



Course Aims

This is a blended learning course based on the flipped classroom model, where higher-level verb tenses in different moods (imperative and subjunctive) are introduced, along with a wider range of vocabulary and grammatical structures. All these, along with more complex idiomatic expressions, provide the foundation for a pre-intermediate level in the Spanish language.

This course practices the four skills of the language in an integrated manner through an action-oriented approach with the aim of developing students' pragmatic, linguistic and sociocultural competencies at the B1.1 level according to the Common European Framework of Reference for Languages (CEFR). After completing this course, you will be ready to sit for the external official examination DELE B1 (*Diploma de Español como Lengua Extranjera*).

Intended Learning Outcomes (ILO)

Upon successful completion of this course, you will have the knowledge and skills to:

1. **Communicate** at a lower-intermediate level that allows you to discuss a variety of topics confidently in the indicative mood (present, past and future tenses) as well as imperative and subjunctive moods (present subjunctive), being able to express wishes, offer advice, propose and suggest solutions to various situations, etc.
2. **Write** accurately and fluently on a range of topics related to your daily life, using more complex structures in the indicative, subjunctive and imperative moods.
3. **Read and interpret** accurately a variety of formal and informal texts on familiar topics that use a lower-intermediate level of grammatical structures and vocabulary.
4. **Discern** different Iberian and Latin American varieties of Spanish, and
5. **Describe** historical and current socio-cultural issues.

Course Content

This Spanish course continues to build on LS9003. In this course, higher-level verb tenses in different moods (imperative, subjunctive and imperative) are introduced, along with a wider range of vocabulary and grammatical structures.

You will learn to use more complex grammatical structures to express present, past and future actions; to articulate and defend an opinion on various issues; to offer advice using the imperative mood; to propose and suggest; to express wishes with the present subjunctive; to express agreement or disagreement; to express cause and consequence: etc. Through the use of more complex authentic texts and audio-visual materials, students' knowledge of the cultures of the Spanish-speaking world will also be enhanced and expanded. This course is equivalent to Level B1.1 of the Common European Framework of Reference for Languages (CEFR) and it prepares you to sit for the official external examination DELE B1 (Diplomas of Spanish as a Foreign Language).

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team / Individual	Assessment Rubrics
1. CA 1: Test 1	2, 3, 4, 5	Pragmatic, linguistic and sociolinguistic competence.	25%	Individual	Appendix 1: Written expression
2. CA 2: Video Recipe	1, 5	Pragmatic, linguistic, sociolinguistic and intercultural competence.	15%	Individual	Appendix 2: Oral expression
3. CA 3: Test 2	2, 3, 4, 5	Pragmatic, linguistic, sociolinguistic and intercultural competence.	30%	Individual	Appendix 1: Written expression
4. CA 4: Oral Presentation	1, 2, 3, 5	Pragmatic, linguistic, sociolinguistic and intercultural competence.	20%	Individual	Appendix 3: Oral expression
5. CA 5: Participation	All	Pragmatic, linguistic, sociolinguistic and intercultural competence.	10%	Individual	Appendix 4: Class participation and Discussion board.
Total			100%		

All CML classes follow an Outcomes Based Teaching and Learning (OBTL) curriculum, which are based on the following programme learning outcomes:

- Develop interactive, interpretive, and presentational communication skills in the target language. – PLO 1
- Demonstrate understanding of the concepts of the target language and its respective culture. – PLO 2
- Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world. – PLO 3

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, you as a student and to teachers. All assessment in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** you will receive oral or written feedback for the tasks performed in groups or individually during each class session.

- **Complementary exercises:** you will complete exercises comprising vocabulary, grammar and comprehension exercises during the class. Oral feedback and corrections are provided in class.
- **Oral test and presentation:** you will receive individual oral feedback on the communication skills after the summative oral assessment.
- **Discussion board:** the discussion board is used to develop and guide your writing skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view & comment the work of others and encourages autonomy.
- **eLessons:** these are online instructional lessons that include both dynamic explanations and self-assessment exercises. To gauge your understanding of the new concepts and/or clarify any doubt you may have, you will be participating in interactive sessions in class using a gamified student response system that will provide you and the teacher with instant feedback on your learning.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Blended learning and the flipped classroom	<p>This active learning, student-centred approach aims to engage you in actively learning Spanish. Prior to class, you will be required to view online instructional videos (eLessons) in NTULearn that will introduce you to new grammatical content in a systematic way. In class, you will be able to clarify any doubt and expand your understanding and application of the new content by actively participating in meaningful collaborative learning.</p> <p>Grammatical concepts are further enforced through post-class exercises in the textbook that encourage self-learning.</p>

Reading and References

Alonso Cuenca, M. and Prieto Prieto, R. (2011) Embarque 2. Libro del alumno (Edelsa)

Alonso Raya, R et al. (2005) Gramática básica del estudiante de español (Difusión)

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

(2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the Spanish Language Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided; otherwise you will be awarded a zero grade.

