

**Sample Example - Beginning I Course (French, German, Italian, and Spanish)**  
**Wright State University – FR 1010**

<p><b>Interpersonal Communication:</b> Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.</p>		
<p><b>TAG Learning Outcome</b> <b>(asterisk means required)</b></p>	<p><b>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</b></p>	<p><b>Percentage on Learning Outcome</b></p>
<p>*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.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• listing, naming, and identifying;</li> <li>• stating what people, places, and things are like with a few details; and</li> <li>• asking and answering highly predictable, formulaic questions.</li> </ul> <p>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.</p>	<p><i>Learning Outcome: Students will learn high frequency vocabulary, expressions and structures to conduct very simple conversations with each other, the instructor and target language guest speakers. Students will learn strategies for communicating within the constraints of essential communicative vocabulary, expressions and structures by practicing basic and highly familiar exchanges such as greeting, leave-taking, presenting oneself and others (name, hometown, age, profession, interests), describing oneself and others (physical descriptions and personality traits) in culturally appropriate ways. Description: For this course, taught entirely in the target language, students will work in small groups and pairs to practice high frequency vocabulary, structures and expressions. Examples of pair work include: Pair Pictionary: one student describes an object, person, place (or residence), while the other draws it; Do as I say: one student tells the other(s) to the stand up, pick up a pen (or marker), write his/her name and age on the board; Alphabet/Number Dictation: Students spell their names and say their ages to each other, while their partners write down what they hear; How would you feel?: Paired students are given a list of life situations (marriage, divorce, funeral, lost dog, winning the lottery, no sleep, new car, too much homework, etc.), and are asked how these situations would make them feel; It’s cold outside: Paired students are asked to brainstorm what they do and eat depending on the weather (ex. When it’s cold, I eat soup and stay indoors.); University Life: Paired students learn about their partner’s schedule, major and minor, favorite classes, favorite teachers, favorite university building, etc. Students compare and contrast schedules and academic interests; Celebrities: Students work in pairs to write 5-6 sentence descriptions of famous people, using adjectives, family vocabulary and listing their activities. The instructor types these out, distributes them during the next class period, and students work again in pairs to guess the identities of all the celebrities; Charades: Students work in groups of three to act out a scene (narrator, two actors); Students also engage in polling activities, circulating in a race against the clock to find short answers to 5-6 survey questions on their</i></p>	<p>20%</p>

	<p><i>classmates' favorite foods, seasons, activities, possessions, etc. These activities encourage the repeated use of high frequency verbs (to have for possessions; to make or do for activities; to like or to prefer for favorite things; to go for future activities or places). Other large group interactions include Find a Person Who Bingo: Instructors give students a Bingo sheet with activities in various timeframes instead of numbers, students circulate obtaining signatures (one per student) to complete the Bingo chart. This activity encourages students to practice chapter vocabulary and concepts, and use the affirmative and the negative in natural and meaningful contexts.</i></p>	
<p>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.</p>	<p><i>Working Towards: Students use analytical skills by preparing paired communicative activities that require acquired cultural concepts. For instance, students work together to correct a dialog with cultural faux pas (i.e. a French waiter introduces himself/herself by name to clients in a French café; a tourist says to a French waiter that he/she "needs" something.). In an activity that requires knowledge of French cuisine, meal order, food and shopping vocabulary, numbers and quantities, students plan to host a dinner, prepare a menu, study authentic French recipes, create a shopping list (with quantities) and name the type of stores where they will find the items. In an activity that requires authentic oral communication, written question preparation, oral question asking, paired students prepare simple written questions for a native speaker guest, whom students interview during the next class period. For the final oral interview conducted one-on-one with the instructor, students answer simple questions about themselves on highly practiced topics such as age, interests and hobbies, university life, descriptions of self and others.</i></p>	<p>5%</p>
<p><b>Interpretive Listening/Viewing:</b> Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.</p>		
<p><b>TAG Learning Outcome</b> (asterisk means required)</p>	<p><b>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</b></p>	<p><b>Percentage on Learning Outcome</b></p>

