

**German Transfer Assurance Guide (TAG)**  
**April 14, 2014**

|   |                             |
|---|-----------------------------|
| <b>OFL007 Beginning Course I</b>  | Credits: 3-4 semester hours |
| Advising Notes:   |                             |
| <b>OFL008 Beginning Course II</b>   | Credits: 3-4 semester hours |
| Advising Notes: Prerequisite: Beginning foreign language course I or demonstrated performance in the indicated area of study    |                             |
| <b>OFL009 Intermediate Course I</b>   | Credits: 3-4 semester hours |
| Advising Notes: Prerequisite: Beginning foreign language course II or demonstrated performance in the indicated area of study   |                             |
| <b>OFL010 Intermediate Course II</b>  | Credits: 3-4 semester hours |
| Advising Notes: Prerequisite: Intermediate foreign language course I or demonstrated performance in the indicated area of study |                             |
| <b>OFL011 Beginning Courses I and II</b>  | Credits: 6-8 semester hours |
| Advising Notes: OFL011 is a combination of OFL007 and OFL008.   |                             |
| <b>OFL012 Intermediate Courses I and II</b>   | Credits: 6-8 semester hours |
| Advising Notes: OFL012 is a combination of OFL009 and OFL010.   |                             |

## **OFL011 – BEGINNING COURSES I & II SEQUENCE**

### **6-8 Semester Hours**

This sequence OAN is a combination of the outcomes in OFL007 and OFL008.

## **OFL007 – BEGINNING COURSE I**

### **3-4 Semester Hours**

#### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of the target culture(s). Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students generally perform in the Novice range, although a few abilities may emerge in the Intermediate range.

#### **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

##### Interpersonal Communication:

- \*1. Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.
  - a. Functional ability includes:
    - listing, naming, and identifying;
    - stating what people, places, and things are like with a few details; and
    - asking and answering highly predictable, formulaic questions.
  - b. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.
2. Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.

##### Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as a few details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.
  - a. Students can use keywords and phrases to demonstrate understanding of very simple oral texts and media on very familiar topics, with or without visual support.
  - b. Students begin to use context cues for basic comprehension.
  - c. Students use their own cultural background to derive meaning from texts.

2. Students are also working towards demonstrating understanding of the main idea and some details in a variety of oral texts and media on familiar topics.

#### Interpretive Reading:

- \*1. Students can demonstrate understanding of the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support.
  - a. Students can recognize and identify all the letters and diacritical marks in an alphabetic writing system.
  - b. Students begin to use context cues for basic comprehension.
  - c. Students use their own cultural background to derive meaning from texts.
2. Students are also working towards demonstrating understanding of the main idea and some details and idiomatic expressions on familiar topics in a variety of texts.

#### Presentational Speaking:

- \*1. Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions.
  - a. Functional ability includes:
    - introducing, telling, and listing;
    - expressing likes and dislikes; and
    - stating what people, places, and things are like with a few details.
  - b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions during their presentations.
2. Students are also working towards making simple presentations on familiar topics using phrases and sentences that they have practiced.

#### Presentational Writing:

- \*1. Students can write basic information on very familiar topics using highly practiced words, phrases, and simple sentences.
  - a. Functional ability includes:
    - giving information, listing;
    - expressing simple likes and dislikes; and
    - stating what people, places, and things are like with a few details.
  - b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.
2. Students are also working towards writing short messages and notes on familiar topics using phrases and sentences.

## **OFL008 – BEGINNING COURSE II**

### **3-4 Semester Hours**

**Prerequisite:** Beginning foreign language course I or demonstrated performance in the indicated area of study

#### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of the target culture(s). Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the Novice range while some abilities emerge in the Intermediate range.

#### **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

##### Interpersonal Communication:

- \*1. Students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.
  - a. Functional ability includes:
    - asking and answering basic questions;
    - giving simple explanations and excuses;
    - asking for and giving simple directions and advice;
    - stating simple comparisons and contrasts;
    - making selections and participating in basic negotiations; and
    - stating what people, places, and things are like with some details.
  - b. Students use culturally appropriate gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.
2. Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.

##### Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as some details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.
  - a. Students can use keywords and phrases to understand simple oral texts and media on familiar topics, with or without visual support.
  - b. Students use context cues for basic comprehension.
  - c. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning.

2. Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of oral texts and media.

#### Interpretive Reading:

- \*1. Students can demonstrate understanding of the main idea, as well as some details and idiomatic expressions, on familiar topics in a variety of texts.
  - a. Students use context cues for basic comprehension.
  - b. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning from texts.
2. Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of texts.

#### Presentational Speaking:

- \*1. Students can make simple presentations on familiar topics using phrases and sentences that they have practiced.
  - a. Functional ability includes:
    - giving simple explanations and directions;
    - presenting simple comparisons and contrasts; and
    - stating what people, places, and things are like with some details.
  - b. Students use practiced, culturally appropriate gestures and formulaic expressions.
2. Students are also working towards creating with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.

#### Presentational Writing:

- \*1. Students can write short, guided messages and notes on familiar topics using phrases and sentences.
  - a. Functional ability includes:
    - informing, listing, and writing simple narratives;
    - expressing thanks;
    - giving simple reasons why someone should do or say something;
    - writing a simple invitation; and
    - stating what people, places, and things are like with some details.
  - b. Students use practiced, culturally appropriate formulaic expressions and basic writing conventions.
2. Students are also working towards creating with language in various timeframes to write about a greater variety of familiar topics using a series of sentences.

## **OFL012 – INTERMEDIATE COURSES I & II SEQUENCE**

### **6-8 Semester Hours**

This sequence OAN is a combination of the outcomes in OFL009 and OFL010.

## **OFL009 – INTERMEDIATE COURSE I**

### **3-4 Semester Hours**

**Prerequisite:** Beginning foreign language course II or demonstrated performance in the indicated area of study

#### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of the target culture(s). Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students can consistently perform in the Novice range while more abilities emerge and develop in the Intermediate range.

#### **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

##### Interpersonal Communication:

- \*1. Students can create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.
  - a. Functional ability includes:
    - asking and answering a greater variety of questions;
    - satisfying basic needs and/or handling simple transactions;
    - making simple requests, apologies, and excuses;
    - stating simple contradictions;
    - giving simple advice and recommendations; and
    - giving short explanations or stating what people, places, and things are like with many details.
  - b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.
  - c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.
  - d. Students may also be able to correct their own errors.
2. Students are also working towards participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations.

### Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics with or without visual support in a variety of oral texts and media.
  - a. Students can sometimes use context to figure out overall meaning.
  - b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.
2. Students are also working towards demonstrating understanding of the main idea and many details on a wide selection of familiar topics in a variety of oral texts and media.

### Interpretive Reading:

- \*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics in a variety of texts.
  - a. Students can sometimes use context to guess the meaning of unfamiliar words and idiomatic expressions.
  - b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.
2. Students are also working towards demonstrating understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.

### Presentational Speaking:

- \*1. Students can create with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.
  - a. Functional ability includes:
    - giving simple explanations or advice;
    - telling why one should do or say something;
    - presenting short comparisons and contrasts;
    - making very simple predictions and hypotheses; and
    - giving short explanations or stating what people, places, and things are like with some details.
  - b. Students can use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.
2. Students are also working towards creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.

### Presentational Writing:

- \*1. Students can write guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics in a series of sentences using some culturally appropriate vocabulary and expressions.
  - a. Functional ability includes:
    - writing short narratives, summaries, or apologies;
    - making simple requests for information;
    - stating satisfaction or dissatisfaction with someone or something;
    - presenting simple comparisons and contrasts; and
    - giving short explanations or stating what people, places, and things are like with some details.
  - b. Their writing reflects some knowledge of cultural differences related to written communication.
2. Students are also working towards creating with language in various timeframes on a greater variety of familiar topics by connecting sentences in a logical way.