(3) Online Discussion Board

You are required to submit online compulsory assignments on due dates. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way you should submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such. Remember that participating in the discussion board will help you improve your written skills in Spanish and will prepare for the written tests. This is a part of your class participation mark.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Course LO	Readings/Activities
1	MODULO 0. Mi experiencia con el español - Introduction to LS9004 (NTULearn contents) - Introducing ourselves: getting to know each other - "Mi experiencia con el español" (notes) - "Reglas de acentuación" (notes) eLesson: Módulo 6: El contraste Pretérito Indefinido / Imperfecto MODULO 6. Lección 11: La ciudad y sus monumentos - Talking about past events and describing them in the past (p. 98-100) - "Contraste Pretérito Indefinido/Imperfecto" (notes) - "Conectores del discurso" (notes) Deberes: Práctica (p.102, ex.1-3)	1, 2, 3, 4, 5	Reading and understanding various texts and audio-visual materials. Exchanging information with other students.
2	- Asking for permission: granting and denying it: <i>Poder</i> + infinitive (p. 101) - Expressing prohibition: <i>Está prohibido</i> / <i>No puede</i> + infinitive + p. 102 (ex.4) - "Pedir información, permiso o un favor" (notes)	1, 2, 3, 4, 5	Reading and understanding various texts and audio-

	<p>- <i>Lectura: Mis monumentos favoritos</i> (p. 103)</p> <p>- <i>Acción: Recuerdas una ciudad que visitaste en el pasado</i></p> <p>MODULO 6. Lección 12: Barcelona</p> <p>- Talking about Barcelona and its monuments (p. 104-107)</p> <p>- Asking for and giving directions using periphrasis of obligation: <i>Tener que</i> + infinitive / <i>Hay que</i> + infinitive (p. 105)</p> <p>- Prepositions: a, de, en (p. 108, ex.1)</p> <p>- Expressing cause and consequence: <i>porque</i> / <i>por</i> / <i>por eso</i> (p. 108, ex. 2-5)</p> <p>- “Razones para visitar un lugar” (notes)</p> <p>Deberes: Refuerza, (p. 110-111)</p> <p>1) Written practice: Mi destino favorito</p> <p>eLesson: Módulo 7: El Imperativo Afirmativo</p>		visual materials. Exchanging information with other students.
3	<p>MODULO 7. Lección 13: En la consulta del médico</p> <p>- Talking about health problems; at the doctors (p. 116-118)</p> <p>- The imperative affirmative with DO pronouns (regular verbs)</p> <p>- “El imperativo afirmativo - teoría” (notes)</p> <p>- “Recomendaciones para una vida sana” (notes)</p> <p>- Vocabulary: parts of the body and common illnesses</p> <p>- Talking about physical states and health problems: DOLER y SENTIRSE</p> <p>- “En la consulta del médico” (notes)</p> <p>- The imperative affirmative mood with IO pronouns (regular verbs)</p> <p>- Giving instructions and responding to them</p> <p>- “Me encuentro fatal” (notes)</p> <p>- The imperative affirmative with reflexive verbs (p. 119 + p. 120, ex. 4)</p> <p>Deberes: Práctica (p.120, ex. 1-3) + “El imperativo afirmativo -ejercicios” (notes)</p> <p>eLesson: Módulo 7: El Modo Subjuntivo</p>	1, 2, 3, 4, 5	Reading and understanding various texts and audio-visual materials.
4	<p>MODULO 7. Lección 14: Los estados de ánimo</p> <p>- Talking about mental states and physical conditions (pg. 122-123)</p> <p>- “Sentimientos y estados” (notes)</p> <p>- The imperative affirmative (irregular verbs)</p> <p>- Expressing possibility, certainty and lack of certainty – Present Subjunctive</p> <p>- “El presente de subjuntivo” (notes)</p> <p>- Making suggestions: <i>Es necesario/conveniente/importante</i> + infinitive / <i>que</i> + sub.</p> <p>Deberes: Práctica (p. 126, ex. 1-5) + Refuerza (p. 128-129)</p> <p>2) Written practice: Decálogo para estudiar en NTU y no morir en el intento</p> <p>MODULO 8. Lección 15: Comer en casa</p>	1, 2, 3, 4, 5	Reading and understanding various texts and audio-visual materials. Exchanging information with other students.

