

**TEXLER Presentation: The Development and Implementation of an Innovative, Research-Informed Spanish Curriculum**  
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**Sample Instructional Material**

**I. IPA Instructional Activity (IL-IM)**

**I. INTERPRETIVE**

**I. Antes de ver**

¿Te gusta el pescado? ¿Comes mucho pescado? ¿Por qué? ¿Qué tipo de beneficios tiene comer pescado? ¿Cuáles son algunos problemas que hay con el pescado en el mundo? Nombra 2.

1. \_\_\_\_\_

2. \_\_\_\_\_

**II. ¡A ver!**

Mira este reporte en <http://www.rtve.es/alacarta/videos/telediario/consumo-pescado-mundo-se-duplica-ultimos-50-anos/1564168/> chequea si los problemas que mencionaste aparecen en el audio. To help you understand the video, here is the transcript and images of the fish mentioned in the video:

“Nacen, viven y se reproducen en tanques o piscinas. La mitad del pescado que se consume en el mundo procede ya de la acuicultura. Lubinas, doradas, rodaballos... Pero no todas las especies se aclimatan a la vida en cautividad y consiguen reproducirse. Es el reto (*challenge*) de los investigadores. En este centro de Vigo intentan criar **cherna**, muy parecida al **mero**.”



Cherna



Mero

*Juan José Otero (Investigador):*

[La cherna] Es un pez que puede llegar a cuarenta, cincuenta kilos. Tiene una carne de la misma calidad que el mero y por eso... La ventaja que tiene es un crecimiento muy rápido y que tiene salida en el mercado.

En Murcia investigan con el atún. El problema es que es grande y nada muy rápido y necesita mucho espacio para no morir asfixiado.

*Aurelio Ortega (Investigador):*

[El atún] Tienen ahora mismo seis, siete kilos de peso. Son peces que nacieron el año pasado. Tienen quince meses de vida, pero aún nos faltan por lo menos, por lo menos, tres o cuatro años para que estos peces lleguen a alcanzar un tamaño adecuado para reproducirse.

Cuando vayan a la pescadería, vean estos carteles. Nos dicen de dónde viene el pescado y se darán cuenta que el 50 % procede de acuicultura. Tiene menos ácidos grasos omega 3, menos sabor y peor textura que el pescado salvaje, pero también tiene ventajas.

*Francisco Javier Remiro (Director del Observatorio Español de Acuicultura):*

Los productos de acuicultura no son organismos de cadena trófica alta con lo cual no acumulan metales pesados. Es una ventaja que también presentan. Y están libres de anisakis.

También son más baratos, pero hay que saber elegir. La **panga**, un pescado muy consumido aquí que viene de Tailandia y Vietnam, dicen los expertos que no es de muy buena calidad.



Panga



Marujito



Carnavalito

Francisco Javier Remiro (Director del Observatorio Español de Acuicultura):

Para cumplir los requerimientos nutricionales de una dorada, de ración, necesitaríamos consumir 50 pangas aproximadamente. Dentro de poco veremos nuevas especies en el mercado que ahora se descartan. Apunten estos nombres: **marujitos, carnavalitos...** formarán pronto parte de nuestra dieta.”

III. Después de ver

A. ¿Qué es la acuicultura? ¿Por qué es importante para España y el mundo? ¿Cuál es el objetivo de este reporte? ¿Cuál es la información más importante? Escribe todas tus ideas en español.

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B. Busca el equivalente en español de las siguientes palabras/expresiones en inglés.

- a. consumption \_\_\_\_\_
- b. overexploited \_\_\_\_\_
- c. get used to \_\_\_\_\_
- d. researchers' challenge \_\_\_\_\_
- e. fish market \_\_\_\_\_
- f. advantages \_\_\_\_\_

C. ¿Cierto o falso? Decide si estas oraciones son ciertas o falsas. Corrige las oraciones falsas.

- |  |   |   |
|--|---|---|
| 1. La gran mayoría de las especies de pescado están sobreexplotadas.   | C | F |
| <hr/>  |   |   |
| 2. Hoy día hay muchas especies marinas que no se crían en acuicultura porque la gente prefiere el pescado salvaje. | C | F |
| <hr/>  |   |   |
| 3. La cherna es un pescado muy interesante, pero es difícil venderlo.  | C | F |
| <hr/>  |   |   |
| 4. En las pescaderías españolas está indicado si el pescado es producto de acuicultura o si es un pescado salvaje. | C | F |
| <hr/>  |   |   |
| 5. El pescado de acuicultura tiene menos ácidos grasos omega 3 que el pescado salvaje y no es tan sabroso.         | C | F |
| <hr/>  |   |   |
| 6. El pescado de acuicultura es más barato y contiene menos metales pesados que el salvaje.                        | C | F |
| <hr/>  |   |   |

