelo.edu](mailto: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](http://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 should be completed prior to completing the corresponding activities in Blackboard and MySpanishLab, using the dates given below as a guide to proceed in a manner conducive to learning the language. MySpanishLab assignments are due as indicated on the MSL website, and are coordinated with the corresponding material indicated below.**



## Semana # 1 – 6 de junio a 13 de junio

Repaso del material de 1301 (**MySpanishLab** practice tests 1-4);

Repaso del material de 1302 (**MySpanishLab** practice tests 5-8);

### Capítulo 9 – Vamos de viaje, páginas 282 a 317

#### ENFOQUE CULTURAL: COLOMBIA Y VENEZUELA

#### Club cultura: Introducción a Colombia;

**Primera Parte – En el aeropuerto** – De vacaciones;

**Vocabulario**, Aplicación;

**Por or Para (289 a 290)**, Aplicación;

**Adverbs ending in –mente (293)**, Aplicación;

**¡Conversemos!**

Perfiles – Auyentepuy: Un viaje de aventura;

Mi música – “Juntos” (Juanes, Colombia)

**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 (302 a 304):**

Usos generales del subjuntivo,

Los verbos regulares del presente de subjuntivo

Los verbos irregulares del presente de subjuntivo, Aplicación;

**The subjunctive to express influence (306 a 307)**, Aplicación

**¡Conversemos!**

Club cultura – El paraíso venezolano, Actividades;

Panoramas – Riquezas naturales e históricas: Colombia y Venezuela;

Páginas – Viajes aventura, un sitio turístico;

**Vea Blackboard - Repaso para la composición y**

**Repaso para el examen del capítulo 9**

**10/junio**      **Composición 1 – Usted verá más información en Blackboard. Debe someterse entre las 12:00 de la madrugada y las 11:59 de la noche, usando Respondus LockDown Browser.**

**13/junio**      **Examen sobre el capítulo 9 Debe someterse entre las 12:00 de la madrugada y las 11:59 de la noche, usando Respondus LockDown Browser.**

## Semana # 2 – 14 de junio a 21 de junio

### Capítulo 10 - ¡Tu salud es lo primero!, páginas 318 a 347

**ENFOQUE CULTURAL: Paraguay y Bolivia**

**Club cultura: Introducción a Paraguay**

**Primera Parte – Las partes del cuerpo humano –** En el consultorio del médico;

**Vocabulario**, Aplicación;

**Formal commands (324)**, Aplicación;

**The subjunctive to express feelings and emotions (327)**, Aplicación;

**¡Conversemos!**

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*, Aplicación;

**The subjunctive to express doubt and denial (337 a 338);**

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;

Panoramas - Bolivia y Paraguay: Riquezas por descubrir;

Páginas – “La azucena del bosque” (Mito guaraní);

**Vea Blackboard - Repaso para la tertulia y**

**Repaso para el examen del capítulo 10**

**20/junio**      **Evaluación oral 1 (usted verá más información en Blackboard)**  
**Necesita llamarme al 325-486-6164, a la hora indicada y reservada**  
**anteriormente por usted.**

**21/junio**      **Examen sobre el capítulo 10**  
**Debe someterse entre las 12:00 de la madrugada y las 11:59 de la**  
**noche, usando Respondus LockDown Browser.**

## Semana # 3 – 22 de junio a 29 de junio

### Capítulo 11 - ¿Para qué profesión te preparas?, páginas 348 a 379

#### ENFOQUE CULTURAL: ARGENTINA Y URUGUAY

#### Club cultura: Introducción a Argentina

**Primera Parte – El mundo del trabajo –** En la oficina de empleo;

**Vocabulario**, Aplicación

**Tú commands (354):**

Mandatos afirmativos irregulares de la forma *tú*, Aplicación;

**The subjunctive and the indicative with adverbial conjunctions (357 a 358):**

Conjunciones que siempre requieren el subjuntivo,

Conjunciones que usan el subjuntivo o el indicativo, Aplicación

**¡Conversemos!**

Perfiles – Los empleos y las recomendaciones;

