

Investigación cultural #1: Canvas

Screen #	Content (Text on Screen)	Graphic Description or Links
<p>1 PAGE</p>	<p>Investigación cultural #1: Foreign Language Learning</p> <p>GOAL OF INVESTIGACIONES: The overall goal of these projects is to help you develop a deeper understanding of myriad cultures via the synthesis of and engagement with intercultural and intracultural online content. These <i>investigaciones</i> are framed by the American Council on the Teaching of Foreign Languages standards that stress the importance of language learners to “interact with cultural competence and understanding” and to “investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied” (n.d.).</p> <p>Goal for Investigación #1 You will improve your critical thinking skills by analyzing, synthesizing and personally/professionally engaging with online content from articles, videos and web pages related to foreign language learning.</p> <p>Objectives You will:</p> <ul style="list-style-type: none"> • complete listing, multiple choice, survey and writing activities in this module related to online content about foreign language learning. • demonstrate your understanding of motivations and tips to language learning, brain-based research, student-centered learning, study abroad opportunities and pragmatics by synthesizing and personalizing this online content via writing prompts in this module. • write a mechanically-sound summative reflection paper in English about foreign language learning that includes an introduction and conclusion and that both synthesizes and personalizes the content presented in each <i>paso</i> (step). <p>Next</p>	<p>Investigación cultural #1 banner image (created by Kimberly Stafford) + alt text</p> <p>ACTFL Link: https://www.actfl.org/</p>
<p>2 QUIZ</p>	<p>IC #1: Paso 1A</p> <p>Take the Survey</p>	

Screen #	Content (Text on Screen)	Graphic Description or Links
3 QUIZ	<p>IC #1: Paso 1A</p> <p>Question 1</p> <p>Review the list of the <i>Top Ten Reasons to Learn Spanish</i> on the following website: http://www.studyspanish.com/topten_reasons.htm. Next, read the expanded descriptions and rank those ten reasons in the order of importance to you (#1 is the most important to you and #10 is the least important to you). Type your reordered list in the space below.</p> <p>Submit Quiz → Next</p>	<p>Top Ten Reasons to Learn Spanish link: http://studyspanish.com/topten_reasons</p>
4 SURVEY	<p>IC #1: Paso 1B</p> <p>Take the Survey</p>	
5 SURVEY	<p>IC #1: Paso 1B</p> <div data-bbox="365 928 1016 1535" style="border: 1px solid gray; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Question 1 10 pts</p> <p>Read the expanded descriptions of the Top Ten Reasons to Learn Spanish and then indicate if the following is new information to you, confirms information you already knew or differs from information (you thought) you knew.</p> <p># 10 - Learning Spanish is necessary to keep pace with popular culture. [Select] ▼</p> <p># 9 - Learning Spanish is actually a medical device! [Select] ▼</p> <p># 8 - For many, learning Spanish is rapidly becoming a business necessity. [Select] ▼</p> <p># 7 - Spanish, Spanish everywhere. [Select] ▼</p> <p># 6 - Learning Spanish will (truly) expand your universe. [Select] ▼</p> <p># 5 - Knowing Spanish will completely transform your travel experience. [Select] ▼</p> <p># 4 - Knowing how to speak Spanish will enable you to help others. [Select] ▼</p> <p># 3 - There are reasons to learn language for language's sake. [Select] ▼</p> <p># 2 - Learning Spanish will allow you to better appreciate Hispanic cultural contributions. [Select] ▼</p> <p># 1 - Learning Spanish is fun! [Select] ▼</p> </div> <p>Submit Quiz → Next</p>	<p>http://studyspanish.com/topten_reasons</p>
6 QUIZ	<p>IC#1: Paso 1C</p> <p>Take the Survey</p>	