D. Conecta las palabras en la columna de la izquierda con la información en la columna de la derecha.

- |                 |  |
|-----------------|--|
| 1. el atún      | a. crece rápidamente   |
| 2. la cherna    | b. tarda mucho en llegar a la edad adulta  |
| 3. el marujito  | c. es un pescado marino que ya se cría con éxito en piscifactorías ( <i>fish factories</i> ) |
| 4. el panga     | d. es un pescado parecido al mero  |
| 5. el rodaballo | e. es un tipo de pescado que pronto se verá frecuentemente en el mercado español             |
|                 | f. necesita mucho espacio  |
|                 | g. tiene el 2 % de valor nutritivo de una dorada   |
|                 | h. viene de Vietnam  |

E. Organizational features. How is the text organized? Choose all that apply and explain briefly why you selected each organizational feature—what were the clues in the text?

- |                  |                     |                         |
|------------------|---------------------|-------------------------|
| 1. Chronological | 3. Description      | 5. Compare and Contrast |
| 2. Pros and Cons | 4. Cause and effect | 6. Informational        |
- Justification from text:

F. Lengua

1. Explica qué significan las siguientes expresiones. Puedes explicarlas en inglés, pero trata de usar el español.

a. “el futuro pasa por la acuicultura”

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b. “tiene salida en el mercado”

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2. En la oración “Cuando vayan a la pescadería, **vean** estos carteles”, ¿qué función tiene “vean”? ¿Por qué usa esta forma verbal la persona que habla?

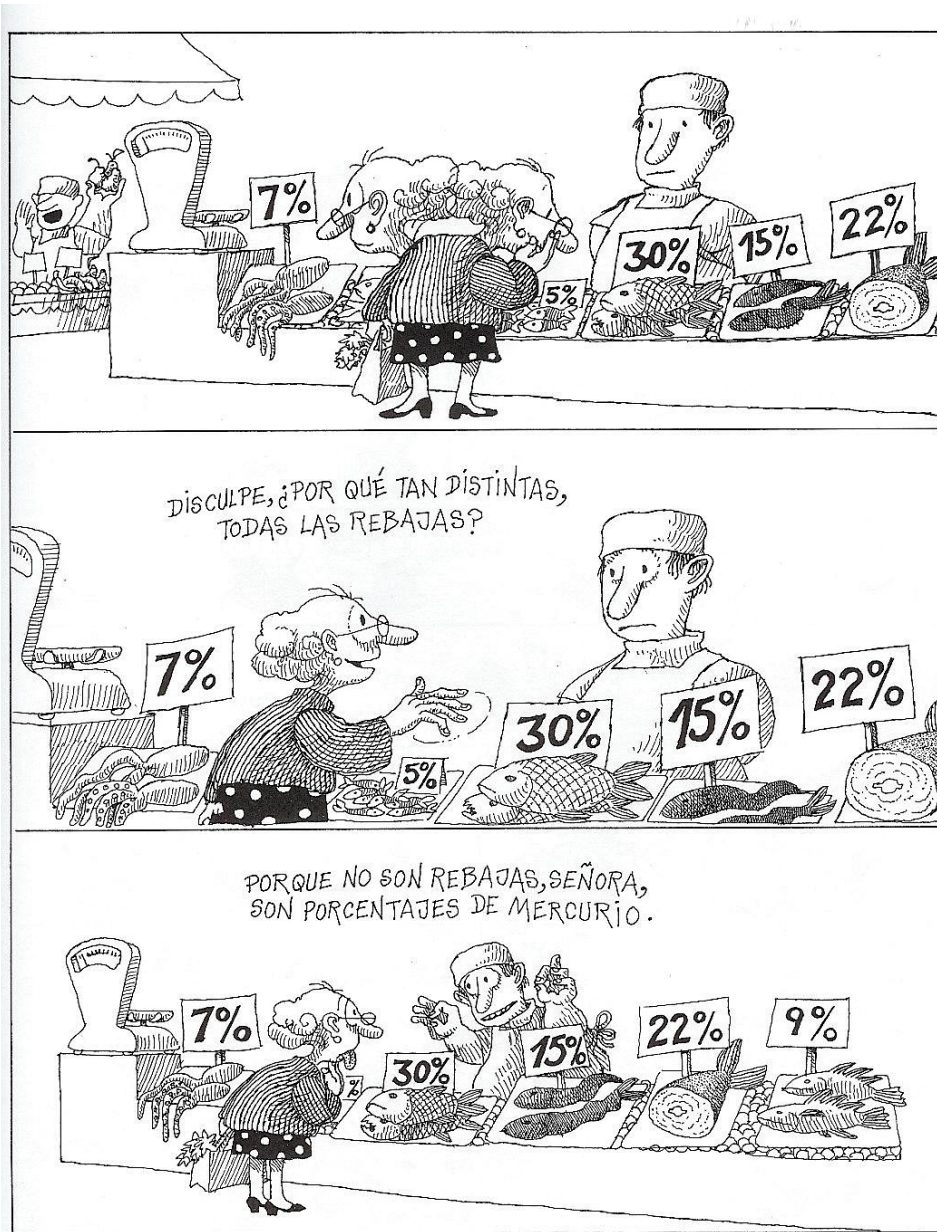
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3. En la expresión “Nos dicen de **dónde** viene el pescado”, ¿por qué tiene acento “dónde”?

