**General Education Course Inclusion Proposal**

**Effective Communication**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** German 301: Advanced German I

**Home Department:** Department of Modern Languages and Literatures

**Department Chair Name and Contact Information** (phone, email):

Tim Compton [tcompton@nmu.edu](mailto:tcompton@nmu.edu) x1107

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

German 301 is the fifth-semester language course in German Studies at NMU. It is taught entirely in German and generally has a rotating curriculum that varies in both medium and focus. It has been taught using German films and accompanying textbook as primary material; it has been taught with a full-length German novel and a grammar text as primary material; it will be taught in Fall 2015 with German graphic novels and a chapter on post-WWII Berlin as primary material. Whatever the primary material, the nature of the course is always heavily content-focused, so that students are able to increase their knowledge of German culture and literature in addition to improving their linguistic abilities. Over the course of the semester, students read texts, watch and respond to short video clips, do online research, complete homework assignments (including writing assignments/essays), participate in class discussion in German, view media such as a German film or play, and complete a final project that demonstrates their ability to understand and to communicate information relating to the culture or history of Germany, Austria, or Switzerland.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

*Effective Communication:*

Students practice the four language skills essential for communication: reading, writing, speaking, and listening. As students work with the course materials they learn how to transfer many of the abilities they use in a daily basis in English, for example: the ability to respond critically to new ideas, to figure out new words from context, to engage in discussion with people around them, and to convey insights or information that they have acquired.

*Critical Thinking:*

Due to the significantly content-focused nature of the course, the students spend much time in class and in homework assignments engaging with new ideas, alternative perspectives, and thought-provoking scenarios or actual historical events. They are expected to respond to these various components of the course content by evaluating the new material, integrating their own perspectives with the ones discussed in class, and articulating in an effective and sophisticated manner conclusions that they have reached regarding this new information.

**C. Describe the target audience (level, student groups, etc.)**

This is an advanced-level course that is intended for any student, whether to fulfill a GenEd requirement or as part of the major/minor program requirements.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This course is required for all majors and minors in German Studies.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type:* Written assignments  *Frequency:* approximately two-four times per semester  *Overall grading weight:* 10-20%  *Expected Proficiency Rate:* 80%  *Task Type:* Final project  *Frequency:* once per semester  *Overall grading weight:* 20-30%  *Expected Proficiency Rate:* 80%  *Task Type:* Homework  *Frequency:* daily  *Overall grading weight:* 10-20%  *Expected Proficiency Rate:* 90%  *Task Type:* In-class discussion (when graded as participation)  *Frequency:* Daily  *Overall grading weight:* 5-10%  *Expected Proficiency Rate:* 90%  Not only does the process of practicing and acquiring additional abilities in a foreign language require the ability to evaluate and integrate new (linguistic) structures, but also the focus of discussion and homework for this course is invariably a topic or series of topics that challenge the students to be able to respond to new insights and potentially controversial events. At times, some of the material discussed is not entirely new to the students, but the perspectives with which they engage with these scenarios often are. As a result, every aspect of the course – from daily discussion in class to the final project – requires students to critically engage with and articulate their reactions to a variety of new ideas and information. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines |

