

Evaluation of Creative Project Spanish Courses

Dr. María Luisa Ortega Hernández, PhD

Objectives:

- Creative Projects assess Student Learning Outcomes (Syllabus)
- These SLO's reinforce CCP's Mission
- Rubric is an effective teaching tool:
 - It promotes equality in grading;
 - It rectifies students' perceptions of “the power of the pen”, i.e., arbitrary grading.

Student Learning Outcomes: Reasonable & Measurable Expectations

- Specific Verbs

Saint-Germain, Michelle. *Assessment Quickies: Student Learning Outcomes. Assessment in 10 Easy Steps*. Podcast. California State University. Added by [WASC on May 6, 2009](#).

http://www.youtube.com/view_play_list?p=79D89A1AADE7029B. Accessed Oct. 10, 09.

(Spanish 101 Syllabus)

Course Objectives

*Upon successful completion of this course, students will achieve a **Novice-Low proficiency level**, according to the ACTFL guidelines. Therefore, they will be able to:*

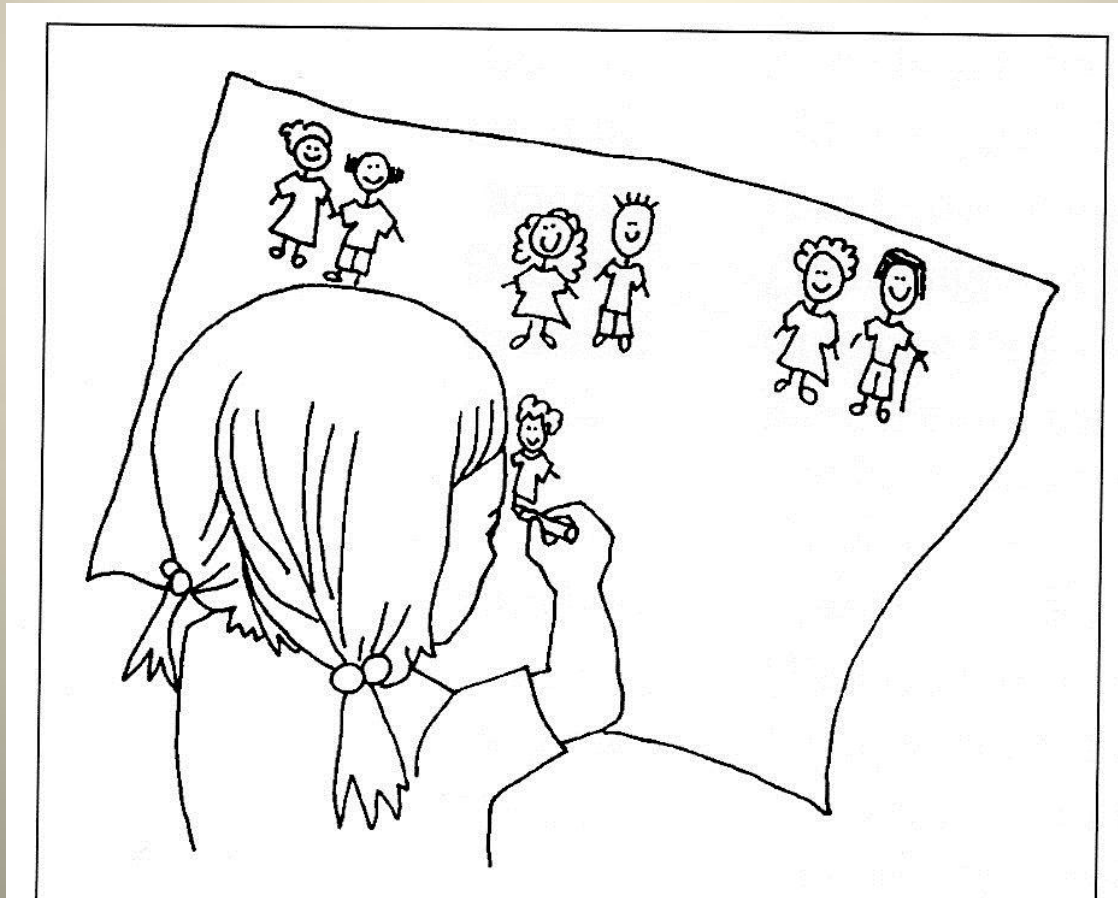
(ACTFL: The American Council on the Teaching of Foreign Languages)

Student Learning Outcome (Syllabus)

- Identify and describe aspects of Spanish and Spanish American culture, such as food, music, celebrations, social customs, art, and general current events.

La familia is a central component of Hispanic life.

© Ortega Hernández, María del Pilar, MD, 2007.