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G. La contaminación en los ojos de un artista gráfico: En esta actividad vamos a analizar el arte de un caricaturista argentino muy importante, Quino (<https://www.lambiek.net/artists/q/quino.htm>). ¿Qué temas reflejan sus caricaturas? Vamos a trabajar con una de ellas. Mira la caricatura de Quino a continuación y describe las acciones de los diferentes cuadritos. Usa el pretérito para tu descripción. Luego contesta las siguientes preguntas:

1. ¿Quiénes son los personajes de esta tira cómica?
2. ¿Cómo es cada personaje? Describe su apariencia física, su personalidad y gustos/preferencias.
3. ¿Dónde están?
4. ¿Qué vende el señor?
5. ¿Cuál es el tema principal de esta tira cómica? ¿Cuál es el problema que presenta? ¿Cómo se puede resolver el problema que presenta la tira? Piensa en el tema del que hablamos cuando analizamos el vídeo.
6. ¿Qué tipo de temas crees que le interesan a Quino?
7. ¿Hay algún artista como Quino en los Estados Unidos? ¿Cómo se llama?



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**II. INTERPERSONAL**

Student A: You just went to a restaurant and had fish from “acuicultura”. Tell a friend about your experience. Talk about the advantages of eating this type of fish, and tell your friend more about this industry. Use the information in the video.

Student B: A friend wants to tell you about his/her experience eating fish from “acuicultura”. You don’t know what that is, so first ask him/her about it. Then tell him/her why it’s better to eat “pescado salvaje”. Offer opposing views to what he/she says. Use the information in the video.

**III. PRESENTATIONAL**

You are in Spain, and you just ate fish from acuicultura. Write a letter to your Spanish instructor at Texas A&M telling him/her about your experience. First explain what acuicultura is. Then mention the advantages and disadvantages of eating this type of fish. Tell him/her why you think people in the US should adopt this practice, and what they should do to start “piscifactorías”.

<sup>1</sup> Source for cartoon: “La aventura de comer” (2<sup>nd</sup> Edition) by Quino (no page numbers in book). Published by Ediciones de La Flor, Gorriti 3695, C1172ACE Buenos Aires, Argentina, 2008.