Mi música – “Todo se transforma” (Jorge Drexler, Uruguay);

**Segunda Parte – La búsqueda de empleo –** En la entrevista;

**Vocabulario;**

**L y s –** The consonants *b* and *v*, Aplicación;

**The subjunctive with indefinite people and things (368)**, Aplicación;

**¡Conversemos!**

Club cultura – Introducción a Uruguay;

Panoramas - El virreinato del Río de la Plata: Argentina y Uruguay

Páginas – ¿Qué tipo de jefe tienes tú?

**Vea Blackboard - Repaso para la composición y**

**Repaso para el examen del capítulo 11**

**27/junio** Last day to drop a class or withdraw from the University

**28/junio** Composición 2 – Usted verá más información en Blackboard.  
Debe someterse entre las 12:00 de la madrugada y las 11:59 de la noche, usando Respondus LockDown Browser.

**29/junio** Examen sobre el capítulo 11  
Debe someterse entre las 12:00 de la madrugada y las 11:59 de la noche, usando Respondus LockDown Browser.

## Semana # 4 – 30 de junio a 8 de julio

### Capítulo 12 – El futuro es tuyo, páginas 380 a 411

#### ENFOQUE CULTURAL: LOS HISPANOS EN ESTADOS UNIDOS

#### Club cultura: Introducción a Estados Unidos

**Primera Parte – La tecnología –** Un proyecto digital;

**Vocabulario**, Aplicación;

**The past participle (386)**, Aplicación;

**The present perfect indicative (388 a 389)**;

*Acabar de + infinitive*, Aplicación;

**¡Conversemos!** Perfiles – La tecnología y el futuro;

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;

**The future tense (398 a 399)**, Aplicación;

**The conditional tense (401)**, Aplicación

**¡Conversemos!**

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)

**Vea Blackboard - Repaso para la tertulia y**

**Repaso para el examen final sobre los capítulos 9, 10, 11 y 12**

**7/julio**      **Evaluación oral 2 (usted verá más información en Blackboard)**  
**Necesita llamarme al 325-486-6164, a la hora indicada y reservada**  
**anteriormente por usted.**

**8/julio**      **Examen final – cubre todos los capítulos cubiertos (9, 10, 11 y 12)**  
**Debe someterse entre las 12:00 de la madrugada y las 11:59 de la**  
**noche, usando Respondus LockDown Browser.**

## COURSE POLICIES

### ATTENDANCE:

Any student who does not log in to complete the **Blackboard** activities (**daily quizzes, compositions and exams are included**) each week will accumulate **ONE absence for each activity** not completed/submitted (with a maximum of 10 per week – for a total of 20 points deducted from the final course grade). If a student does NOT call in to take the oral evaluation, an absence will be added to his/her record of attendance.

**For each activity not completed, beyond the second one, the student will have 2 points deducted from his/her final course grade. A student who does not complete 7 of the Blackboard activities will automatically receive an “F” for the course.**

### 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!**

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 (such as illness, hospitalization, accident, or representing the university on officially approved trips) for missing an exam when it is scheduled, you may make it up. If possible, you should notify me **BEFORE** the end of the day the exam is due to be completed. 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/>, "responsibility for class attendance rests with the student." (page 167, IV). If you have a valid reason, it is your responsibility to inform me in advance (for official university travel), in writing, via e-mail, 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. 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

clothing

colors

courtesy expressions

customs

dates (months, date, year)

entertainment

family members

friends

health

holidays

lodging

meeting arrangements and invitations

money denominations

money matters

nationalities

numbers

office and shop designations

personal and place names

personal, biographical information

pets and animals

places and events

professions, work, and careers

restaurants, foods

school and classroom

shopping and commercial negotiations

simple forms (e.g., a questionnaire)

simple geographical information

simple greetings

songs and music

sports

telling time

transportation

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 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