Goals of Cultural Instruction

Seelye, H. Ned. *Teaching Culture: Strategies for Intercultural Communication*. Lincolnwood, Ill.: National Textbook, 1974, 1984, 1993.

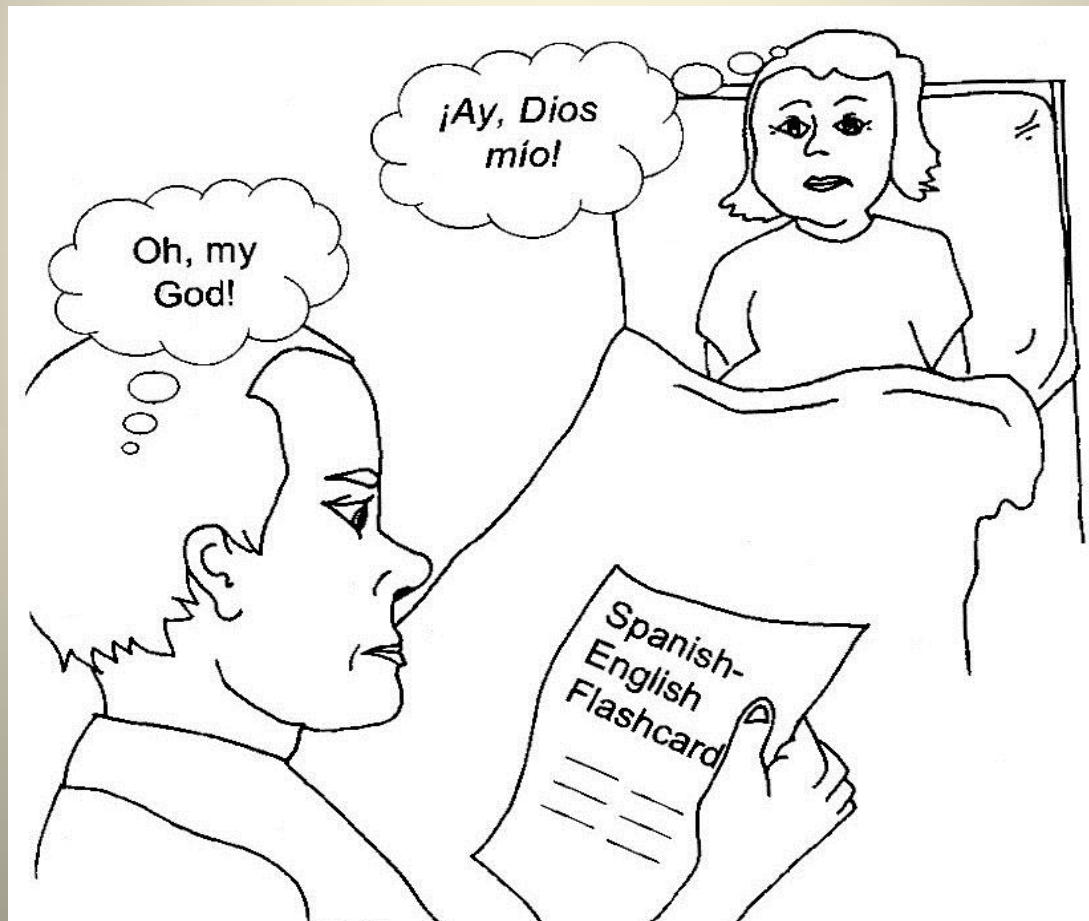
Goals of Cultural Instruction:

- 1. Sense or **functionality** of **CULTURALLY-CONDITIONED BEHAVIOR**
- 2. Interaction of language and social variables
- 3. Conventional behavior in common situations
- 4. Cultural connotations of words and phrases
- 5. Evaluating statements about a society
- 6. Researching another culture
- 7. Attitude toward other cultures

Spanish 111 & 112

Elementary Spanish for Healthcare I & II

© Ortega Hernández, María del Pilar, MD, 2007.



Goals of Cultural Instruction:

- Decreasing Stereotypic Perceptions
- **Building Empathy** for a Culture
- Community College of Philadelphia seeks to create a caring environment which is intellectually and **culturally dynamic** and encourages all students to achieve [...] **greater appreciation of their own cultural background and experience [...]**

Creative Project:

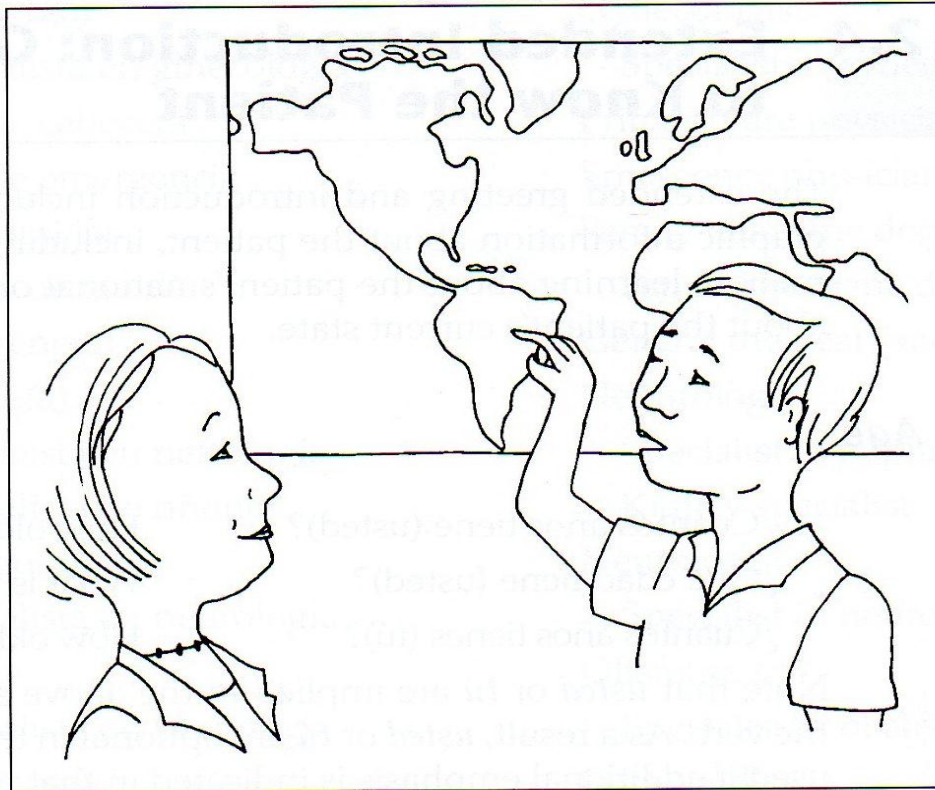
“Direct Assessment Measure”

“Ultimate Goal:
Student Success”

Saint-Germain, Michelle. *Assessment Quickies*.

Asking about nationality is a valuable approach to **getting to know the patient's culture** and background. This patient is *brasileño*.

© Ortega Hernández, María del Pilar, MD, 2007.



Description of Creative Project (Syllabus)

This is a five (5) minute presentation in English on a linguistic or cultural aspect of interest to the student. Student submits idea via email for approval. Once approved, student submits a printed outline of presentation (in English), including a Spanish/English vocabulary list of ten (10) new Spanish words/terms (with their corresponding Spanish articles and accents) related to the topic. This presentation cannot be read. Flashcards are acceptable. The use of visual aids is encouraged. All images, audio and video recordings, posters, handouts, and Power Point presentations must be submitted in advance for approval. (See Scoring guide, p. 8)

If you have a creative talent, you are encouraged to share it with us in your presentation.

Examples:

- Creating a small poster using your own drawings and designs
- Creating an original painting or sculpture
- Taking a personal photograph of a journalistic nature
- Singing a song in Spanish
- Playing a musical instrument and describing how the song relates to the Hispanic culture

Description of Creative Project (Syllabus)

Examples of possible topics:

- A specific Spanish/Hispanic contribution to the world
- A bilingual story for children
- Sharing a meal in the Hispanic world
- How to set the table for a family celebration
- The origin and significance of a particular recipe
- The etymology of a Spanish word, phrase, or proverb
- The lyrics and significance of a popular Spanish/Hispanic song
- A particular work of art
- Spanish/Hispanic influence (i.e., architecture) of a US city
- Any topic that promotes civility and cultural understanding

Evaluation (Syllabus)

- | | | |
|--|-----|------------|
| • Participation | 10% | |
| • Workbook, handouts,
&electronic assignments | | 10% |
| • Diary assignments | | 10% |
| • Quizzes | 15% | |
| • Written exams | | 15% |
| • Creative project | | 15% |
| • Oral exam | | 10% |
| • Final written exam | | 15% |