Screen #	Content (Text on Screen)	Graphic Description or Links
<p>7</p> <p>QUIZ</p>	<p>IC#1: Paso 1C</p> <p>Question 1 In the previous paso of the <i>Top Ten Reasons to Learn Spanish</i>, you indicated if the ten items were new information to you, confirmed information you already knew or differed from information (you thought) you knew. In four-five sentences, discuss what was either new information for you or was information that you had not previously considered. How does that content enhance or impact your language learning?</p> <p>Question 2 In the space below, summarize/synthesize the information from the <i>Top Ten Reasons to Learn Spanish</i>. Then, explain how three-four of those reasons will impact your approach to learning the language.</p> <p>Question 3 What motivates you to learn Spanish? Add two-three personal and/or professional motivations NOT in the <i>Top Ten Reasons</i> list and explain how these motivations might impact your approach to learning the language.</p> <p>Submit Quiz → Next</p>	<p>Top Ten Reasons to Learn Spanish link: http://studyspanish.com/topten-reasons</p>
<p>8</p> <p>QUIZ</p>	<p>IC#1: Paso 2A (Pre)</p> <p>Take the Survey</p>	
<p>9</p> <p>QUIZ</p>	<p>IC#1: Paso 2A (Pre)</p> <p>Question 1 Have you ever learned a language? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure</p> <p>Question 2 So far, you have considered various reasons to learn Spanish. In your opinion, what does <i>learning</i> a foreign language entail? (What does it <i>look like</i> when someone has learned a foreign language?)</p> <p>Question 3</p>	


	<p>Some students new to a foreign language believe they lack the aptitude necessary, for example, to learn Spanish well. Do you consider yourself one of those students?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Unsure</p> <p>Question 4</p> <p>In your opinion, is it possible for an adult learner to achieve near-native fluency in a foreign language?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Unsure</p> <p>Submit Quiz → Next</p>	
Screen #	Content (Text on Screen)	Graphic Description or Links
10 PAGE	<p>IC #1: Paso 2A, Brain-Based Research</p> <p>Motivations to learning a foreign language (FL) stemming from brain-based research. Dr. Harriet Bowden, an associate professor in the department of Modern Foreign Languages at The University of Tennessee, conducts research on adult language learning and the ways the brain processes languages. In a recent study¹ she found that as language learners continue to study a foreign language and gain proficiency in the language, their brains begin to process the foreign language in the same way as the brains of heritage speakers and native-speakers. This implies that non-native adult language learners have the capacity to achieve near-native-like processing of the FL.</p> <p>¹ Bowden, H. W., Steinhauer, K., Sanz, C. & Ullman, M. T. (2013). Native-like brain processing of syntax can be attained by university foreign language learners." <i>Neuropsychologia</i>, 51(13), 2492-2511.</p> <p>Next</p>	<p>Brain image (from Creative Commons) + alt text</p> <p>Heritage Language Learner link: http://www.cal.org/heritage/pdfs/briefs/Who-is-a-Heritage-Language-Learner.pdf</p>
11 QUIZ	<p>IC#1: Paso 2A</p> <p>Take the Survey</p>	

Screen #	Content (Text on Screen)	Graphic Description or Links
<p>12</p> <p>QUIZ</p>	<p>IC#1: Paso 2A</p> <p>Question 1 After reading about Dr. Bowden's research findings on the previous screen, do you believe that someone must have an inherent aptitude to succeed in foreign language learning?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure</p> <p>Question 2 In what specific ways will Dr. Bowden's research impact your personal approach to foreign language learning?</p> <p>Submit Quiz → Next</p>	
<p>13</p> <p>QUIZ</p>	<p>IC#1: Paso 2B (Pre)</p> <p>Take the Survey</p>	
<p>14</p> <p>QUIZ</p>	<p>IC#1: Paso 2B (Pre)</p> <p>Question 1 In the first paso of this investigación cultural, you explored ten reasons to learn Spanish. You then learned that adults beginning their study in a foreign language (FL) have the capability of achieving near-native fluency. What do you suppose might be a physical benefit to learning a FL?</p> <p>Submit Quiz → Next</p>	
<p>15</p> <p>PAGE</p>	<p>IC #1: Paso 2B, Brain-Based Research</p> <p>Bilingualism. Read the brief article in the link below that appeared in brainfacts.org and reports on unforeseen benefits to gaining proficiency in a foreign language.</p> <p>The Bilingual Brain</p> <p>On a piece of paper, you may wish to make note of the specific advantages those with a bilingual brain enjoy and to consider how these multiple benefits pertain specifically to you as a language learner.</p> <p>Perry, S. (2013). The Bilingual Brain. Retrieved from http://www.brainfacts.org/sensing-thinking-behaving/language/articles/2008/the-bilingual-brain/</p> <p>Next</p>	<p>Brain image 2 (from Creative Commons) + alt text</p> <p>The Bilingual Brain link: http://www.brainfacts.org/sensing-thinking-behaving/language/articles/2008/the-bilingual-brain/</p>