## II. Activities for Readers:

### *La ciudad de los dioses (IL-IM)*

#### I. Antes de leer

Esta semana vas a leer el Capítulo III del libro *La ciudad de los dioses*. Para empezar, vamos a hacer unas actividades. **Todas estas actividades deben hacerse en casa para corregir en clase.** Primero vamos a aprender más sobre la antigua Tenochtitlán. Mira los siguientes documentales y responde las preguntas que siguen. **Mira los documentales en orden:**

1. <https://edpuzzle.com/media/588b26eb40d08432ff5e90af>
  2. <https://edpuzzle.com/media/588b24ca583bb33ff1521b92>
  3. <https://edpuzzle.com/media/58567cc656942242f1454785>
1. ¿Dónde se encontraba Tenochtitlán? ¿Por qué se construyó en ese lugar? ¿Qué vieron los primeros habitantes?
  2. ¿Qué ciudad fue el modelo para Tenochtitlán?
  3. ¿Por qué se considera como una obra maravillosa (*wonderful*) de ingeniería? Describe el lugar donde estaba la ciudad y sus características arquitectónicas.
  4. ¿Qué eran las **chinampas**? ¿Por qué fueron importantes?
  5. ¿Por qué era importante el mercado de Tlatelolco? Habla sobre las cosas que se vendían en el mercado y las actividades de las personas.
  6. ¿Qué primera influencia cultural tuvieron los aztecas sobre la cultura europea?
  7. ¿Qué rol tuvo el mercado de Tlatelolco durante la conquista?
  8. ¿Qué edificio construyeron los españoles para destruir la cultura azteca?
  9. ¿Qué encontraron los arqueólogos en 1978? ¿Por qué fue tan importante este descubrimiento?
  10. En base a los dos documentales que viste, ¿cómo puedes describir a Tenochtitlán?
  11. ¿Te sorprendió la información en estos documentales? ¿Por qué?

#### II. A leer y a comprender

1. Completa las actividades en las páginas 51, 52 y 53 de tu libro: Actividades 15, 16, 17, 18, 19 y 20.
2. Responde estas preguntas sobre el capítulo:
  - a. ¿Cómo se siente Francisco de Alcaraz a través del capítulo?
  - b. ¿Por qué sospecha de la Malinche?
  - c. ¿Cómo describe Francisco a los aztecas y a la ciudad de Tenochtitlán? ¿Es su descripción similar o diferente a la información que viste en los documentales? Habla de diferencias y similitudes entre la información en el libro y en los documentales.
  - d. ¿Qué aspecto de los aztecas horroriza a Cortés?
  - e. ¿Cómo se empieza a sentir Francisco con respecto a Cortés?
  - f. ¿Quién es Tlalca? ¿Por qué es importante en la historia?
  - g. ¿Con qué decisión de Cortés no está de acuerdo Francisco? ¿Por qué?
  - h. ¿Cómo podemos describir a Hernán Cortés en este capítulo? Piensa en su comportamiento, las cosas que dice y hace.
3. ¿Qué va a pasar en el Capítulo IV? ¿Qué repercusiones crees tú que va a tener la decisión de Cortés? ¿Qué va a pasar con Francisco—piensa en Tlalca, su relación con Cortés, etc.? Escribe algunas predicciones sobre lo que va a pasar en el Capítulo IV.

### III. Sample Instructions for Technology Projects

#### A. Digital Magazine Project (NM-NH)

**I. Objective: To apply the Spanish you have learned to create a personal profile in Spanish to introduce yourself and other members of the class to Spanish speakers**

The objective of this assignment is for your class to develop a digital magazine that introduces the members of the class (e.g., who they are; where they are from; what they're like; their likes, activities, hobbies, etc.) to Spanish speakers in this country and abroad. Each student in your class will work on his/her personal profile throughout the semester. The work will be divided into four different parts, and you will receive a separate grade (4% of final grade; see information and rubric below) for your work in each one. You will also collaborate with your classmates in the revision and improvement of the work produced.

You will also receive:

- 2% for including your work in a single document and for formatting it according to the instructions provided, and
- 2% for presenting your work orally in your class.

**You will receive separate instructions for each stage of this project's development.**

To succeed in this project, you need to follow the instructions given very carefully, and submit your work on the stated deadlines. Your instructor will provide you with guidance, so do not hesitate to consult him/her if you have any questions. At the end of the semester, the magazines produced in all sections of Spanish 101 will compete for a pizza party award. ¡Buena suerte!

#### II. What is a digital magazine?

To complete this project, your class will publish its digital magazine on the digital publishing platform Issuu. Before we start our work, we need to review what a digital magazine looks like (e.g., format, organization, content, etc.). Go to Issuu, and have a look at these magazines, which include profiles of people, and could be your inspiration for this project. When looking at the magazines, take these questions into account. Write down some ideas.