**PLAN FOR LEARNING OUTCOMES  
EFFECTIVE COMMUNICATION**

*Attainment of the EFFECTIVE COMMUNICATION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Central Message and Structure** | Central message is the primary focus (main idea or thesis) of the work. Structure is the arrangement of the parts or elements of the work that aids in understanding which includes being coherent, logical, and complete. | *Task Type:* Written assignments/Essays, Presentation, Final Project  *Frequency:* Written assignments: four times per semester; Presentation: 1-2 times; Final project: once  *Overall grading weight:* Written assignments: 10-20%; Presentation: 10-20%; Final project: 20-30%  *Expected Proficiency Rate:* 80%  For these three course components students are required to articulate a significant piece of information or convey a specific idea/argument that relates to current course material. They are graded not only according to linguistic command of the target language (German), but also according to organization and overall coherence. |
| **Substantiation** | Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions | *Task Type:* Written assignments, Presentation, Final Project  *Frequency:* Written assignments: four times per semester; Presentation: 1-2 times; Final project: once  *Overall grading weight:* Written assignments: 10-20%; Presentation: 10-20%; Final project: 20-30%  *Expected Proficiency Rate:* 80%  The nature of these assignments may vary at times, ranging from expository essays that demonstrate a command of German coupled with an ability to engage with primary and/or secondary material, to presentations on a research topic that document the sources used to acquire new information. |
| **Delivery-Written** | Text (clear, readable, consistent with disciplinary conventions and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose and audience. | *Task Type:* Written assignments and Final Project  *Frequency:* Written assignments: four times per semester; Final project: once  *Overall grading weight:* Written assignments: 10-20%; Research Project: 20-30%  *Expected Proficiency Rate:* 80%  Students’ written work is graded according to a rubric that includes consideration of various grammatical concerns, general writing mechanics, and formatting requirements. |
| **Delivery-Oral** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience. | *Task Type:* Presentations  *Frequency:* once or twice per semester  *Overall grading weight:* 10-20%  *Expected Proficiency Rate:* 80%  Students are graded according to their ability to communicate clearly and effectively (this includes the ability to express themselves at least mostly grammatically correctly in German), speak loudly and provide satisfactory eye-contact, and use some kind of visual aid (usually a PowerPoint) to communicate as effectively as possible with their audience. |

**German 301 – Fall 2014**

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**Location: Jacobetti 203**

**Time: MTWR 11-11.50am Instructor: Amber Suggitt Office: Whitman 161**

**Office Hours: MTWR 1-2pm, and by appointment**

**Telephone: (906) 227-1914**

**Email:** [**asuggitt@nmu.ed**](mailto:asuggitt@nmu.edu)**u**

**Course Description**

This course, taught in German, covers topics pertinent to German culture (traveling, multicultural life), history (the 68er movement, the RAF), and art and literature (paintings, poems, Wagner’s Ring Cycle). We will engage with short, authentic readings included in our textbook as well as supplementary materials such as articles and book excerpts. Additionally, we will examine

several works of German art and analyze them in their cultural and historical contexts. Finally, we will view two films in class – one short film and one full-length movie.

**Course Objectives**

Students will continue to practice the four basic skills (listening, speaking, reading, and writing)

essential to communicating in German. By the end of the course, students will have:

**1)** expanded their German vocabulary

**2)** reviewed regular and irregular verbs in the present perfect, simple past, and subjunctive II

**3)** reviewed and practiced prepositions, conjunctions, and adjective endings

**4)** learned cultural information about German culture, history, and art

**5)** become more comfortable speaking German

**6)** improved their ability to write well in German

**Required Texts**

Anders gedacht: Text and Context in the German-Speaking World, 3rd edition. ISBN: [978-1-133](http://www.cengagebrain.com/shop/search/9781133607304)-

[60730-](http://www.cengagebrain.com/shop/search/9781133607304)4

Student Activities Manual for Anders gedacht, 3rd edition. ISBN: [978-1-285-94656-](http://www.cengagebrain.com/shop/isbn/978-1-285-94656-6)6

**Recommended Text**

English Grammar for Students of German. ISBN: [978-093403438](http://www.amazon.com/English-Grammar-Students-German-Learning/dp/0934034389/ref=sr_1_1?s=books&ie=UTF8&qid=1395418523&sr=1-1&keywords=german+grammar+for+english+speakers)8

**Course Website**: [http://gr301.wordpress.c](http://gr301.wordpress.com/)om

All students should bookmark this site for future reference. Materials used in class, occasional supplementary materials, and all assignments will be posted on this site. If students miss class, they are responsible for visiting our course site to see what was missed and what will be due.

**Course Requirements and Grading**

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The final grade for the course can be broken down as follows:

|  |  |
| --- | --- |
| **Attendance/Participation** | **10%** |
| **Homework/In-class work** | **10%** |
| **Midterm** | **10%** |
| **Presentation** | **10%** |
| **Quizzes** | **10%** |
| **Essays** | **25%** |
| **Final Project** | **25%** |

**GRADES**

Your grades in this course will be based on the following scale:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 93-100 = A | 90-92 = A- | 88-89 = B+ | 83-87 = B | 80-82 = B- |  |
| 78-79 = C+ | 73-77 = C | 70-72 = C- | 68-69 = D+ | 63-67 = D | below 63 = F |

Attendance and Participation

Your attendance in class is mandatory. Excused absences (e.g. sickness or family problems) will *not* be counted against you. Your attendance and participation grade will reflect how often you attend class and how much you interact with the material and other students while in class.