	<ul style="list-style-type: none"> - Talking about food and how to cook it (p. 134-135) - Giving instructions on how to cook a dish - “Comer en casa” (notes) - “Mi receta de gazpacho” (notes) Deberes: Práctica (p. 138, 1-3)		
5	<ul style="list-style-type: none"> - The imperative negative mood with DO and IO pronouns (p. 136-137) - “El imperativo con pronombres de OD y OI” (notes) - Oral interaction: Hábitos saludables (p. 139) - <i>Lectura</i> Platos Internacionales Vegetarianos (p. 145) Deberes: Práctica (p. 138, ex. 4-6) MODULO 8. Lección 16: Comer a la carta <ul style="list-style-type: none"> - Talking about food and ordering at a restaurant (p. 140-141) - “Comer fuera” (notes) - Expressing wishes with ¡Que + present subjunctive! - “Expresar un deseo” (notes) Deberes: Refuerza (p. 146-147, ex. 1-6)	1, 2, 3, 4, 5	Reading and understanding various texts Exchanging information with other students.
6	<ul style="list-style-type: none"> - Expressing possession: possessive pronouns (p. 144, ex. 1-4) + (p. 147, ex. 7-9) - “Denominación de origen” (notes) REVISION for Test 1 (Módulos 6, 7 & 8) CA 1: TEST 1 (listening + written) CA 2: Video Recipe (due in 1 week)	1, 2, 3, 4, 5	
7	Feedback Test 1 + Q&A MODULO 9. Lección 17: La televisión <ul style="list-style-type: none"> - TV programmes (p. 152) - “La programación de televisión” (notes) - Talking on the phone: learning how to identify oneself, requesting information about somebody or something and leaving a message (p. 153) - “Al teléfono” (notes) - Participating in a debate: asking for and giving opinion, expressing agreement or disagreement and presenting a counter-allegation - “Dar opinión sobre la televisión” (notes) Deberes: Práctica (p. 156, ex. 1-4) + <i>Lectura: Los reality show</i> (p. 157)	1, 2, 3, 4, 5	Interactive conversation in pairs.
8	MODULO 9. Lección 18: Internet <ul style="list-style-type: none"> - Expressing opinion on the use of the Internet (p. 158) - “Internet a debate” (notes) - “Las nuevas tecnologías” (notes) DEBATE in class: El futuro de la prensa escrita (notes) Deberes: Refuerza (p. 146-147, ex. 1-4) eLesson: Módulo 9: Ser y Estar: Usos en contexto	1, 2, 3, 4, 5	Interactive conversation in pairs. Debate in two big groups for and against the written press
9	<ul style="list-style-type: none"> - Uses of Ser and Estar: expressing quantity and time. - Revision of SER y ESTAR uses (p. 160 + p. 162, ex. 1) 	1, 2, 3, 4, 5	Interactive conversation in pairs.

	<p>- “Ser y Estar: teoría y ejercicios” (notes)</p> <p>- Expressing obligation using “Hay que / Tener que + infinitive” with DO and IO</p> <p>- <i>Lectura</i> ¿Qué tipo de usuario eres? (p. 166-167)</p> <p>Deberes: <i>Práctica</i> (p. 162, ex. 2-4) + <i>Refuerza</i> (p. 164-165, ex. 5-8)</p> <p>3) Written practice: Mi red social (pg. 163)</p> <p>Lesson: Módulo 10: Por y Para</p> <p>MODULO 10. Lección 19: Eventos culturales</p> <p>- Talking about “White Nights” and their cultural activities (p. 170-172)</p> <p>- “Eventos y actividades culturales” (notes)</p> <p>- Use of prepositions <i>por</i> and <i>para</i> (p. 171)</p> <p>- “Las preposiciones por y para” (notes)</p> <p>- Relative pronoun <i>que</i> (to refer to people and objects) and <i>donde</i> (for places)</p> <p>Deberes: <i>Práctica</i> (p. 174, ex. 1, 2) + <i>Refuerza</i> (p. 182, ex. 1-3)</p>		Culture content: famous International festivals
10	<p>- Proposing, accepting and/or rejecting doing activities with a justification</p> <p>- “Proponer y sugerir planes” (notes)</p> <p>- Use of periphrasis: “Acabar de / Empezar a / Volver a + infinitive”</p> <p>- “Perífrasis verbales” (notes)</p> <p>Deberes: <i>Práctica</i> (p. 174, ex. 3-5) + <i>Refuerza</i> (p. 182-183, ex. 4, 5)</p> <p>MODULO 10. Lección 20: Festivales</p> <p>- Talking about festivals (p. 176-177)</p> <p>- “Festivales” (notes)</p> <p>- Expressing quantity and intensity using quantifiers.</p> <p>- “Expresar cantidad e intensidad: cuantificadores” (notes)</p> <p>Deberes: <i>Práctica</i> (p. 180, ex. 1, 2) + <i>Refuerza</i> (p. 183, ex.6)</p>	1, 2, 3, 4, 5	<p>Reading and understanding various texts</p> <p>Exchanging information with other students.</p>
11	<p>- Talking about unknown people and objects using indefinite pronouns</p> <p>- “Pronombres y adjetivos indefinidos” (notes)</p> <p>Deberes: <i>Práctica</i> (p. 180, ex. 3, 4) + <i>Refuerza</i> (p. 183, ex.7)</p> <p>REVISION for Test 2 (Módulos 9 & 10)</p> <p>CA 3: TEST 2 (listening + written)</p>	1, 2, 3, 4, 5	<p>Reading and understanding various texts</p> <p>Exchanging information with other students</p>
12	<p>CA 4: ORAL PRESENTATION</p> <p>Feedback Test 2 + Q&A</p> <p>Hablar del futuro</p>	1, 3, 4, 5	Individual oral presentation on a cultural aspect

