

Foundational Studies Course Proposal Cover-Page

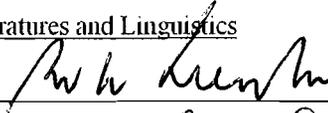
Course Title: all 101 non-native language courses

FS Category: Non-Native Languages

*\*See attached cover sheet with statement of unified language program*

Department: Languages, Literatures and Linguistics

Chairperson: Dr. R. Dunbar



Date:

9-29-09

Faculty Representative: Dr. L. Calvin



Date:

9/24/09

**Instructor commitments**

Instructors agree to ensure that the content and delivery of this FS course meets the Learning Objectives (LO) and the Skill and Applied Learning Requirements (SALR) of the category of the course.

Instructors will include the following in their syllabi:

- a. Statement explaining the FS requirement the course is meeting-
- b. Statement identifying specific FS learning objectives for the course
- c. Statement explicating how the assigned work assists students in meeting the FS program's goals, as well as the goals of the specific FS category under which the course falls
- d. Statement encouraging students to review the University's Academic Dishonesty Policy found in the Student Code of Conduct
- e. When appropriate, a statement outlining the citation style the instructor wishes students to use and the repercussions they will face if they plagiarize or act in other academically dishonest ways
- f. Statement explaining course attendance policy
- g. Statement describing the central tenets of academic freedom and how these relate to the course
- h. One of the four designated statements on laptop computers
- i. The University statement on the rights and responsibilities of students with disabilities

Instructors will submit to their department chairperson and to the FS coordinator an electronic copy of their syllabus at the beginning of each semester in which they teach this course, including summer sessions.

Instructors will submit a copy of their SIRs to the FS coordinator.

Instructors will have their students complete the designated FS assessment instrument for the category in which this course falls and will submit the completed instruments to the FS coordinator.

**Chairperson/director commitments**

The chairperson/director will complete the verification documentation for this course each academic year and submit it to the FS coordinator.

The chairperson/director will coordinate with the chairpersons/directors offering courses in this FS category to assure a broad array of course offerings.

The chairperson/director will ensure general consistency across sections.

**Questions for Chairpersons and Curriculum Affairs Committee**

1. When will this course be offered?

Courses include:

SPAN 101  
FREN 101  
GERM 101

ARBC 101  
JAPN 101  
CHIN 101

LAT 101  
GRK 101  
ITAL 101

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**Section numbers taken from spring 2009, summer 2009 and fall 2009**

- a. Fall semester 20                      b. Spring semester 11                      c. Summer sessions 3 (Spanish only)  
d. Fall and Spring 31                      e. Fall, Spring, and Summer sessions 34 total sections of 101 (all languages)

f. Other: \_\_\_\_\_

2. Approximately how many seats can your department/program provide for the category?

**Based on section numbers given (fall 2009, spring 2009, summer 2009), 30 students per class on campus and 20 students per class online:**

- |   |                           |
|---|---------------------------|
| a. Fall semester: 18 sections (on campus) X 30 students per section = | <b>540 students</b>       |
| 2 sections (online) X 20 students =                                   | <b>40 students</b>        |
|   | <b>580 total students</b> |
| b. Spring semester: 9 sections (on campus) X 30 =                     | <b>270 students</b>       |
| 2 sections (online) X 20 =  | <b>40 students</b>        |
|   | <b>310 students</b>       |
| c. Summer sessions: 1 section (on campus) X 30 =                      | <b>30 students</b>        |
| 2 sections (online) X 20 =  | <b>40 students</b>        |
|   | <b>70 students</b>        |

3. Approximately how many sections of the course will be offered each semester?

- a. Fall semester: **20**  
b. Spring semester: **11**  
c. Summer sessions: **3**

4. What will be the typical section size?

**On campus sections are capped at 30 students per section.**

**Online sections are capped at 20 students per section.**

- a. Fall semester: \_\_\_\_\_  
b. Spring semester: \_\_\_\_\_  
c. Summer sessions: \_\_\_\_\_