Participation will be graded according to a rubric that is available on our course site. All students are expected to come to class having prepared for the day and to participate in class work and discussion.

Essays

Students will write three essays throughout the semester in response to topics that relate to the material we cover in class. Clear guidelines will always be provided in advance. The essays will be written in German and – unless otherwise noted – posted to the student’s WordPress site. Essays will be graded both for grammar and content and will entail a rewrite or revision.

At this level of German it is expected that all essays will be structured into multiple paragraphs (i.e. not posted as one giant chunk of text) and incorporate transition words such as *zuerst*, *zunächst*, *dann*, *danach*, *zweitens*, usw. All essays should be written without any outside help from friends, family, native speakers, Google translate, etc. (Students may, however, approach their instructor and/or visit the language lab for help with general problems.) Any essay that engages in academic dishonesty will receive a zero. For more information on what does or does not constitute academic dishonesty, see the “Composition Policy” posted on our course site.

WordPress

I will ask every student to create a WordPress page for submitting essays as well as occasional in- class work. You are welcome to choose any theme, font, and color provided it is legible (black backgrounds, super squiggly fonts, etc. are too difficult for my eyes to handle). You are welcome to incorporate pictures of your own choosing and/or video clips (provided they are appropriate) into your essays. The essays should be posted as a new entry with the title in the subject line and a word count provided at the end of the post – this will count for 5% of the total essay grade.

Presentation

The final chapter of our book that we will discuss covers “Kunst und Künstler.” As part of this chapter, every student will present on a piece of art created by an artist from a German-speaking country. The artwork should be appealing to the student and have a connection to German, Swiss, or Austrian culture or history. Using the vocabulary from our chapter, the student will

show the chosen artwork (e.g. using a PPT) and discuss (in German) its significance.

Final Project

In lieu of a final exam, students will be asked to create a final project. This is meant to be creative, challenging, engaging, and allow the student to demonstrate his or her increased knowledge of the German language and culture. The student will work with the instructor to decide upon an acceptable project; several possibilities are a film, a portfolio, a website, etc. To further fulfill the speaking component of the course, the student will be asked to spend 5-10 minutes showcasing his or her completed final project in German. Group projects are a possibility, but all students involved are expected to contribute equally – upon completion of the group project, students will submit evaluations of their fellow group members to the instructor.

More details regarding the project will be provided towards the end of the semester; student input/ideas are encouraged.

**Important Infos**

**Cell phone/Laptop Policy**

No cell phones may be used during class time. If I notice you texting or using your phone for social media, etc. during class you will receive zero participation points for the day. If I see you using your phone again, you will be asked to leave class and will be counted absent for the day.

Laptops may be used to look up words in an online dictionary, or if specifically required for an in- class assignment. At all other times they should be closed. No social media or email use is permitted during classtime. If I see you using your laptop for a non-educational purpose, you will be asked to leave class immediately and will be counted absent for the day. If it happens a second time, you will no longer be permitted to use your laptop in class at all.

**E-mail Policy:**

Please feel free to e-mail me with any questions that you have about the course, clarification of homework or assignments, and any concerns you may have. I will respond to your e-mail as quickly as possible, but expect a 24 hour turn-around time. If you miss a class, please do not email me to ask what we are doing or have done in class. My answer will always be to check online.

When you email me please include our course title in the subject line, use a polite form of address (e.g. “Dear Amber”), and sign your name. **If you do not do so, I will not respond to your email.**

**GERMAN 301: PLANNING CALENDAR FOR FALL 2014**

Calendar subject to change; instructor will alert students of any changes and post updated calendar on our website.