Appendix 1: Assessment Rubric for Written Expression in CA 1 Test 1 & CA 3 Test 2

Criteria	4 points	3 points	2 points	1 point
Content and accuracy	The text is clear and accurate, and fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows instructions and the extension of the text.	The text is clear and accurate but occasionally it does not refer to the proposed communicative situation. It follows the extension of the text.	The text is simple but fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows the extension of the text.	The text is basic and it does not fulfill some of the requisites (introduces irrelevant information, it does not respond to the objective, etc.). It does not follow the extension of the text.
Structure	The text is coherent and it is well structured: it demonstrates an appropriate control of the necessary elements to organize and connect ideas. Good use of punctuation signs and distribution of paragraphs in a consistent manner.	The text is coherent and it is well structured: it demonstrates a limited control, but appropriate, of connecting elements. Discourse is well planned. Good use of punctuation signs and distribution of paragraphs appropriately.	The text presents some structural problems: in some parts, exposition and order of the ideas are confusing; there is a bad use of pronouns and some ideas are not well connected. The use of punctuation signs is not appropriate.	Structure is a bit confusing and it requires re-reading of some paragraphs. There are problems of distribution of ideas and order. There are some problems in the connection between the parts of the text. Some signs of punctuation are missing or are wrongly used.
Grammar	The text shows a very good grammatical control. The morphological, syntactic and orthographic mistakes correspond to those of an advanced level.	The text shows a good grammatical control and, although it shows some morphological, syntactic and orthographic mistakes, they are not serious nor affect comprehension.	The text shows simple grammatical structures. Basic errors happen frequently or in a systematic manner, although it does not affect comprehension.	The text shows serious grammatical errors, which affect comprehension, and it requires re-reading some parts of the text.
Vocabulary	The text includes correct and accurate vocabulary of a certain variety and richness.	The text includes some inaccuracies in the use of vocabulary, although they do not affect comprehension.	There are some inaccuracies in the use of vocabulary, which can affect comprehension or require a re-reading of some parts of the text. There are some literal translations.	There are some inaccuracies in the use of vocabulary, which affect comprehension and require a continuous re-reading of the text. There are constant literal translations and the vocabulary is redundant and poor.