5. Will the course be offered online? **Currently only Spanish 101 is offered online, numbers below are for Spanish 101.**

- a. Fall semester **2 sections**                      b. Spring semester **2 sections**                      c. Summer sessions **2 sections**  
d. Fall and Spring **4 sections**                      e. Fall, Spring, and Summer sessions **6 sections**

f. Other:

6. Approximately, how many sections will be offered online?

- a. Fall semester: **2**
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b. Spring semester: 2

c. Summer sessions: 2

7. If your department or program is proposing more than 1 course for this category, please identify where this course ranks when compared to the other courses which have been proposed (#1 out 3)

*101 is the first course in a two-course sequence that fulfills the two-semester requirement for non-native languages. In addition, 101 and 102 are required to continue in language studies as a major/minor or to fulfill the language requirement for a B.A.*

8. Additional Comments:

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**Language 101: (SPAN, ARAB, JAPN, GERM, FREN, CHIN, LAT, GRK, ITAL)**

**Narrative**

**Non-native Languages Learning Objectives:**

*1. Demonstrate understanding and/or expression of meaning through listening, speaking, reading, and writing using appropriate grammar and vocabulary.*

All 101 language courses meet this goal as they focus on learning to speak, read, write and understand a non-native language. This is accomplished by teaching the course predominantly in the target language, which means that students hear the language on a regular basis. Class work includes written grammar exercises and short graded writing assignments, many of which—in accordance with the FS Applied Learning Requirements—are developmental. Students continually build on their grammar and vocabulary, working towards longer and more sophisticated written expression. The same system applies to the other skills: 1. Speaking: in-class oral participation, paired activities and individual oral presentations; 2. Reading: short reading assignments as well as assignments based on longer authentic documents (newspapers, websites, poems, short stories, etc.), many of which meet the FS Applied Learning Requirement of Information Literacy; and 3. Listening comprehension: in-class participation, listening and analysis of radio programs, music, television and films. As all of these assignments are completed in the target language, there is constant attention given to comprehension and expression. What is more, much of the work is completed using comparative and contrastive analysis with the first language and students thus gain a deeper understanding of their own first language, as well as the target language and linguistics in general.

*2. Critically examine issues of cultural differences, societal values and relationships, and evaluate one's own culture and value systems through comparison and contrast to the target language and culture.*

Students critically examine issues of cultural difference via a series of reading, writing, speaking and listening exercises that focus on contemporary social issues: marriage, immigration, language politics, environmental issues, etc. The review of texts in the target language is paired with three short, reflective journals in which students compare their personal experience, cultural knowledge and individual culture to those of the language studied. The comparative methodology allows students to critically evaluate the ideas of others, the dominant ideas of their own culture, and their own personal beliefs.

*3. Develop a basic understanding of another language and its cultures.*

This objective is met via the same set of assignments listed in learning objective 1 as each assignment, text and document, by its very nature—both in a non-native language and from another culture—serves as an occasion for students to develop their understanding of another language and its cultures. For example, in reading a short sociological analysis of French meals, students gain crucial vocabulary, grammatical structures (the partitive) and cultural insight into French culture and values. The course uses a comparative approach to culture that gives students an understanding across cultures. The example cited is followed with a text and discussion of meals in Morocco and Haiti, compared to those in France and of the student's own home culture.

4. *Use the target language in developing an understanding of the world today.*

This objective is met through a cultural pedagogical approach to the study of languages. That is, aural and written texts are chosen for their cultural and linguistic attributes. In learning the geography of the Francophone world, for example, students learn key vocabulary as well as begin to understand history (colonization, imperialism). Courses also examine the migration of languages, language variations and their associated immigration patterns, all of which helps students develop a better understanding of not only their particular language, but the contemporary world. This pedagogical approach also meets the FS learning objective of understanding diverse cultures within and across societies. Students demonstrate this understanding in written and oral assignments, class discussion and exams.