Screen #	Content (Text on Screen)	Graphic Description or Links
16 QUIZ	IC#1: Paso 2B Take the Quiz	
17 QUIZ	<p>IC#1: Paso B</p> <p>Question 1 As Kim Potowski states in <i>No Child Left Monolingual</i>, well over 65% of individuals worldwide are bilingual or multilingual (polyglots). According to <i>The Bilingual Brain</i> article you just read, what percentage of those in the United States speak a language other than English in the home?</p> <p><input type="radio"/> 80% <input type="radio"/> 21% <input type="radio"/> 40% <input type="radio"/> 95%</p> <p>Potowski, K. (2013, May 5). <i>No child left monolingual: Kim Potowski at TEDxUofChicago</i>. Retrieved from https://www.youtube.com/watch?v=pSs1uCnLbaQ&t=198s</p> <p>Question 2 List what you consider to be the five most salient points of <i>The Bilingual Brain</i> article. Then, share what you consider to be the most interesting and why.</p> <p>Question 3 According to <i>The Bilingual Brain</i>, what are two specific advantages those with a bilingual brain enjoy and how do these benefits pertain specifically to you as a language learner?</p> <p>Optional Content OPTIONAL: Watch <i>The Benefits of a Bilingual Brain</i> (5:03) below:</p> <p>Submit Quiz → Next</p>	<p>Potowski link: https://www.youtube.com/watch?v=pSs1uCnLbaQ&t=198s</p> <p>The Bilingual Brain link: http://www.brainfacts.org/sensing-thinking-behaving/language/articles/2008/the-bilingual-brain/</p> <p>Benefits link: https://www.youtube.com/watch?v=MMmOLN5zBLY&t=68s</p>
18 PAGE	<p>IC#1: Paso 3, Tips for Language Learning (Articles)</p> <p>Secrets/Tips for Successful Language Learning. Read the following three articles. Make note of any overlapping or similar concepts across the three. Additionally, consider which tips may benefit you the most as a foreign language learner.</p> <ul style="list-style-type: none"> • How to Learn a New Language: 7 secrets from TED Translators 	<p>Partially-opened door (image from Creative Commons)</p> <p>How to Learn link: http://blog.ted.com/how-to-learn-a-new-language-7-secrets-from-ted-translators/</p> <p>12 Rules link:</p>

	<ul style="list-style-type: none"> • 12 Rules for Learning Foreign Languages in Record Time • The Best Way to Learn a New Language <p>Click "Mark as done" in the upper right corner once you have read the articles.</p> <p>Next</p>	<p>http://tim.blog/2014/03/21/how-to-learn-a-foreign-language-2/</p> <p>The Best Way link: https://blog.thelinguist.com/best-way-to-learn-a-new-language</p>
Screen #	Content (Text on Screen)	Graphic Description or Links
19 QUIZ	<p>IC#3: Paso 3</p> <p>Take the Survey</p>	
20 QUIZ	<p>IC#3: Paso 3</p> <p>Question 1</p> <p>What are three key tips that overlap or are present in the following articles? For example, do all three authors address attitude? If so, what do they recommend?</p> <ul style="list-style-type: none"> • How to Learn a New Language: 7 secrets from TED Translators • 12 Rules for Learning Foreign Languages in Record Time • The Best Way to Learn a New Language <p>Question 2</p> <p>List then describe at least three tips that resonate with you. What advice is most relevant/significant for you personally? Which tips do you see yourself employing to make your language learning successful? Why?</p> <p>For additional tips (not required reading), please visit the following site: 22 Tips For Learning A Foreign Language</p> <p>Submit Quiz → Next</p>	<p>How to Learn link: http://blog.ted.com/how-to-learn-a-new-language-7-secrets-from-ted-translators/</p> <p>12 Rules link: http://tim.blog/2014/03/21/how-to-learn-a-foreign-language-2/</p> <p>The Best Way link: https://blog.thelinguist.com/best-way-to-learn-a-new-language</p>
21 PAGE	<p>IC #1, Paso 4, FL Learning in a Classroom (Intro)</p> <p>Do you play an instrument or a sport? Do you lift weights? Do you know how to cook or perhaps garden? Do you draw, paint or sculpt? Do you dance? Do you play videogames? Do you write?</p> <p>Whatever hobby, skill or talent you have, do you remember the first time you attempted it? Are you better now than your first attempt or has your skill improved</p>	<p>Image of Atlas (Source image from: https://pixabay.com/en/atlas-titan-world-cyprus-ayia-napa-1969922/ and edited by Kimberly Stafford)</p>