1. Format: Do digital magazines look the same as paper magazines? Talk about similarities and differences.
2. Content: Is there a table of contents? What kinds of articles can you find in the magazines? What other visual/text elements are there? Talk about them in detail (what they look like, what information they give, how they add to the rest of the magazine).
3. Organization: How is the information organized?

#### Samples to explore:

[https://issuu.com/profile\\_mag/docs/profile\\_march\\_2016\\_lr](https://issuu.com/profile_mag/docs/profile_march_2016_lr)

[https://issuu.com/profile\\_mag/docs/profile\\_december\\_2016\\_lr](https://issuu.com/profile_mag/docs/profile_december_2016_lr)

#### III. What is a personal profile?

1. What is a personal profile? What information can you include in it? Write down some ideas. Use the information in the sample magazines to guide your work.
2. How is a profile organized? What resources, besides text, can you use to make it attractive?

#### IV. Evaluation

##### Rubric<sup>2</sup>

##### I. Task Completion

- |   |   |
|---|---|
| 0 | Student has not followed assignment and/or there is not enough production to rate.                          |
| 1 | Minimal completion of the task and/or content frequently inappropriate.                                     |
| 2 | Partial completion of the task; content mostly appropriate; ideas undeveloped.                              |
| 3 | Completion of the task; content appropriate; ideas adequately developed.                                    |
| 4 | Superior or very good completion of the task; content appropriate; ideas well developed and well organized. |

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<sup>2</sup> Adapted from Foreign Language Program of Studies, Fairfax County Public Schools (Retrieved from <http://www.fcps.edu/is/worldlanguages/pals/documents/Level1AnalyticWriting.pdf>)



## **II. Organization**

- 0 Not enough production to rate.
- 1 Basically a series of separate sentences; no transitions; no apparent order.
- 2 Limited order to the content. Disjointed and/or choppy.
- 3 Order apparent, but somewhat choppy, loosely organized.
- 4 Ideas connected. Logically ordered from beginning to end. Writing flows easily.

## **III. Vocabulary**

- 0 Not enough production to rate.
- 1 Frequent errors with the vocabulary covered in the course lessons connected to topic. Minimal information. Strong presence of English.
- 2 Some errors with the vocabulary covered in the course lessons connected to topic. Limited information. Ideas present, but underdeveloped.
- 3 Few errors with the vocabulary covered in the course lessons connected to topic. Adequate information. Some development of ideas.
- 4 Broad and effective use of the vocabulary covered in the course lessons connected to topic. Very complete information.

## **IV. Grammar**

- 0 Not enough production to rate.
- 1 Abundance of errors. Mostly incomprehensible.
- 2 Frequent errors that would probably impede comprehensibility for someone not accustomed to communicating with language learners.
- 3 Occasional grammatical errors with the grammar covered in the course lessons connected to topic.
- 4 Grammar covered in the course lessons connected to topic used to communicate ideas effectively. Very few errors overall.

## **V. Mechanics**

- 0 Not enough production to rate.
- 1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

## **VI. Photos**

- 0 Not photos provided.
- 1 Photos are of poor quality and/or not related to topic of narrative.
- 2 Some photos are of poor quality and/or add little to topic of narrative. Limited connection between images and narrative.
- 3 Photos are of quality, and somewhat creative. Clear connection between images and narrative.
- 4 Photos are of quality, and provide creativity to the project. Excellent connection between images and narrative.

**Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response will be considered unratable.**

## **B. Digital Cookbook Project (IL-IM)**

### **I. Objective: To apply the Spanish you have learned to create a digital cookbook to introduce Texas food to a Spanish-speaking audience**

The objective of this assignment is for your class to develop a digital cookbook that introduces Texas food to Spanish speakers in this country and abroad. To complete this project, students will work in groups of 3 or 4 throughout the semester. The cookbook will contain eight recipes (2 for breakfast, 4 main dishes, and 2 deserts) from different parts of Texas, and each group will be responsible for producing a recipe. The recipe documents will contain the following:

- Name of place in Texas where the recipe originates + map of the place + **two** photos of the place
- Ingredient section
- Section with instructions on how to prepare the dish
- Personal profile + photo of each member of the group

### **Evaluation**

16% for work on recipe. You will also receive:

- 2% for including your work in a single document and for formatting it according to the instructions provided, and
- 2% for presenting your work orally in your class.