**FS Program Learning Objectives:**

The student-centered, cultural approach to teaching and learning a foreign language—authentic cultural documents paired with linguistic and cultural analysis—meets the larger FS Program learning objectives that students locate, critically read, and evaluate information to solve problems and demonstrate the skills to place their current and local experience in a global, cultural, and historical context. Moreover, the wide variety of texts allows students to apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history) and demonstrate an appreciation of human expression through literature and fine and performing arts. Equally important, elementary language (101) courses at Indiana State meet the requirement of effective citizenship and stewardship in that students are linguistically and intellectually learning to cross geography, culture and language barriers, becoming better *global* citizens. In addition, 101 courses' emphasis on language politics—bilingualism, immigration and national identity—allows students to discuss and demonstrate an understanding of the ethical implications of linguistic decisions and actions.

**Contact information**

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Teléfono: 237-2363 e-

mail: lisa.calvin@indstate.edu

Office hours: MW1:30-3:00 and by appointment

**Required texts:**

Van Patten, B., *et.al. Sol y viento en breve: Beginning Spanish* packet: textbook, on-line workbook (the Quia code is packaged with the book, do not discard), and a dictionary. Additional on-line activities and practice quizzes are available at no cost. You will use the same books in Span102.

***The textbook is REQUIRED daily in class, effective Sept. 4th; in the meantime, you must have copies of the current chapter.***

**Course description**

Span101 begins a sequence of courses that aims to develop the communicative skills of listening, speaking, reading, and writing skills in Spanish. This is a beginning Spanish course that assumes no prior knowledge or experience with Spanish. The goal of the course is to help you to develop the skills to communicate proficiently in Spanish, while at the same time to introduce you to Hispanic cultures. The overall emphasis is on using the language in practical situations that you might encounter not only while abroad, but right here in Indiana. Since reading and writing can be practiced at home, class time will be devoted largely to listening and speaking activities. Combined with Spanish 102, these courses fulfill the non-native language requirement for the Foundational Studies 2010 program. In addition to the development of linguistic skills, the course is consistent with the overall goals of the Foundational Studies program.

**Foundational Studies**

*Non-native Language objectives.* This course serves as a Non-native Language Foundational Studies 2010 course (and remains a GE2000 Basic Studies course) and as such must meet certain objectives. For non-native languages the requirements are:

1. Communicative skills: Demonstrate understanding and/or expression of meaning through listening, speaking, reading, and writing using appropriate grammar and vocabulary;
2. Critical thinking: Critically examine issues of cultural differences, societal values and relationships, and evaluate one's own culture and value systems through comparison and contrast to the target language and culture;
3. Cultural awareness: Develop a basic understanding of another language and its cultures; and
4. Holistic applications: Use the target language in developing an understanding of the world today.

*Foundational Studies objectives.* As a part of the larger Foundational Studies Program, this course helps you to achieve goals of the larger program. By the conclusion of your Foundational Studies Program at ISU, you will be able to (FS)

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions
9. Apply principles of physical and emotional health to wellness;
10. Express (yourself) effectively, professionally, and persuasively both orally and in writing.

#### *Skill Applied Learning Objectives*

1. the curriculum will develop critical thinking skills
2. the curriculum will develop information literacy skills
3. the curriculum will include a graded writing component

#### *The Objectives and this course*

This course will directly address all of the Non-native Language objectives (NNL), all of the Skill/Applied Learning Objectives (SALO) and all of the overall Foundational Studies Learning Objectives (FS). To meet these goals, you will be required to:

- 1) give at least one researched presentation to demonstrate your knowledge of the target cultures and/or language and your developing information literacy skills
- 2) attend international cultural activities and use critical thinking to write reports about the experiences
- 3) demonstrate your oral proficiency skills in the target language through tests (oral and written) and an oral presentation
- 4) use all four skills areas (listening, speaking, reading and writing), grammar, and vocabulary to demonstrate your knowledge of the target language
- 5) demonstrate your understanding of the holistic application of language/cultural studies in the world today through written essays
- 6) compare and contrast your own culture and value system, and examine issues of cultural differences, societal values and relationships across and in Spanish-speaking cultures in written and oral forms

#### **Realistic course expectations**

So what does all of this mean? By the end of the semester what can you hope to be able to do? You should be able to:

- *Understand* most spoken Spanish intended for beginning-level college students, regarding topics related to their daily life.
- *Speak* in simple sentences in Spanish about familiar topics with sufficient accuracy in

pronunciation and grammar so as to be understood by persons accustomed to interacting with students of Spanish.