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday |
| **Week 1**  August | 25  First Day of Class, Intro, Syllabus Review | 26 ***Einheit E*** | 27 ***Einheit E*** | 28 ***Einheit E*** |
| **Week 2**  September | 1 **LABOR DAY**  **NO CLASS** | 2 ***Einheit E*** | 3 ***Einheit E*** | 4 ***Einheit E*** |
| **Week 3**  September | 8 ***Einheit E***  **Draft 1 Essay 1 Due** | 9 ***Einheit E*** | 10 ***Einheit E*** | 11 ***Einheit E*** |
| **Week 4**  September | 15 ***Einheit 3***  **Draft 2 Essay 1 Due** | 16 ***Einheit 3*** | 17 ***Einheit 3*** | 18 ***Einheit 3*** |
| **Week 5**  September | 22 ***Einheit 3*** | 23 ***Einheit 3*** | 24 ***Einheit 3*** | 25 ***Einheit 3*** |
| **Week 6**  September / October | 29 ***Einheit 3*** | 30 ***Einheit 3*** | 1 ***Einheit 3*** | 2 ***Einheit 3***  **Draft 1 Essay 2 Due** |
| **Week 7**  October | 6 ***Einheit 3*** | 7 ***Einheit 3*** | 8 ***Einheit 7*** | 9 ***Einheit 7***  **Draft 2 Essay 2 Due** |
| **Week 8**  October | 13 ***Einheit 7*** | 14 ***Einheit 7*** | 15 ***Einheit 7*** | 16  **MIDTERM** |
| **Week 9**  October | 20 ***Einheit 7***  **WATCH DER BAADER MEINHOF KOMPLEX** | 21 ***Einheit 7***  **WATCH DER BAADER MEINHOF KOMPLEX** | 22 ***Einheit 7***  **WATCH DER BAADER MEINHOF KOMPLEX** | 23 ***Einheit 7*** |
| **Week 10**  October | 27 ***Einheit 7*** | 28 ***Einheit 7*** | 29 ***Einheit 7*** | 30 ***Einheit 7***  **Draft 1 Essay 3 Due** |
| **Week 11**  November | 3 ***Einheit 9*** | 4 ***Einheit 9*** | 5 ***Einheit 9*** | 6 ***Einheit 9***  **Draft 2 Essay 3 Due** |
| **Week 12**  November | 10 ***Einheit 9*** | 11 ***Einheit 9*** | 12 ***Einheit 9*** | 13 ***Einheit 9*** |
| **Week 13**  November | 17 ***Einheit 9*** | 18 ***Einheit 9*** | 19 ***Einheit 9*** | 20 ***Einheit 9***  **Deadline for Final Project approval** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week 14**  November | 24  **THANKSGIVING BREAK –**  **NO CLASS** | 25  **THANKSGIVING BREAK**  **– NO CLASS** | 26  **THANKSGIVING BREAK –**  **NO CLASS** | 27  **THANKSGIVING BREAK**  **– NO CLASS** |
| **Week 15**  December | 1  **Student Presentations** | 2  **Student Presentations** | 3  **Student Presentations** | 4  **Student Presentations** |
| **Week 16**  December | 8  **FINAL EXAM WEEK** | 9  **FINAL EXAM WEEK** | 10  **FINAL EXAM WEEK** | 11  **FINAL EXAM WEEK** |

**Final Projects will be showcased during our Final Exam Period: 10-11.50am on Wednesday, December 10**



**Disability Services:**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Statement on Academic Dishonesty (taken from the NMU Student Handbook, pages 16-17):**

“No students shall intentionally or unintentionally participate in academic dishonesty. If a student is uncertain about an issue of academic honesty, s/he should consult the faculty member to resolve questions in any situation prior to the submission of any academic work.”

Academic Dishonesty includes:

- **Cheating** (accepting or offering help to another student during a quiz or exam)

- **Complicity** (helping another student engage in academic dishonesty)

- **Falsification** (presenting information or documents that are false)

- **Plagiarism** (submitting the words or ideas of another person without proper acknowledgement)

- **Multiple Submission** (turning in a paper or assignment that was already submitted for another class)

It is your responsibility to ensure that you understand what constitutes academic dishonesty, and to ask your instructor if you are even slightly unsure. Ignorance will not be accepted as an excuse.

To see more details about Academic Dishonesty, including your rights as a student, please refer to sections 1.2.1, 1.2.3, and 2.2.3 in the Student Handbook.