Appendix 2: Assessment Rubric for Oral Expression in CA 2 Video Recipe

Criteria	Excellent	Proficient	Partially Proficient	Incomplete	POINTS
Technical quality	5 points The video is very well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	4 points The video is well edited and moves well from scene to scene. Audio and other enhancements were used but not for maximum effect.	3 points The video is made, but has very little if any editing. The video was very fragmented and choppy with little to no audio reinforcement.	2-0 points There is a video but it is totally unedited with no transitions or audio support of any kind.	____/ 5
Organisa- tion of ideas	5 points Excellent stage setting and transition from one scene to the next.	4 points Good stage setting and transition from one scene to the next.	3 points Appropriate stage setting and transition from one scene to the next.	2-0 points Poor stage setting and transition from one scene to the next.	____/ 5
Grammar and vocabulary	15-11 points Excellent use of vocabulary and verbs related to food (ingredients, verbs used in cooking) as well as the imperative mood (affirmative and negative). Additional expressions were successfully used.	10-6 points Good use of vocabulary and verbs related to food (ingredients, verbs used in cooking) as well as the imperative mood (affirmative and negative). Additional expressions were used with some mistakes.	5-3 points Appropriate use of vocabulary and verbs related to food (ingredients, verbs used in cooking) as well as the imperative mood (affirmative and negative). Limited use of additional expressions.	2-0 points Use of vocabulary and verbs related to food (ingredients, verbs used in cooking) as well as the imperative mood (affirmative and negative). Additional expressions were sometimes unsuccessfully used.	____/ 15
Fluency and clarity	10-8 points Excellent fluency, pronunciation and intonation. It is very easy to follow the message.	7-5 points Very good fluency, pronunciation and intonation. It is easy to follow the message.	4-3 points Good fluency, pronunciation and intonation. It is somehow easy to follow the message.	2-0 points Poor fluency, pronunciation and intonation. It is not easy to understand what is being said.	____/ 10
Creativity	5 points Excellent approach to original thinking and expression with evidence of risk taking.	4 points Competent development in expression of creative idea with increased attempt at risk taking.	3 points Improved development in expression of creative idea but with limited risk taking.	2-0 points Novice and restricted approach to developing the idea with no evidence of risk taking.	____/ 5
Comments: _____ _____ _____					____/ 40

Appendix 3: Assessment Rubric for CA 4 Oral Presentation

Criteria	Excellent	Proficient	Partially Proficient	Incomplete	POINTS
Body language	10-8 points Presenter uses gestures, posture and eye contact confidently and appropriately. Presenter uses facial expressions appropriately and communicatively.	7-5 points Presenter uses gestures, posture and eye contact confidently and appropriately most of the time. Presenter uses facial expressions appropriately and communicatively most of the time.	4-3 points Presenter sometimes uses gestures, posture and eye contact confidently and appropriately. Presenter sometimes uses facial expressions appropriately and communicatively.	2-0 points Presenter hardly uses gestures, posture and eye contact confidently and appropriately. Presenter hardly uses facial expressions appropriately and communicatively.	____/ 10
Organisation of ideas	5 points Excellent stage setting and transition from one slide to the next.	4 points Good stage setting and transition from one slide to the next.	3 points Appropriate stage setting and transition from one slide to the next.	2-0 points Poor stage setting and transition from one slide to the next.	____/ 5
Grammar and vocabulary	10-8 points Excellent use of vocabulary and additional expressions. A variety of different verb tenses/moods are accurately and appropriately used.	7-5 points Good use of vocabulary and additional expressions. A variety of different verb tenses/moods are accurately and appropriately used most of the time.	4-3 points Appropriate use of vocabulary and additional expressions. Different verb tenses/moods are sometimes accurately and appropriately used.	2-0 points Limited or poor use of vocabulary and additional expressions. Limited use of verb tenses/modes accurately and appropriately used.	____/ 10
Fluency and clarity	10-8 points Presenter demonstrates a clear and audible voice with an excellent fluency, pronunciation and intonation. It is very easy to follow the message. Presenter does not look at notes.	7-5 points Presenter demonstrates a clear and audible voice with a good fluency, pronunciation and intonation. It is easy to follow the message. Presenter rarely looks at notes.	4-3 points Presenter somehow demonstrates a clear and audible voice with some fluency, pronunciation and intonation. It is sometimes easy to follow the message. Presenter looks often at notes.	2-0 points Presenter's voice is sometimes clear and audible, with some fluency, pronunciation and intonation. It is difficult to follow the message. Presenter looks constantly at notes.	____/ 10
Visual appeal and creativity	5 points The pictures chosen were very appropriate, creative and strongly related to the topic. The audience was well-informed and entertained.	4 points The pictures chosen were appropriate, creative and well-related to the topic. The audience was informed and entertained.	3 points The pictures chosen were somehow appropriate, creative and related to the topic. The audience was informed and at times entertained.	2-0 points Some of the pictures chosen were appropriate, creative and related to the topic. The audience was not well-informed and entertained.	____/ 5
Comments: _____ _____					____/ 40

Appendix 4: Assessment Rubric for CA 5 Participation

The marks (10) are calculated based on two components:

1. Written practice in the Discussion Board
2. Classroom participation

1. Written practice in Discussion Board (6 points):

Students need to submit all.

- Full marks if all written practices were attempted and submitted on time.
- 2-point deduction for each written practice not submitted.

2. Classroom participation (4 points)

Students ought to participate actively in all classroom activities.

Active participation:

- 4 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 3 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 2 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.
- 0 points for students who show no active participation, who do not participate in group discussions, are not prepared, and generally do not complete the assigned homework.