- *Read* simple Spanish in edited articles about cultural topics with an understanding of the main idea and some of the supporting details.
- *Communicate* in written Spanish on a familiar topic with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with beginning speakers of Spanish.
- *Behave* appropriately in frequently-encountered social situations and *demonstrate* an understanding of significant cultural traits of the Spanish-speaking world (customs, lifestyles and gender roles, attitudes, geography, environmental issues, famous people)

### **A word of advice**

It is entirely possible to teach yourself a foreign language, but most people lack the self-discipline. This class will offer you a forum for interacting (listening and speaking) in a new language, for checking your understanding of written Spanish, and for opening yourself to the cultures of millions of Spanish-speaking people. To avail yourself of this opportunity, be brave! Take risks! Guess! *Atrévete! (Go for it!)* You can learn from your mistakes only if you are willing to try. An effort to communicate in Spanish is more important to me than perfect grammar or fluency. *You are here to learn, so I expect mistakes in speaking and so should you.* Strong motivation, risk-taking, and an open-mindedness toward other cultures have proven to be predictors of language learning success.

### **Grading scale**

A: 100-93  
A-: 92-90  
B+: 89-87  
B: 86-83  
B-: 82-80  
C+: 77-79  
C: 76-73  
C-: 72-70  
D+: 69-67; D 66-63; D-: 62-60;  
F: 59-0.

### **Graded components**

Chapter tests (best 3 of 4).....	35%
Final exam.....	20%
Oral self-portrait presentation .....	5%
Topic paper and class presentation.....	5%
Language learning journals.....	6%
2 international events.....	4%
Participation (and attendance).....	10%
Homework (including workbook) and quizzes.....	15%

### **A Closer Look at the Graded Components**

*Chapter Tests*-Approximately 45 minutes in duration, the chapter tests will contain a listening comprehension element as well as the written format. If you arrive late on a test day, you will get no additional time and the listening section will not be repeated. Four chapter tests will be given, allowing you to drop the lowest score and keep your top three scores; the first test will include *Preliminar* and part of Chapter 1. Because an extra test is built into the system, there will be no make-up tests; exceptions will be left to the discretion of the instructor, but under no circumstances will make-ups be considered after a test is given. Think of dropping a test as an insurance policy and don't cash it in early in the semester!

Test 1-p.2-27 (Preliminar through 1A, Primera Parte)

Test 2-p.28-73 (1A Segunda Parte through 1B Tercera Parte)

Test 3-p.74-117, 126-129 (2A through 2B Segunda Parte: You do not need to know the vocabulary from p. 118 yet)

Test 4-p.118-125, 130-143, 148-151, 156 (3A skipping direct object pronouns)<sup>1</sup>

*Final Exam* – This comprehensive, cumulative exam will include listening comprehension, grammar, vocabulary, reading comprehension, writing and a demonstration of having viewed the video components that accompany the textbook. An updated exam format guide will be posted on-line before the exam, but from day one you can read about the concepts that will be tested. The take-home essay is 10% of the final and will be due through SafeAssign at the end of Study Week; the questions can be viewed on the LLL Basic Studies web page and your instructor's Blackboard page.<sup>2</sup>

*Oral self-portrait presentation:* After chapter three you will do a presentation in Spanish for your classmates about yourself and your interests and routines. This is a cumulative project that builds on what you are learning in each chapter. You will be given more details as the time approaches, but the department web page provides an overview. After greeting the audience, you will speak about the following topics:

- 1) Nombre y apellido
- 2) Deletrea (spell) tu apellido
- 3) Edad (años)
- 4) La fecha de tu cumpleaños
- 5) Número de teléfono a la universidad
- 6) Nacionalidad
- 7) ¿De dónde eres? (ciudad, estado) ¿Dónde está? Tell about its location (close to, north of, etc.)
- 8) ¿Cómo es tu pueblo/ciudad?
- 9) ¿Dónde vives? ¿Dónde está? If the same answer as #8, tell where your Spanish classroom is and what that building is near.
- 10) # de hermanos
- 11) un poco de información de tus padres y/o hermanos (edad, personalidad, trabajo, etc.)
- 12) ¿Cómo eres tú?
- 13) Lenguas que hablas y estudias
- 14) ¿Dónde estudias?
- 15) Tu especialidad y/o lo que (what) estudias a la universidad
- 16) Los días que tienes clases
- 17) Hobbies (me gusta(n) )
- 18) Actividades (daily; at least 6 –ar, -er, -ir verbs)
- 19) Planes (plans) (simple future)
- 20) Despedida (parting words, nice to meet you or thank you)<sup>3</sup>

*Topic paper:* You will write a researched topic paper in Spanish and then tell your classmates your findings in a question and answer session conducted in Spanish. The focus is a cultural study of food in an assigned Spanish-speaking country. Details are available on the web page.<sup>4</sup>

*Language learning journal* (in English)-See the web page ([www.indstate.edu/lll/language-lab.html](http://www.indstate.edu/lll/language-lab.html)) for an explanation and the reflective questions. In case of a borderline grade, class attendance and the quality of the language journal will be the determining factors for a decision about the grade. Your journal is a good reference for writing the holistic, reflective essay for the final exam so please save all journal entries.<sup>5</sup>

*Coursework Inside and Outside of Class*-Although parts of two different graded components, homework and attendance/participation are inter-connected. Participation requires attendance, but is more than physical presence; it is possible to be in class every day and earn only a C (or lower) in participation. Active involvement helps lead to linguistic success.<sup>6</sup> Homework: Each day there will be homework from the text, the workbook, and/or the free on-line technology. If you are absent, please get the assignment from a classmate. To be the best instructor that I can be for you, I do not have the time to e-mail missed assignments to every absent student. You will need to complete the assigned homework from the previous day in order to contribute to the class discussion and paired activities, although not all exercises will be reviewed in class. Homework assignments are designed to prepare you for new material to be introduced in the next class or to reinforce the material studied in class, so that you can reach the goal of communicating in Spanish. The collection of homework may not be announced in advance. This means that you will need to do the homework in a form that I can collect (i.e. not written in the textbook). Sometimes I will simply walk around the class and spot check to see that all of the homework was completed in full; please label homework by page number, exercise letter, and problem number to facilitate the checking procedure. To be successful in this class, you should plan to spend AT LEAST TWO HOURS on homework and vocabulary study outside of class FOR EVERY HOUR in class. You will find it helpful to keep all homework and quizzes until the end of the course. In addition to coming to my office hours for help, Student Services in Gillum Hall offers free tutoring, by appointment.<sup>7</sup>

International events: Two pre-approved international events on campus or nearby areas, which include Global Nights and foreign language films sponsored by the Community Theatre of Terre Haute, films organized by the Department of Languages, Literatures and Linguistics, and even a cooking class at the Asian Market. In general, you will write 1.5-2 typed pages. *See the instructions on the LLL Web page for details about each event and the writing requirements. You must demonstrate critical thinking and include all aspects of the writing prompt explained there.* Staple your ticket or program to the paper. Your first event is due before mid-term grade reports.