## **OFL010 – INTERMEDIATE COURSE II**

### **3-4 Semester Hours**

**Prerequisite:** Intermediate foreign language course I or demonstrated performance in the indicated area of study

### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of the target culture(s). Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the Intermediate range while a few abilities emerge in the Advanced range.

### **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

#### Interpersonal Communication:

- \*1. Students can create with language in various timeframes to initiate, maintain, and end conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.
  - a. Functional ability includes:
    - asking and answering a wide variety of questions;
    - expressing why someone should do or say something;
    - stating differences of opinion;
    - giving short explanations or justifications; and
    - commenting on or stating what people, places, and things are like with many details.
  - b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses.



- c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.
  - d. Students continue to develop self-monitoring skills.
2. Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.

Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics with or without visual support in a variety of oral texts and media.
- a. Students can often use context to figure out overall meaning.
  - b. Students use their increasing knowledge of the target culture to interpret oral texts and media.
2. Students are also working towards demonstrating understanding of the main idea and most details on a wide selection of familiar topics in a variety of oral texts and media, even when something unexpected occurs.

Interpretive Reading:

- \*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.
- a. Students can more easily follow what they read about events and experiences and can sometimes speculate on outcomes.
  - b. Students can often use context to guess the meaning of unfamiliar words and idiomatic expressions.
  - c. Students use their increasing knowledge of the target culture(s) to interpret written texts.
2. Students are also working towards demonstrating understanding of the main idea, as well as most details and idiomatic expressions, on a wide selection of topics in a variety of texts. They are also working towards demonstrating understanding of stories and descriptions of some length in various timeframes, even when something unexpected occurs.

Presentational Speaking:

- \*1. Students can create with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.
- a. Functional ability includes:
    - giving simple explanations, advice, recommendations and opinions;
    - giving reasons why one should do or say something;
    - making simple predictions and hypotheses; and
    - giving short explanations or stating what people, places, and things are like with many details.
  - b. Students use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of

cultural differences related to spoken communication.

2. Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.

#### Presentational Writing:

- \*1. Students can create with language in various timeframes to write about a greater variety of familiar topics in logically connected sentences using some culturally appropriate vocabulary and expressions.
  - a. Functional ability includes:
    - writing short narratives, summaries, or apologies;
    - requesting basic information or simple clarifications;
    - stating satisfaction or dissatisfaction with someone or something;
    - presenting short comparisons and contrasts; and
    - giving short explanations or stating what people, places, and things are like with many details.
  - b. Students may be able to write about more than the “here and now,” making simple predictions and hypotheses.
  - c. Their writing reflects some knowledge of cultural differences related to written communication.
2. Students are also working towards the ability of writing short, culturally appropriate paragraphs in various timeframes that include a topic sentence, logically sequenced sentences, and a few supportive details.

### **Foreign Language Panel Participants**

|                   |   |
|-------------------|---|
| Debbie Robinson   | Consultant  |
| Janice Macián     | Consultant  |
| Kwawisi Tekpetey  | Central State University                                  |
| Christine Evenson | Columbus State Community College                          |
| Garry Fourman     | Columbus State Community College                          |
| Roser Coll-Gallo  | Cuyahoga Community College                                |
| Jennifer Larson   | Kent State University                                     |
| Bahar Hartmann    | Sinclair Community College                                |
| Kang Li           | The University of Akron                                   |
| An Chung Cheng    | University of Toledo                                      |
| Grace Thome       | University of Cincinnati                                  |
| Kirsten Halling   | Wright State University/Ohio Foreign Language Association |
| Hideo Tsuchida    | Ohio Articulation and Transfer Network                    |
| Michelle Blaney   | Ohio Articulation and Transfer Network                    |