	<p>with practice? Was somebody else able to practice for you while you simultaneously benefited from improved skill? (You go on to lunch and I'll learn these guitar chords for you.)</p> <p>Chances are your skill has improved with dedication, practice and time. It is also likely that you did not improve because somebody else practiced for you. Learning a language or any other skill is not achieved by somebody "teaching" you vocabulary, for example. While having coaching or guidance helps you improve, you must be the one to do or to practice your skill. No coach or teacher can ever learn for you.</p> <p>There is no Atlas¹ that can pour knowledge into your head while you remain passive or sit idly by.</p> <p>Click "Mark as done" in the upper right corner once you have read this screen in its entirety.</p> <p>¹ Referred to as the <i>Atlas Complex</i>, many educators historically viewed their role (and many educators still view their role) as "the center of the classroom, supporting the entire burden of responsibility for the course on their own shoulders" (Finkel & Monk, 1983).</p> <p>Next</p>	
Screen #	Content (Text on Screen)	Graphic Description or Links
<p>22 PAGE</p>	<p>IC#1: Paso 4</p> <p>Instructions</p> <p>The quotes that follow are from Carl Rogers, an influential twentieth century U.S. psychologist and advocate of a student-centered approach to learning. In what ways may Carl Rogers' quotes be applied specifically to your language learning in and outside of the classroom?</p> <p>DISCUSSION. How does each quote apply to you personally as you consider your role as a learner in the foreign language (FL) classroom? (You may wish to consider preparation before each class as well.)</p> <p>Take the Survey</p>	 <p>Original source image from: https://pixabay.com/en/directory-wood-shield-signposts-973993/ (Edited by Kimberly Stafford)</p>

Screen #	Content (Text on Screen)	Graphic Description or Links
<p>23</p> <p>QUIZ</p>	<p>IC#1: Paso 4</p> <p>The quotes that follow are from Carl Rogers, an influential twentieth century U.S. psychologist and advocate of a student-centered approach to learning. In what ways may Carl Rogers’ quotes be applied specifically to your language learning in and outside of the classroom?</p> <p>DISCUSSION. How does each quote apply to you personally as you consider your role as a learner in the foreign language (FL) classroom? (You may wish to consider preparation before each class as well.)</p> <p>What do the following quotes by Carl Rogers mean to you personally as you consider your role as a learner in the foreign language classroom?</p> <p><i>“A person cannot teach another person directly; a person can only facilitate another’s learning.”¹</i></p> <p><i>“Learning is facilitated when the student participates responsibly in the learning process.”²</i></p> <p><i>“Much significant learning is acquired through doing.”²</i></p> <p><i>“Self-initiated learning which involves the whole person of the learner—feelings as wells as intellect—is the most lasting and pervasive.”²</i></p> <p>¹ Rogers, C. (1951). <i>Client-centered therapy, its current practice, implications, and theory</i> (The Houghton Mifflin psychological series). Boston: Houghton Mifflin.</p> <p>² Rogers, C., & Freiberg, H. Jerome. (1994). <i>Freedom to learn</i> (3rd ed.). New York: Maxwell Macmillan International.</p> <p>Submit → Next</p>	 <p>Original source image from: https://pixabay.com/en/director-y-wood-shield-signposts-973993/</p> <p>(Edited by Kimberly Stafford)</p>
<p>24</p> <p>PAGE</p>	<p>IC#1, Paso 5, Study Abroad</p> <p>Next</p>	<p><i>1 in 10</i> Image from the Institute of International Education</p>
<p>25</p> <p>PAGE</p>	<p>IC#1, Paso 5A, Study Abroad</p> <p>When you click on the following link, you will see multiple infographics about study abroad. Hover over the first infographic and click. Then, use the arrows to scroll through the content and view each infographic individually. Subsequent questions will draw from the content in those images.</p>	<p>Screen shot image of all graphics from the Institute of International Education</p> <p>IIE Link: https://www.iie.org/Research-and-Insights/Open-Doors/Fact-</p>