Extra credit: If you attend one additional pre-approved international activity on campus and the surrounding area, you may earn an extra 2% toward your final grade by completing a short language assignment; in order to receive credit neither this additional activity nor the required two may be rented DVDs/videos, but you may attend 3 approved campus/community film events. If you would like to propose a creative alternative to the typical 1.5 page assignment done for the first two events, this alternative can be approved by your instructor as long as it demonstrates academic rigor.<sup>8</sup>

Quizzes-Quizzes may be announced or unannounced. These are brief 5-10 minute quizzes about an individual grammatical point (such as –ar verb conjugations), chapter vocabulary, or cultural questions based upon text readings. Their purpose is for me and for you to check your progress before chapter tests. *There will be no make-up quizzes.*

Participation: Your active participation or inactivity will also make it clear to me whether you have done the required work. You will need your textbook each day to participate; not having a textbook reflects a lack of preparedness and students who do not bring it will be penalized in the participation grade. Students who consistently neglect to bring a book will be referred to the Basic Studies Coordinator for a conference. When given time to work in groups or pairs, immediately getting on task and speaking in Spanish for the duration is part of participation. Attentiveness and a positive attitude are not only polite, but foster a pleasant class atmosphere and ultimately serve as assets to participation. Oral contributions in class are a component of participation. Remember, mistakes will NOT adversely affect your participation grade, and in fact, your improvement during the semester will be taken into consideration.

**Information literacy skills:**

The listening exercises (as noted by the headphones icon in your textbook and in the on-line workbook) are an integral part of developing your listening and pronunciation skills, and providing additional practice opportunities for using vocabulary. You access the listening exercises at the text website. You can either come to the lab in Root A107 and access the site or access it on your own personal computer. You will need headphones and a media player to take full advantage of the Virtual lab from your own computer. DVD clips can be viewed on-line. Researched topic paper-You will be required to use a combination of library resources and Web searches to gather information for your topic paper. See “Research Help” on the ISU library’s web page for information about creating a bibliography using the MLA citation style.

**CLASS POLICIES**

**Attendance and tardy policy**-Attendance is taken daily. Attendance indirectly impacts your test performance, and directly impacts your attendance/participation grade. This is a skill-building class in which the practice of hearing and speaking the language is essential for you to learn and meet the course goals. Your absence or tardiness will also negatively affect the class as a whole, since we do many partner and group activities. Because tardies are equally problematic and a bad life habit to take into the job market, every three tardies will count as an absence, and will be reported to University Attendance Reports as excessive absences. Leaving early is calculated as a tardy. If you arrive late it is your responsibility to ensure that you are not counted as absent. *If you are late, please quietly slip into a back seat so that others will not be distracted.* If you are more than 20 minutes late you will be counted absent. Should your absences become frequent due to illness or factors beyond your control, you may find it better to drop the class and take it again when you can give it your best.

**Academic dishonesty**- Any form of knowing and willful cheating or plagiarism is

unacceptable. Cheating is defined as any dishonest or deceptive act by which students represent the labor or knowledge of another as their own. To specify for the foreign language setting, during a quiz or test it will be considered cheating if you talk, look at another's paper, or use prepared devices which you copy rather than demonstrate your knowledge, OR assist another person in any of these activities. If the instructor suspects copying, both students will receive a zero, and other action may be taken. For the topic paper and take-home essays, copying another's words from the Internet or any other sources is plagiarism and will result in a zero. See <http://web.indstate.edu/sjp/docs/code.pdf> for more information about the university's plagiarism policy.

**Courtesy and cautions in the academic setting-** Please turn off your cell phone before class begins and put away it, as well as any musical devices. While you may feel free to drink as long as you leave the classroom clean, please do not eat during class. Our time together is short so to ensure that you and your classmates get the most out of the class, do not read the newspaper, chat, balance your checkbook, etc. If you need to leave early, it is courteous to tell the instructor before class. If you have a medical condition that requires you to visit the restroom during class, please provide documentation to your instructor. If you choose to bring a laptop to class to take notes (no e-mail during class), know that the university, the department, and the instructor are not liable if it is stolen or damaged in the classroom. We will be moving around in class and you are responsible for securing your computer.