EVALUATION OF CREATIVE PROJECT

Name: _____ Date: _____

Title: _____

%	CRITERIA	A	B	C	D	F
30%	1. SUCCESSFUL PRESENTATION OF IDEA / RESEARCH [Idea is specific, relevant, and supported by research. Research includes virtual, printed, and experiential sources.]					
	Excellent: idea connected to Spanish language and/or culture; idea delivered within time allowed. Evidence of research.	30 29 28				
	Average to Good: idea connected to language and/or culture, but research was inadequate and/or sources were unreliable.		27 26 25	24 23 22		
	Poor: idea not supported by research; presentation not delivered within the time allowed.				21 20 19	18 17 16
20%	2. COHERENCE & COHESIVENESS [Organization follows previously submitted outline. Outline follows approved format.]					
	Excellent: succinct; well organized; clear; logical sequencing; complete.	20 19 18				
	Average to Good: somewhat choppy; loosely organized but main ideas stand out; logical, but incomplete sequencing.		17 16	15 14		
	Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.				13 12	11 10
20%	3. CREATIVITY Related to experiential sources. [Use of images, music, interviews, artifacts, etc. Creative component made idea alive for presenter and audience.]					
	Excellent: entire class engaged in presentation.	20 19 18				
	Average to Good: many students engaged in presentation.		17 16	15 14		
	Poor: class disengaged in presentation.				13 12	11 10
15%	4. SPANISH VOCABULARY, GRAMMAR, & PRONUNCIATION [Required vocabulary list of new & relevant Spanish words/expressions/sentences.]					
	Excellent: effective constructions; rare structural errors. Little or no interference in pronunciation.	15 14				
	Average to Good: occasional to few errors in tense, agreement, word order, etc., but meaning seldom obscured. Occasional interference in pronunciation.		13 12	11 10		
	Poor: little control of basic structures; systematic problems with tense, agreement, word order, articles, prepositions, etc.; meaning confused or obscured. Substantial interference. Utterances almost incomprehensible.				9 8	7 6
15%	5. OVERALL PERFORMANCE [Posture, voice, diction, eye contact, knowledge of topic, successful presentation.]					
	Excellent: above criteria successfully met.	15 14				
	Average to Good: above criteria only partially met.		13 12	11 10		
	Poor: above criteria mostly not met.				9 8	7 6

TOTAL POINTS: _____ / 100

Video Clip

Creative Project: *La piñata*
Student: Annie M. Campbell
Course: Spanish 101
Date: October 8, 2009

(With permission)

%	CRITERIA	A	B	C	D	F
30%	1. SUCCESSFUL PRESENTATION OF IDEA / RESEARCH [Idea is specific, relevant, and supported by research. Research includes virtual, printed, and experiential sources.]					
	Excellent: idea connected to Spanish language and/or culture; idea delivered within time allowed. Evidence of research.	30 29 28				
	Average to Good: idea connected to language and/or culture, but research was inadequate and/or sources were unreliable.		27 26 25	24 23 22		
	Poor: idea not supported by research; presentation not delivered within the time allowed.				21 20 19	18 17 16

20%	2. COHERENCE & COHESIVENESS [Organization follows previously submitted outline. Outline follows approved format.]					
	Excellent: succinct; well organized; clear; logical sequencing; complete.	20 19 18				
	Average to Good: somewhat choppy; loosely organized but main ideas stand out; logical, but incomplete sequencing.		17 16	15 14		
	Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.				13 12	11 10

20%	3. CREATIVITY Related to experiential sources. [Use of images, music, interviews, artifacts, etc. Creative component made idea alive for presenter and audience.]				
	Excellent: entire class engaged in presentation.	20 19 18			
	Average to Good: many students engaged in presentation.		17 16	15 14	
	Poor: class disengaged in presentation.				13 12 11 10

15%	4. SPANISH VOCABULARY, GRAMMAR, & PRONUNCIATION [Required vocabulary list of new & relevant Spanish words/expressions/sentences.]							
	Excellent: effective constructions; rare structural errors. Little or no interference in pronunciation.	15	14					
	Average to Good: occasional to few errors in tense, agreement, word order, etc., but meaning seldom obscured. Occasional interference in pronunciation.		13	12	11	10		
	Poor: little control of basic structures; systematic problems with tense, agreement, word order, articles, prepositions, etc.; meaning confused or obscured. Substantial interference. Utterances almost incomprehensible.				9	8	7	6

15%	5. OVERALL PERFORMANCE [Posture, voice, diction, eye contact, knowledge of topic, successful presentation.]					
	Excellent: above criteria successfully met.	15 14				
	Average to Good: above criteria only partially met.		13 12	11 10		
	Poor: above criteria mostly not met.				9 8	7 6

Student Learning Outcome (Syllabus)

- Identify and describe aspects of Spanish and Spanish American culture, such as food, music, celebrations, social customs, art, and general current events.

Objectives:

- Creative Projects assess Student Learning Outcomes (Syllabus)
- These SLO's reinforce CCP's Mission
- Rubric is an effective teaching tool:
 - It promotes equality in grading;
 - It rectifies students' perceptions of “the power of the pen”, i.e., arbitrary grading.

Spirituality is not only of personal importance for **Hispanic patients**, but also to Hispanic local **communities**.

© Ortega Hernández, María del Pilar, MD, 2007.