To succeed in this project, you need to follow the instructions given very carefully, and submit your work on the stated deadlines. Your instructor will provide you with guidance, so do not hesitate to consult her if you have any questions.

### **II. What is a digital cookbook?**

To complete this project, your class will publish its digital cookbook on the digital publishing platform Issuu. Before we start our work, we need to review what a digital cookbook (or magazine) looks like (e.g., format, organization, content, etc.). Go to Issuu, and have a look at these magazines, which include recipes, and could be your inspiration for this project. When looking at the magazines, take these questions into account. Write down some ideas.

4. Format: Do digital magazines/cookbooks look the same as paper magazines/cookbooks? Talk about similarities and differences.
5. Content: Is there a table of contents? What kinds of information can you find in each recipe? What other visual/text elements are there? Talk about them in detail (what they look like, what information they give, how they add to the rest of the magazine).
6. Organization: How is the information organized?

Also pay attention to sections where contributors are presented. What kind of information do the magazines give? What are the photos like?

### **Samples to explore:**

[https://issuu.com/foodandbeveragemagazine/docs/fb\\_dec-2016](https://issuu.com/foodandbeveragemagazine/docs/fb_dec-2016)

[https://issuu.com/lundsandbyerlys/docs/r416\\_1\\_b](https://issuu.com/lundsandbyerlys/docs/r416_1_b)

[https://issuu.com/arkansastimesvisitorsguide/docs/arkansas\\_food\\_farm\\_digital\\_food\\_i](https://issuu.com/arkansastimesvisitorsguide/docs/arkansas_food_farm_digital_food_i)

### **III. Evaluation**

#### **Rubric<sup>3</sup>**

#### **I. Task Completion**

- 0 Student has not followed assignment and/or there is not enough production to rate.
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### VI. Photos

0 Not photos provided.

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3 Photos are of quality, and somewhat creative. Clear connection between images and project.

4 Photos are of quality, and provide creativity to the project. Excellent connection between images and project.

**Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response will be considered unratable.**

## C. Interactive Poster

### La ciudad de los dioses: Interactive Poster Project

**Objective:** To apply the Spanish you have learned to create an interactive poster that will represent your understanding and interpretation of the book *La ciudad de los dioses*.

### Introduction

For this project, you will work in groups of four, and you will develop an interactive poster using the digital canvas Bouncee, <https://www.edu.bunceec.com/>. The poster will have **five different parts: One introductory slide** (with authors' names, title, and visual elements), and **four content slides**: each slide will represent the four different readings we will do of *La ciudad de los dioses*. Each part of the poster will be developed throughout the semester, and each student in the group will be responsible for

**one specific part.** However, all group members will collaborate in the gathering of information, organization of material, design and development of introductory slide, establishment of the thematic unity of the poster, and presentation of their work. **Each student will receive a separate grade for the work they have done.**

**Evaluation**

16% for individual work on poster, and 4% for contributing to the presentation of the poster in class.

**Elements required**

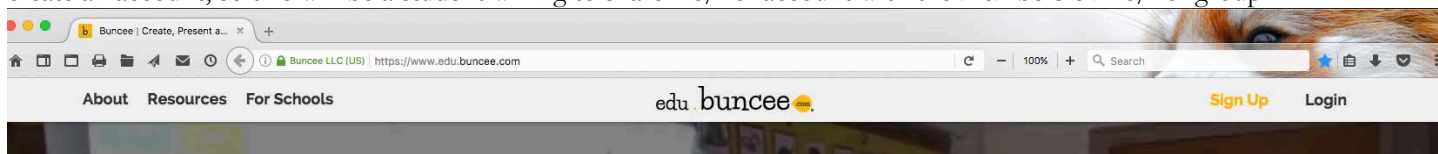
Your poster will need to include text (e.g., quotes from the book, your own interpretation of certain pictures/media), links to text/webpages, photos, animations, and video. Each poster will be accompanied by a bibliography where you will cite all your sources. Here is some information and some samples you can use to guide your work:

1. <http://gcc1953.edu.glogster.com/interactive-poster>
2. <https://www.edu.buncee.com/buncee/v2/102689>
3. <http://project252.donenda.com/fullrecord.php?sid=157>
4. <https://www.edu.buncee.com/buncee/v2/112090>