### **Laptop Usage**

While there will be no assignments or examinations for which the laptop will be used (in class), your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

**University Policies:** The University has policies regarding **academic freedom**, students with **disabilities and other matters**. These apply to this class and may be found on the General Education web page at: UniversityStandards  
[www.indstate.edu/gened/docs/Foundational%20Studies/Info%20on%20Sycamore%20Standard%20and%20ADA%20and%20Laptops%20and%20Academic%20Freedom.pdf](http://www.indstate.edu/gened/docs/Foundational%20Studies/Info%20on%20Sycamore%20Standard%20and%20ADA%20and%20Laptops%20and%20Academic%20Freedom.pdf).

### **Accessing the Department web page for Basic Studies**

-Go to [www.indstate.edu/lll/](http://www.indstate.edu/lll/)

-Hit *Language lab* and give password (currently LiveLaughLearn)

-Hit *Basic Studies* in the gray section at the top

You will find:

*Oral Self-Portrait Presentation 101*

*Topic Papers 101*

*Learning Journal 101 (note: not 102's questions)*

*Final Exam Study Guides 101*

**Important Course Dates (the instructor reserves the right to delay the exam date)**

Exam 1 (pp. 1-27)-Sept. 14

Exam 2 (pp. 28-73)-Oct. 7

Exam 3 (pp. 74-121)-Nov. 6

Exam 4 (pp. 122-143, 148-156)-Dec. 4

Oral self-portrait presentations-Begin after the third exam, continue through Study Week

Topic Paper presentation: TBA (November, instructor's option of doing during Study Week)

Study Week: attendance required

Final: December \_\_\_ at \_\_\_:00 (NO exceptions without 2 weeks prior approval from Dr. Calvin!)

**ENDNOTES**

<sup>1</sup> *Chapter tests and quizzes*-Chapter tests and quizzes meet the following objectives: NNL #1, 2, 3, 4; LO #1, #2, #3; FS #1, 3, 5, 6, 7, 9, 10.

<sup>2</sup> *Final exam*-Through the final exam students meet the following objectives: NNL #1, 2, 3; SALO #3, FS #1, 2, 3, 4, 5, 6, 7, 8, 9, 10. The final exam tests students' communicative skills in reading, writing, listening, speaking, grammar, and vocabulary, and their knowledge of cultural facts. The exam contains a take-home, graded writing component in English worth 10% of the exam. The cultural awareness essay asks students to reflect upon what they have learned about their own culture and language through second language study, how their perceptions of the target language culture have changed, how their reactions to and interactions with native-speakers of the target language has changed, and how the international cultural activities have contributed to their cultural insights. The holistic application essay challenges students to describe the strategies and skills developed during the language learning process that they have applied to other courses and/or how it has prepared them for subjects in the future. The question also asks them to envision future application of their linguistic and cultural knowledge.

<sup>3</sup> *Oral self-portrait*-The oral self-portrait will meet the following objectives: NNL #1; SALO #1, #3; FS #5, 9, 10. Students develop the communicative skill of speaking in public in the target language. The topics presented include physical activities and expression of opinions. Through communication in a simple conversation with an immigrant or a U.S.-born citizen of the target language culture, students demonstrate an ability to participate in the linguistic diversity of this multicultural nation.

<sup>4</sup> *Topic paper and topic paper presentation*-The topic paper project meets objectives: NNL #1, 2, 3, 4; SALO #1, 2, 3; FS #1, 2, 3, 6, 7, 9, 10. Although the cultural topic may change over time, students will use Internet and library resources to gather information, to develop critical skills by analyzing the data provided in printed sources and synthesizing information, and to write a simple paper in the target language. On two class days the classroom, organized as an information fair, provides students with a place

to display visual presentation of the topic at their information stand, to explain their topic, and then to answer questions from peers who rotate to each stand; written and oral information is conveyed in the target language. A study of a regional food, for example, allows students to demonstrate an understanding of the diversity of dishes within and across the target language cultures, and to consider the ingredients needed in a global, cultural and historical context. For example, a recipe of Spanish *paella*, would include ingredients such as saffron, introduced to Spain by Arab and North African cultures. Since saffron is the world's most expensive spice, is there a substitute that can be used? Is the food served in conjunction with a historically religious celebration or on a certain day of the week? Has the food typically been prepared by males or females, and how has this changed over time? Although not required, many students prepare the dish, providing experiential learning and an understanding of the availability of ingredients in Indiana. If the source gives the recipe in the metric system, students must convert it to standard American measurements. For evaluation purposes, 60% of the grade is based on the written component and 40% is based on the oral presentation.

