Date: November 4, 2014

ROSE STATE COLLEGE

Division Course Syllabus

Division: Humanities
Course Prefix and Number: LANG 2223
Course Title: INTERMEDIATE LANGUAGE II (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 is a continuation of LANG 2113. Through more advanced readings, conversations, and compositions, students will successfully achieve an intermediate-mid to -high level of ability to use the language in speaking, writing, reading, and understanding of the language. Students may repeat the course in different languages. Prerequisite: LANG 2113 of the same language.

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LANG 2113 of the same language

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 Modern 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-mid to –high level of ability in the target 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 Humanities Division curriculum committee, any new languages proposed must receive approval of the Humanities 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-mid to -high 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 Spanish II should be able to speak, listen, read, and write at an intermediate-mid to –high level. The following are based on the 2012 ACTFL Proficiency Guidelines:

Speaking: 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.

Intermediate-high level speakers are able to converse with ease and confidence when dealing with routine tasks and social situations of the intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. They can handle a substantial number of tasks associated with the advanced level, but they are unable to sustain performance of all of these tasks all the time.

**Listening:** Intermediate-mid level speakers 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-high level listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners, although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

**Reading:** 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 text featuring description and narration, dealing with familiar topics.

Intermediate-high level readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration, although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

**Writing:** Intermediate-mid level writers are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for 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.

Intermediate-high level writers are able to meet all practical writing needs of the intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the advanced level.
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.