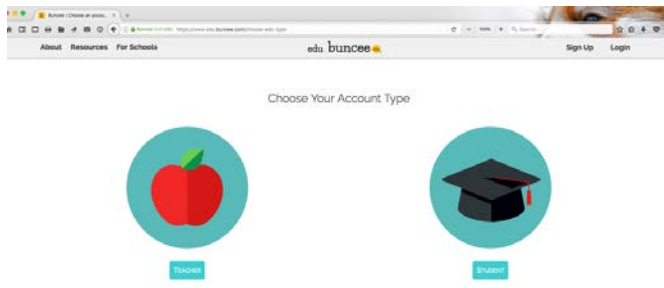
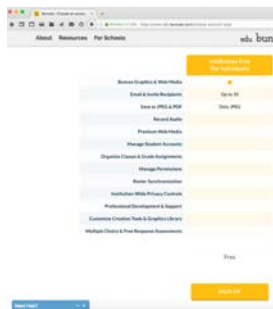
**Procedures**

**Paso 1: Getting to know buncee**

1. Decide who you want to work with.
2. Go to <https://www.edu.buncee.com/> and create an account for your group (click on **Sign up**). Only one student can create an account, so this will be a student willing to share his/her account with the members of his/her group.



3. Choose the free account option. And then, “Student” option:



1. [Image of 'Sign Up' button]
2. [Image of 'TEACHER' and 'STUDENT' options]
4. Enter the required information. Use your TAMU email, but choose a password that is not connected to anything personal. This will be the email and password that ALL members of the group will use. So the password should be something that everyone will remember, and that is NOT used by anyone in their personal life. Choose something generic such as ChicosAggies123.

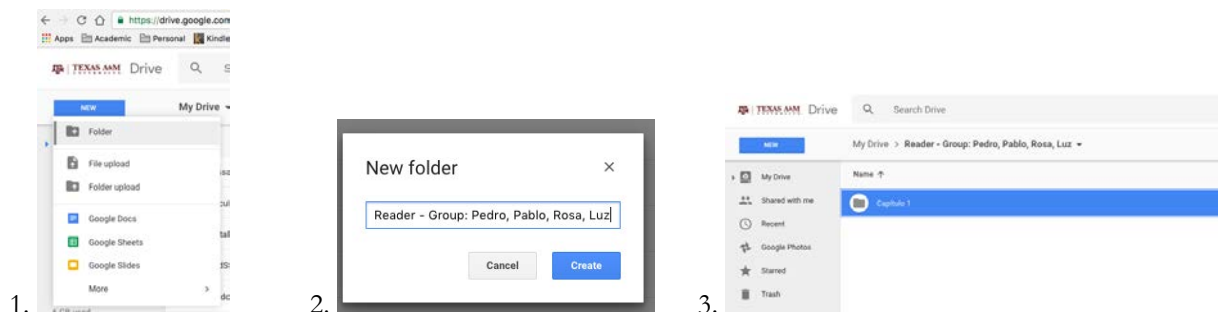


- Once you have your account, you are ready to start creating your poster. In the folder **Buncee 101**, you will find tutorials. You can also check out the information on this link:

[https://www.edu.buncee.com/buncee/v2/850602?share\\_key=cc68aaa1c2ee11e6b27800185179db73](https://www.edu.buncee.com/buncee/v2/850602?share_key=cc68aaa1c2ee11e6b27800185179db73)

## **Paso 2: Distribution of labor and poster development**

- Distribute the chapters among the members of the group.
- Create a Google folder (in Google Drive) and share it with the members of the group and your instructor. This is the place where you will store the material that you will use in your poster. Also, within the main folder, create sub-folders for each chapter:



- After each chapter:
  - Decide on what particular aspects of the chapter you want to focus (e.g., characters, the place where the chapter takes place, etc.).
  - Decide what you want to represent and how you want to do it. Think of connections among different elements you might want to represent.
  - Look for material to include in your poster:
    - Quotes from the book
    - Photos
    - Videos
    - Animations
    - Web pages

**Important: All your sources that have language must be in Spanish. Do not use material in English. Ask your instructor for suggestions.**

- Remember to save all your material in the Google folder you created. Save material for each chapter in the subfolder for each chapter. Suggestion: Start your bibliography sheet so that you don't forget your sources.