<sup>5</sup> *Learning journals*- Learning journals meet the following objectives: NNL #2, 3, 4; SALO #3; FS #2, 3, 6,7, 8, 10. Each of three journal essays is a graded writing component. The following questions serve as an example of the questions that are addressed in the last, reflective essay.

Journal three: (Assigned Week 11-14)

- 1) What have you learned about a new way of looking at something (a perspective) since you began the study of language and culture in this class? Have you reflected upon or shared this different viewpoint outside of class? Describe the setting and your thinking process or the discussion.
- 2) Have you talked about things related to your foreign language and/or culture in other classes (history, environment, geography, literature, etc.)? Have you used the language in a setting beyond the classroom?
- 3) What are three things you have learned about your foreign language culture that you think you will remember a year from now? Why do you think you will remember them? Do they tell you something important about people who speak your foreign language? Something important about your own culture and people? Explain.
- 4) Reflect on the goals that you had for yourself in this course. How do you feel that you are making progress toward those goals? How do you measure your progress? What will you need to do to finally reach your goals? Will you do anything differently in 102?

<sup>6</sup> *Participation*- Participation is essential in a skills-based class, and this component meets the objectives: NNL #1, 2, 3, 4; SALO #1, 2,3,4; FS #2, 3, 4, 6, 7, 8, 10.

<sup>7</sup> *Homework*-Homework activities meet the following objectives: NNL #1, 2, 3; SALO #3; FS #1, 2, 3, 6, 7, 9, 10 and include graded, developmental writing components and the use of technology for building skills in informational literacy.

<sup>8</sup> *International cultural activities*- International cultural activities meets the objectives: NNL #1, 2, 3, 4; SALO #3, 4; FS #2, 3, 4, 6, 7, 10. The product of attendance at an event is a graded writing assignment. The following sample shows several types of activities and the tailored focus for that written assignment:

- **Outdoor festivals/Hispanic Dance Night/Global Night/International Festival-** Attend the festival for at least one hour and a half and eat, listen to music, see displays, TALK to people in your target language, etc. Write a detailed paragraph in English or your target language describing what you did, what you saw (with good, descriptive detail that convinces the instructor that you attended), what you learned by listening, watching, and talking to Hispanic people (other languages/cultures as appropriate). In a closing paragraph focus on the foreign cultures represented and write a comparison of two cultures. At the bottom of the page write in your foreign language two of the questions that you asked people and list 5 words related to what you saw (in the foreign language).
- **Films –** Watch the public viewing of a subtitled film and write a 4-5 sentence summary in your target language in simple language. Then write one page in English or your target language what you learned about the foreign culture studied (you may contrast and compare the culture to the U.S.) AND your first impressions of how films from this culture may differ from American (U.S.) films. List 5 new words that you learned if the film was in your target language and if not, list 5 words related to the film in your target language. Do not summarize the film!
- **German Table–** Summarize the conversation in 1-1.5 pages and include a list of new words that you learned. Include information about any cultural facts that you learned, including typical dishes that you may have sampled that day. You must attend two German Tables to count the assignment as one cultural event. Turn in the assignment after you have attended the second *Stammtisch*.
- **University Speakers series (as approved on the cultural events page) –** Write a descriptive essay about what you learned about the foreign culture and/or immigration issues, including how the culture differs from your own. If the speaker was not from the foreign culture, did he/she make any comment that seemed to reflect an American bias? Did he/she share any incidents of cultural adjustment or culture shock? (These might include differences in daily life, gender roles, food, etc.) Conclude with a short paragraph of 5-7 sentences describing the person (physical features, career, family, interest, etc.) in your target language; you may need to go on-line to do some background research about the person.