	https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Infographics Next	Sheets-and-Infographics/Infographics
Screen #	Content (Text on Screen)	Graphic Description or Links
26 QUIZ	IC#1: Paso 5A Instructions Use the data you explored in the infographics from the Institute of International Education to complete the activities that follow. Take the Quiz	IIE Link: https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Infographics
27 QUIZ	IC#1: Paso 5A Question 1 Using the data you explored in the infographics from the following website, select the information that correctly completes each statement. (Matching activity) https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Infographics ... host(s) 11% of U.S. study abroad students. ... host(s) 16% of U.S. study abroad students. ... was contributed to the U.S. economy by international students in 2014-2015. ...% of U.S. study abroad students are hosted by Spain. In 2015-2016, there was a ...% increase over the prior year in the number of international students in the U.S. ... international students studied at U.S. colleges and universities in 2015-2016. ...U.S. undergraduates study/studies abroad before graduating. ...host(s) over half of U.S. study abroad students. The majority of U.S. study abroad students study..... ...is the country in Latin (Central) America that hosts the most U.S. study abroad students. Next	IIE link: https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Infographics

Screen #	Content (Text on Screen)	Graphic Description or Links
<p>28 QUIZ</p>	<p>Question 2 According to the following infographic, what area of the world hosts the largest percentage of U.S. study abroad students? What three-four reasons do you believe students select that region over those destinations of 1%, 2% or 3%? Explain your rationale.</p> <p>HOST REGIONS OF U.S. STUDY ABROAD STUDENTS</p> <p>Europe hosts over half of U.S. study abroad students.</p> <p><small>Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors</small></p> <p>opendoors[®]</p> <p>Next</p>	<p>IIE Image (seen at left)</p>
<p>29 QUIZ</p>	<p>PRIMARY SOURCE OF FUNDING FOR INTERNATIONAL STUDENTS IN THE U.S.</p> <p>\$35.8 billion was contributed to the U.S. economy by international students in 2014/15. (Source: U.S. Department of Commerce)</p> <p><small>Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors</small></p> <p>opendoors[®]</p> <p>Question 3 As the above graphic indicates, international students contribute a significant amount to the U.S. economy each year. Aside from this economic contribution, there are multiple benefits that these 1,043,839+ students offer U.S. citizens. Considering your role as a <i>student of the world</i>, a learner of cultures, and a</p>	<p>IIE Image (seen at left)</p>

	<p>foreign language learner, discuss personal/professional opportunities these students provide you while at The University of Tennessee and after. NOTE: You may wish to revisit your responses for Paso 3 (Tips for Foreign Language Learning) and Paso 4 (Language Learning in a Classroom) of this <i>investigación</i>. The synthesis of concepts and ideas is your aim for maximum points.</p> <p>Next</p>	
Screen #	Content (Text on Screen)	Graphic Description or Links
30 QUIZ	<p>For additional information (especially concerning how international students offset tuition costs for resident students), please see:</p> <p><i>International students: Where they come from and what they study</i></p> <p>Submit Quiz → Next</p>	<p>Link for <i>International students: Where they come from and what they study</i></p> <p>https://journalistsresource.org/studies/society/education/international-college-student-visa-asia-stem?utm_source=JR-email&utm_medium=email&utm_campaign=JR-email</p>
31 QUIZ	<p>IC#1: Paso 5B</p> <p>Take the Survey</p>	
32 QUIZ	<p>IC#1: Paso 5B</p> <p>Revisit your responses for Paso 3 (Tips for Foreign Language Learning) and Paso 4 (Language Learning in a Classroom) of this <i>investigación</i>. Be sure to include relevant information from those <i>pasos</i> in the discussion that follows.</p> <p>UT's Modern Foreign Languages and Literatures Department offers a study abroad program for second-year Spanish in Santander, Spain, and there are programs at the Spanish 300 and 400 level in Costa Rica and in Alicante, Spain. Go to http://studyabroad.utk.edu/ to learn about which of these programs you might personally consider. Note that there are additional semester or year-long programs in countries all over the world!</p> <p>Reflect on the cultural, linguistic, personal, and professional advantages of participating in a study abroad program yourself.</p> <p>Submit Quiz → Next</p>	