## **Paso 3: Sharing your poster**

- Deadline: **The complete poster (all four parts representing the four readings done in class)** should be shared with your instructor by **midnight on the date stated in your syllabus**. **No late posters will be accepted.**
- Presentation:
  - The class or week after you submit your poster (the date is stated in your syllabus), we will have a look at the posters as a class, and we will choose the most appealing one to compete against posters developed by other Spanish 201 sections.
  - Each group will provide some comments about their experience working on the poster. **You need to use as much Spanish as possible**, but you can also use English to talk about your experience in more depth. You will only talk for 4 minutes. Use these questions to prepare your presentation. Each student in the group should be in charge of at least 1 question.
    - Prepare a short introduction: Names, where you are all from, what your specializations are, etc. Also, talk about the focus you gave to your poster and why you did this. This part has to be in Spanish.
    - What did you learn about your Spanish (as individuals and as a group)?
    - Name some key moments when you were proud of how much Spanish you had learned. Give specific examples?
    - What surprised you about this project?
- Evaluation of presentation: **4% of final grade**. Comprehensive presentation, **all** questions answered, Spanish used as much as possible: 4%; Somewhat comprehensive presentation, **most** questions answered, some Spanish used: 3%; Limited information, **some** questions answered, limited use of Spanish: 2%; Very limited information, **most questions not answered**, delivery mostly in English: 1-.5%

## Evaluation Rubric for Posters<sup>4</sup>

<i>Criteria</i>	<b>20-18 pts. (A) Exceeds Expectations</b>	<b>17-16 pts. (B) Meets Expectations</b>	<b>15-14.8 pts. (C) Almost meets expectations</b>	<b>14.7-12 pts. (D) Does not meet expectations</b>
<b>1. Technical</b> _____/10	Media in poster run perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	Media in poster run adequately with minor technical problems.	Media in project run minimally. There are many technical problems.	Media in poster do not run satisfactorily. There are too many technical problems.
<b>2. Required Elements</b> _____/10	Project is completely finished. Contains all required elements.	Some parts of the project are missing and/or there are some unfinished elements.	Several parts of the project are missing and/or there are several unfinished elements.	Project is incomplete and contains many unfinished elements.
<b>3. Organization</b> _____/10	The sequence of information is logical and intuitive. All information is clear and direct.	The sequence of information is logical. Most information is clear and direct	The sequence of information is somewhat logical. Information is at times confusing and flawed.	The sequence of information is not logical. Paths to information are not evident. Information is difficult to understand due to lack of organization and depth.
<b>4. Originality</b> _____/10	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness. While based on a collection of other people's ideas, products, images, and inventions, the work extends beyond that collection to offer new insights.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.
<b>5. Connections to Reader</b> _____/20	The evidence chosen demonstrates that the student has an in-depth understanding of the reader. There is a clear connection between the reader and poster.	Most of the evidence chosen demonstrates that the student has an in-depth understanding of the reader. Some connection between the reader and poster.	Some of the evidence chosen demonstrates that the student has an in-depth understanding of the reader. Little connection between the reader and poster.	The evidence chosen does not demonstrate in-depth understanding. No clear connection between the reader and poster.
<b>6. Evidence That Objectives Were Met</b> _____/10	Clear evidence that project content supports stated objectives. Student has followed instructions.	Some evidence that project content supports stated objectives. Student has followed some of the instructions given.	Little evidence that project content supports stated objectives. Student has followed few of the instructions given.	No evidence that project content supports stated objectives. Student has not followed most of the instructions given.
<b>7. Citing resources</b> _____/10	All sources are properly cited.	Most sources are properly cited.	Few sources are properly cited.	No sources or almost no sources are properly cited/
<b>8. Correctness</b> _____/20	The prose is free of major, distracting errors in grammar, mechanics, and spelling.	Although the prose is free of major (sentence-level) errors, it may contain a couple obvious mechanical or spelling errors.	The prose contains a couple major, sentence-level errors and more than a couple obvious mechanical or spelling errors.	The prose contains more than a couple major grammar errors. It may also contain more than several obvious mechanical or spelling errors.
<b>Overall Grade and Comments</b>	_____ pts./ 100 pts.			

<sup>4</sup> Rubric adapted from original on [https://www.ncsu.edu/mmania/mm\\_docs/mm\\_judge\\_rubric2.html](https://www.ncsu.edu/mmania/mm_docs/mm_judge_rubric2.html).