Date: November 4, 2014

ROSE STATE COLLEGE

Division Course Syllabus

Division  Humanities  Course Prefix and Number  LANG 2113
Course Title  INTERMEDIATE LANGUAGE I (VARIABLE)
Semester and Year Submitted  FALL 2014  Credit Hours  5
Prepared by  EDMUND GERT
Hours Per Week:  Class  3  Lab  0

Course Description (as it appears in Catalog)
This course concentrates on the solidification and expansion of the language skills learned at the elementary level. Emphasis is on using the language in varying situations through readings, conversations, and compositions. Students may repeat the course in different languages. Prerequisite: LANG 1225 of the same language.

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Text(s):  Title  Varies based on the language taught
Author
Publisher
Copyright Date
ISBN #
Reading Level  N/A
Supplemental Materials:  (Other books, audio visual aids, etc.)
Language Software
CDs/DVDs
Outline for Remainder of Syllabus:

Rationale:

Students who plan to earn the modern language Associate of Arts degree in languages must complete both intermediate courses. Some degree programs at four-year institutions may require completion of intermediate or advanced courses in language to satisfy degree requirements.

In addition, many adult learners are returning to the classroom to renew their language study. Some seek personal enrichment while others pursue language skills to help them in their jobs. This course is designed to help students reach an intermediate low- to mid- level of ability in Language.

This class is offered as a variable class so that various languages may be taught with the same course number. In the same way that special topics classes need approval by the division curriculum committee, any new languages proposed must receive approval of the division curriculum committee.

Expected Outcomes:

Upon successful completion of the course, the student will be able to

1. Communicate orally and in writing at an intermediate-low to -mid level of proficiency;
2. Demonstrate knowledge and understanding of the cultures studied;
3. Reinforce and further their knowledge of other disciplines through language study while recognizing distinct viewpoints;
4. Demonstrate understanding of the nature of language and cultures through comparisons of the language and cultures studied and their own language and cultures;
5. Participate in multilingual communities at home and around the world.

Methods of Instruction:

Brief lecture (introductory in English, review in the target language)
Whole class discussion
Demonstration
Questioning
Repetition drills
Dictations
Pattern drills
Communicative paired activities
Assigned conversational groups
Brainstorming
Role-playing
Individualized instruction
Audio-tutorial
Total Physical Response
Teaching Proficiency through Reading and Storytelling
Internet Search Activities

Assessment (Including Critical Thinking measurements):

Pretests: Since students come into this class with prior knowledge, the use of a pretest is very important, especially at the beginning of the course. Pretests will allow the instructor to assess where students may have deficiencies in their knowledge.

Tests: At the completion of each chapter, students may be required to complete a chapter test. A final and/or midterm exam may be given by the instructor. Tests should evaluate all four skills (listening, speaking, reading and writing).

Daily Participation: Instructors may choose to give students a daily participation grade. To receive full credit, students should be in attendance and participate in all in-class activities.

Daily Work and Quizzes: This includes both homework and announced or unannounced daily quizzes. Homework should be assigned every night.

Online Exercises: When available, online resources may be used as a component of the course. The grading of activities from online activities is determined by the professor. Students will complete assigned online activities by the due date determined by the professor.

Writing Activities: Instructors may choose to have their students complete rudimentary writing activities that emphasize the vocabulary and grammatical structures learned. Instructors should emphasize the writing process as students’ work becomes more complex.

Oral Evaluations: Individual exams requiring the student to ask and answer questions in the target language may be administered by the instructor. Times should be scheduled during class hours and, if necessary, during the instructor’s office hours. The professor should determine how often oral evaluations are administered.

Students who successfully complete Intermediate Language I should be able to speak, listen, read, and write at an intermediate-low to –mid level. The following are based on the 2012 ACTFL Proficiency Guidelines:

Speaking: Intermediate-low level speakers are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information, for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. Intermediate-low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses
are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. They can generally be understood by those accustomed to listening to non-natives.

Intermediate-mid level speakers are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences.

**Listening:** Intermediate-low level listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate-low level, listeners show little or no comprehension of oral texts typically understood by advanced level listeners.

Intermediate-mid level listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics, although a few misunderstandings may occur. Intermediate-mid listeners may get some meaning from oral texts typically understood by advanced-level listeners.

**Reading:** Intermediate-low level readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

Intermediate-mid level readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

**Writing:** Intermediate-low level writers are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. Topics are tied to highly predictable content areas and personal information. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate-low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly, and their message may be left incomplete.

Intermediate-mid level writers are able to meet a number of practical writing needs. They can write short, simple communications, and compositions; and they are able to request information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Writers at this level show evidence of control of basic sentence structure and
verb forms. The writing is best defined as a collection of discrete sentences and/or questions loosely strung together.

Learning Objectives:

Communicative objectives (Outcomes 1, 2, 3, 4, 5)

On written or oral examinations and in written assignments, students will be able to demonstrate in the target language that they can communicate about multiple topics. Specific communicative objectives for each proposed language will be submitted to the Humanities Division curriculum committee for approval.

Students’ ability to communicate orally and in writing will be gained through understanding of grammar, vocabulary, and pronunciation. Specific grammar, vocabulary, and pronunciation objectives for each proposed language will be submitted and approved by the Humanities Division curriculum committee for approval.