**Grading Rubrics**

**Participation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** |  | **Description** |  |
| 90-100 |  | Participates actively and voluntarily throughout class |  |
| (A, A-) |  | Enriches class discussion by asking questions, encouraging other students, or facilitating |  |
|  |  | group work |  |
| 80-89 |  | Participates actively in class, sometimes volunteering comments or questions |  |
| (B+, B, B-) |  | Sometimes asks questions, encourages other students, or facilitates group work |  |
| 70-79 |  | Responds when called on |  |
| (C+, C, C-) |  | Allows other students to participate |  |
| 60-69 |  | Frequently fails to respond when called on |  |
|  |  |
| (D+, D, D-) |  | Sometimes prevents other students from participating fully in class |  |
| 0-59 |  | Does not contribute to class activities |  |
| F |  | Disrupts class activities |  |

**Quizzes**

Variable in points; these allow the instructor to measure student's knowledge of the grammar and topics covered in class. Students who receive a low score on a quiz are *strongly* encouraged to visit their instructor for review. The lowest quiz grade will be dropped.

**Homework and in-class work**

This allows your instructor to ensure that you are making efforts to increase your vocabulary and improve your grammar. Assignments will be given a score between 1-10, based on the following considerations:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** |  | **Description** | |  |
| 9-10 |  |  | Assignment is complete |  |
|  |  |  | AND |  |
| (A, A-) |  |  work shows successful application of assigned topic or concepts | |  |
|  |  |  |  |  |
| 8 |  |  | Assignment is complete |  |
|  |  |  | AND |  |
| (B+, B, B-) |  |  work shows a solid grasp of the assigned topic or concepts | |  |
|  |  |  |  |  |
| 7 |  |  | Assignment is incomplete; |  |
|  |  |
|  |  |  | AND/OR |  |
| (C+, C, C-) |  |  work shows that assigned topic or concepts are not understood | |  |
|  |  |  |  |  |
| 6 |  |  | Assignment is incomplete; |  |
|  |  |  | AND/OR |  |
| (D+, D, D-) |  |  work shows little attempt to engage with assigned topic or concepts | |  |
|  |  |  | |  |
| 0-5 |  |  Assignment missing or largely incomplete; | |  |
|  |  |  | AND/OR |  |
| F |  |  work shows a complete lack of understanding of assigned topic or concepts | |  |

**Written Assignments**

Essays provide an opportunity for students to demonstrate their command of the written German language. The main considerations your instructor will address are: (1) organization, (2) creativity, (3) transitions, (4) grammar, (5) spelling, and (6) how well the essay meets the requirements for topic, length, etc.

|  |  |
| --- | --- |
|  |  |
| updated | **Scoring Rubric for Writing Assessment** |
| Aug. 2013 |  |
|  |  |
| **A, A-** | **DEMONSTRATES HIGH PROFICIENCY:** *Excellent command of the language* |
|  |  |
| *90-100%* | Well organized; ideas presented clearly and logically |
|  | Thorough response to the writing prompt; evidence of creativity, detail, risk-taking |
|  | Wide variety of grammar, vocabulary, and sentence structures; uses newly learned vocabulary and |
|  | structures |
|  | appropriately |
|  | Good transitions |
|  | Word order is accurate most of the time |
|  | Subject-verb agreement is accurate most of the time, minor slips |
|  | Writing is appropriate to current level |
|  | Length is appropriate |
|  | Spelling and punctuation are accurate |
|  |  |
| **B+, B, B-** | **CLEARLY DEMONSTRATES PROFICIENCY**:*Good command of the language* |
|  |  |
| *80-89%* | Organization acceptable, main ideas present |
|  | Generally thorough response to the writing prompt; more conservative response |
|  | Some variety of grammar, vocabulary, and sentence structures; clear attempt to use newly learned |
|  | vocabulary and structures |
|  | Some use of transitions |
|  | Some word order errors (inversions, subordinations) |
|  | Subject-verb agreement is inconsistent |
|  | Most of writing is appropriate to current level |
|  | Length is appropriate |
|  | Some spelling and punctuation errors |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **C+, C, C-** | **DEMONSTRATES PROGRESS TOWARD PROFICIENCY**:*Comprehensible expression* |
|  |  |
| *70-79%* | Some attempts at organization, but with confused sequencing |
|  | Partial response to the writing prompt; conservative response, lacking in detail, little evidence of risk- |
|  | taking |
|  | Limited variety of grammar, vocabulary, and sentence structures; some attempt to use newly learned |
|  | vocabulary and structures |
|  | Some use of transitions |
|  | Some word order errors (inversions, subordinations, basic word order) |
|  | Subject-verb agreement is inconsistent |
|  | Writing is below current level |
|  | Length is adequate, but brief |
|  | Noticeable spelling and punctuation errors |
|  |  |
| **D+, D, D-** | **DEMONSTRATES STRONG NEED FOR INTERVENTION**:*Limited command of the language* |
|  |  |
| *60-69%* | Lack of organization |
|  | Insufficient response to the writing prompt; no evidence of creativity, risk-taking |
|  | Little variety of grammar, vocabulary, and sentence structures; no attempt to use newly learned |
|  | vocabulary or |
|  | structures |
|  | Few or inadequate transitions |
|  | Word order errors predominate |
|  | Subject-verb agreement errors predominate |
|  | Writing is well below current level |
|  | Length is inadequate |
|  | Predominance of spelling and punctuation errors |
|  |  |
| **F** | **UNACCEPTABLE** |
|  |  |
| *40-60%* | Response falls below the above descriptions or is inappropriate |
|  |  |
| **0** | **WORK NOT TURNED IN** |
|  |  |