Screen #	Content (Text on Screen)	Graphic Description or Links
33 PAGE	<p>IC #1, Paso 6A, What About Culture?</p> <p>Language learning is more than gaining linguistic knowledge. We cannot divorce language from its culture. The "ball" image here should trigger one reason why language and culture are intimately connected.</p> <p>Next</p>	Chalkboard image with football and soccer ball (created by Kimberly Stafford) + alt text
34 QUIZ	<p>IC#1: Paso 6A</p> <p>Take the Survey</p>	
35 QUIZ	<p>IC#1: Paso 6A</p> <p>Question 1</p> <p>Language learning is more than gaining linguistic knowledge. We cannot divorce language from its culture. The "ball" image here should trigger one reason why language and culture are intimately connected. What is your take away from the ball image? Can you think of other ways in which language and culture are connected? How do these considerations affect your language learning process?</p> <p>Submit Quiz → Next</p>	Chalkboard image with football and soccer ball (created by Kimberly Stafford) + alt text
36 PAGE	<p>IC#1, Paso 6B, What About Culture?</p> <p>Steven Pinker, a Harvard psychologist and linguist, talks about how context is important to communication. He mentions the difficulty of programming context in a computer, but also considers how differing cultural backgrounds (another kind of context) might come into play in communicative misunderstandings. View his three-minute video here:</p> <p>https://www.youtube.com/watch?v=VKbp4hEHV-s</p> <p>Next</p>	<p>Harvard linguist and psychologist, Pinker, on <i>context</i> link:</p> <p>https://www.youtube.com/watch?v=VKbp4hEHV-s + alt text</p> <p>cc available</p>
37 QUIZ	<p>IC#1: Paso 6B</p> <p>Take the Survey</p>	
38 QUIZ	<p>IC#1: Paso 6B (Pinker video embedded)</p> <p>Question 1</p>	Harvard linguist and psychologist, Pinker, on <i>context</i> link:

	<p>In your own words, type three-four sentences summarizing the content of Pinker's video in the space below. What examples does he provide to explain his point(s)?</p> <p>Question 2</p> <p>Whether you are practicing Spanish in a classroom, on campus, off campus or abroad in the near or distant future, what relevance does Pinker's concept of context have for you personally and/or professionally? You may wish to consider the previous pasos of this investigación as you formulate your discussion.</p> <p>Submit Quiz → Next</p>	<p>https://www.youtube.com/watch?v=VKbp4hEHV-s</p> <p>cc available</p>
Screen #	Content (Text on Screen)	Graphic Description or Links
<p>39 PAGE</p>	<p>Your Reflection Paper on Foreign Language Learning</p> <p>What is a reflection paper?</p> <p>Your goal with this reflection paper is to synthesize the concepts and content of the previous <i>pasos</i> related to foreign language learning and to discuss in detail how this content is applicable to you personally and professionally.</p> <p>Investigación cultural #1: In Paso 1 you focused on motivations/reasons to learn Spanish and in paso 2, you learned a little about how the brain works in language learning and some of the cognitive benefits associated with it. In pasos 3, 4, and 5, you considered different ways of learning Spanish, from personal and class effort to study abroad immersion programs and in paso 6, you began to explore the relationship between culture and language.</p> <p>Review your submissions in this module and think about the significance of these sources to language learning. In your reflection paper, you should:</p> <ul style="list-style-type: none"> • Synthesize the information. Discuss your comprehension of the information from the sources in each paso. • Personalize the information. Detail how the content in each paso can be applied to your personal learning of Spanish. How does the content relate to you personally/professionally? <p>Click here to review the rubric that will be used to score your reflection paper. Then, continue to the next screen</p>	<p>Link to wikiHOW to write a reflection paper: http://www.wikihow.com/Write-a-Reflection-Paper</p> <p>Link to .pdf of rubric (even though it is embedded in the activity)</p>