Assessment Scale for Presentations

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Overall impression**  Adequacy of response to task; effectiveness of communication, content | Score | **Grammatical Accuracy**  control of grammar | Score | **Vocabulary**  control of vocabulary | Score | **Pronunciation**  control of pronunciation | Score |
| appropriate response to task; all task demands met message clear, delivered at appropriate level  clearly organized  clear evidence of preparation responds appropriately to questions evidence of preparation responds appropriately to questions | 40  39  38 | structures used adequate and appropriate for task and level;  highly accurate; very few errors in morphology/syntax  errors do not compromise meaning | 25  24  23 | excellent range of vocabulary appropriate for task and level;  fluent with few or no breaks or hesitations | 25  24  23 | Error-free intonation and pronunciation | 10  9 |
| appropriate response to task; most task demands met message fairly clear  clearly organized evidence of preparation  generally responds appropriately to questions | 37  36  35 | structures used adequate and appropriate for task and level  good control of major (basic) structures; some errors in morphology/syntax  few patterned errors errors do not appreciably  compromise meaning | 22  21  20 | vocabulary range adequate for level and task  fairly fluent with minor breaks or hesitations | 22  21  20 | Pronunciation free of major errors; intonation  accurate | 8 |
| response to task not completely appropriate; some task demands not adequately addressed  parts of message unclear  some problems responding to questions | 32  31  30 | attempts made to use structures that are appropriate for task and level  inconsistency and errors on major (basic) structures; syntactic/morphological errors  some errors compromise meaning | 19  18 | word choice limited, relies on simple vocabulary  performance characterized by hesitations or breaks | 19  18 | Pronunciation shows some major errors, intonation acceptable | 7.5 |
| attempt made to communicate; does not fulfill most task demands response to task inappropriate  over half of message unclear questionable evidence of preparation; significant problems responding to questions | 29  28  27 | attempts made to use structures that are appropriate for task and level  errors on major (basic) structures;  syntactic/morphological errors patterned errors  errors often compromise meaning | 17  16 | word choice inadequate for task or level  performance characterized by frequent hesitations or breaks | 17  16 | Pronunciation or intonation errors compromise understanding | 6.5 |
| no appropriate communication little or no evidence of preparation  inability to respond to questions | 25  24  23 | little evidence of control of structures necessary for the task and level  grammar highly inconsistent;  predominated by errors/inaccuracies patterned errors  errors severely compromise meaning | 15  14  13 | word choice inadequate for task or level  performance characterized by major breaks and hesitations | 15  14  13 | Pronunciation or intonation errors compromise meaning | 6 |
| communication breakdown | 20 | grammar control inadequate for task and level  too little production to evaluate errors block meaning | 12  13 | word choice inadequate for task or level, too little production to evaluate | 12  13 | Pronunciation or intonation errors predominate, block meaning | 5 |