	<p>to review the pre-writing checklist. This list will help you get started writing your paper.</p> <p>Click "Mark as done" in the upper right corner once you have read the above.</p> <p>Next</p>	
Screen #	Content (Text on Screen)	Graphic Description or Links
40 PAGE	<p>IC #1 Reflection Paper: Pre-writing checklist</p> <p>Before you begin:</p> <ul style="list-style-type: none"> • Understand that you must write this reflection paper in English. • Review the goal and objectives for Investigación cultural #1 at the beginning of this module. • Read the rubric that will be used to grade this reflection paper. • Read the university's honor statement which includes information about plagiarism. • Remember that a grade of A reflects exceptional, not marginal or minimal work. • Since sources are informally provided in the instructions, you only need to source any direct quotes or ideas from the ideas and/or videos by using the last name of the author/speaker. • It is not necessary to use additional sources from those provided in this module. <p>Mechanics of the paper:</p> <ul style="list-style-type: none"> • Provide a meaningful title for your paper. <i>Investigación 1</i>, for example, is not a meaningful title. • Do not number sections of the paper as if responding individually to paso 1, paso 2, etc. • Make sure your paper has an introduction and conclusion. Again, review the rubric to know how you will be scored. • Use standard 1" margins, Times New Roman, 12-point font and double space. • Remember that this is an academic paper. Use correct capitalization, grammar, punctuation, and 	<p>Link to rubric</p> <p>Link to university honor statement: http://catalog.utk.edu/content.php?catoid=14&navoid=1305%20-%20hono_stat#hono_stat</p> <p>Link to rubric</p>

	<p>spelling. Proofread your completed paper before uploading it to Canvas.</p> <p>Click "Mark as done" in the upper right corner once you have read the above.</p> <p>Next</p>	
<p>41</p> <p>ASSIGNMENT</p>	<p>Investigación cultural #1 Reflection Paper</p> <p>Submit Assignment</p> <p>Points 100 Submitting a file upload File Types doc, docx, and pdf</p> <p>Rubric for Investigación cultural #1 Reflection Paper.pdf</p> <p>Submit your Investigación cultural #1 Reflection Paper here.</p>	

Investigación cultural	Grading Rubric							Points			
Introduction Threshold: 10 pts	Exceeds expectations: Clear roadmap provided; clear expectations included based on objectives or prior knowledge 10 pts		Meets Expectations: Clear road map provided; unclear expectations included 8 pts		Almost Meets Expectations: Clear road map provided; no expectations included 5 pts		Does Not Meet Expectations: Does not prepare reader for content that follows 3 pts		No introduction 0 pts		10 pts
Critical Thinking / Synthesis Threshold: 36 pts	6/6 Pasos 36 pts	5/6 Pasos 30 pts	4/6 Pasos 24 pts	3/6 Pasos 18 pts	2/6 Pasos 12 pts	1/6 Pasos 6 pts	0/6 Pasos 0			36 pts	
Level of Engagement / Personalized Threshold: 36 pts	6/6 Pasos 36 pts	5/6 Pasos 30 pts	4/6 Pasos 24 pts	3/6 Pasos 18 pts	2/6 Pasos 12 pts	1/6 Pasos 6 pts	0/6 Pasos 0			36 pts	
Conclusion Threshold: 10 pts	Exceeds expectations: Provides closure as well as overall insights learned 10 pts		Meets Expectations: Provides closure; limited overall insights learned 8 pts		Almost Meets Expectations: Provides closure; no insights learned 5 pts		Does Not Meet Expectations: Neither synthesizes nor provides insights 3 pts		No conclusion 0 pts		10 pts
Writing Mechanics Threshold: 8 pts	Exemplary: High quality writing; 1 mechanical error 8 pts		Target: Good writing; 2-3 mechanical errors 6 pts		Marginal: Grammatical errors; 4-6 mechanical errors 4 pts		Unacceptable: Writer has not proofread paper sufficiently 2 pts				8 pts
										100	

Introduction: An introduction is included that provides a clear road map to the paper as well as identifies expectations for the experience, readings, and/or viewings at the start based on objectives or prior knowledge <http://www.wikihow.com/Write-a-Reflection-Paper>

Critical Thinking/Synthesis: Displays high level of critical thinking and synthesis skills. Figuratively or literally presents deeper questions or formulates hypotheses. Displays or expresses the ability to suspend judgment.

Level of Engagement/Personalized: Describe in writing how this online content applies or relates to you personally/professionally by giving personalized and purposeful examples.

Conclusion: A conclusion is included that provides closure to the paper as well as overall insights learned from the assignment <http://www.wikihow.com/Write-a-Reflection-Paper>

Writing Mechanics: Writing is of high quality, with no more than one mechanical error