<p>*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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Students begin to use context cues for basic comprehension.</li> <li>c. Students use their own cultural background to derive meaning from texts.</li> </ol>	<p><i>Learning Outcome: Students will develop listening strategies such as recognizing tone and intonation, cognates, high frequency vocabulary, highly practiced expressions, and contextual clues to derive meaning from simple oral texts and authentic media sources such as recordings, popular and classic songs and online dialogs. When oral texts are presented with visual support, students will enhance listening strategies with visual interpretation of contextual clues based on their own cultural background. By the end of French 1010, students will be able to demonstrate understanding of the main idea and relevant details in very simple oral texts and media on familiar topics. Description: In this course, students view song and video clips daily, accompanied by exercises that target specific listening and viewing strategies, such as recognizing phonetic patterns, point of view, emotions, vocabulary (cognates and active, thematic vocabulary), themes. For example, students listen to the Charlotte Gainsbourg song "If," circling the 50+ cognates ending in the letters -if (actif = active). Students are then able to answer very simple questions about the song using the cognates (Is this a positive relationship? List negative vocabulary.). Other examples of listening and viewing activities include having students guess the celebrities after they hear oral descriptions of their appearance and personality; breaking students into small groups, with one student giving classroom or directional commands and the others showing comprehension by obeying; having students view French and Francophone commercials, identifying products and saying whether and how often they use or consume them; showing videos on French cafés and restaurants to support the unit on food and dining practices, and showing videos on tourism to enhance cultural presentations and to elicit discussions of where they want to travel and what they want to do when they get there. Students practice recognizing aural patterns in bi-monthly dictations, using active and acquired or familiar vocabulary and structures occurring in contextualized cloze passages; students write what they hear, paying close attention to pronunciation and meaning. In the unit on free time, students learn activity vocabulary, then demonstrate understanding by acting out the activities they hear in a modified charades exercise; they listen to a recorded dialogue in which two university students make plans to go out, identifying the activities, and then interviewing each other to propose and accept or reject their partners' offers. In the same unit, students listen to a popular song while filling in missing lyrics related to activities; then they discuss in small groups whether they enjoy these activities, how often and how well they do them. Students also view a video promoting outdoor activities in South Carolina to potential French tourists. In addition to identifying the sports and activity related vocabulary, students distinguish</i></p>	<p>25%</p>
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	<p><i>authentic French pronunciation of American states and cities, and compare what the French like to do on vacation with their own typical or ideal vacation activities. In a unit on housing, students listen to a short, recorded story about an American looking for an apartment to rent in Canada; students answer questions about the American's search and figure out how a cultural misunderstanding resulted in his getting lost (the numbering of floors in a building). In addition, students view videos on houses and apartments for sale; as the salesperson takes the viewer on a tour of the residences, students note the number of bedrooms, bathrooms, and other details including elevator, floor number, kitchen, dining room, neighborhood, public transportation, and price. A guided small group discussion on comparable lodging in the Ohio follows the video presentation.</i></p>	
<p>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.</p>	<p><i>Working Towards: An example of an activity that pushes the students to use a higher level of interpretive listening and viewing skills is the culminating activity in the unit on university life, where students watch a video clip of three students studying at the Sorbonne, each from different backgrounds and pursuing different degrees. Students are given a pre-viewing exercise, introducing them to the Sorbonne, its history, architecture, artwork, famous graduates and its current academic programs. During the three-minute video, students use a worksheet with guided questions and some multiple choice questions to jot down information about each of the three students (names, specializations, why they chose the Sorbonne and their academic and extra-curricular experience). Students hear and compare the accents of two French students and one Brazilian exchange student and recognize highly practiced university related vocabulary in an authentic context. The video conveys to American students the historical and cultural importance of the university both visually and by the repeated use of the word "prestigious" by the interviewed students, who obviously feel honored to have the chance to study there. In a post-viewing activity, students compare notes to form a more nuanced understanding of the content, and respond to comparative questions based on their own university experience relative to the video.</i></p>	<p>5%</p>
<p><b>Interpretive Reading:</b> Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.</p>		

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*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.</p> <ol style="list-style-type: none"> <li>a. Students can recognize and identify all the letters and diacritical marks in an alphabetic writing system (e.g., French, German, Italian, Spanish).</li> <li>b. Students begin to use context cues for basic comprehension.</li> <li>c. Students use their own cultural background to derive meaning from texts.</li> </ol>	<p><i>Learning Outcome: Students will develop reading strategies such as recognizing point of view, cognates, genre, high frequency vocabulary, highly practiced expressions, and contextual clues, and cultural comparisons to derive meaning from simple written texts and authentic print sources such as advertisements, song lyrics, websites, magazine headlines, text messages, forms, menus, simple written interviews and transcribed dialogs. By the end of French 1010, students will be able to demonstrate understanding of the main idea and relevant details in very simple written texts on familiar topics.</i></p> <p><i>Description: In this course, students read short, authentic and composed texts that incorporate active vocabulary and cognates such as textbook passages on cultural practices and history. Students answer information gap questions based on the readings to demonstrate understanding of the main idea and relevant details. Other textbook readings include thematic conversations that use the vocabulary and structures in meaningful, culturally grounded exchanges. In the unit on food, students read a waiter-client dialogue, answer comprehension questions, point out formalities and polite expressions, categorize the foods and drinks in a photocopied drawing of the food pyramid, then act out the dialogue in small groups. Students will read another conversation that is in the wrong order, and will use their acquired knowledge to put it back in the proper order. In another exercise, students read a waiter-client dialogue filled with cultural and linguistic faux pas that they have to correct. The students then read an authentic menu from a French bistro, using what they have learned and what they already know about café fare to order a three course meal from the menu and to calculate the bill. Other authentic readings include travel brochures that students discuss using verbs of preference and descriptive adjectives, train schedules for practicing the 24-hour clock and numbers in general, television program guides for times and cultural comparisons, song lyrics for recognizing spellings and diacritical marks in addition to learning about cultural diversity and tastes, family trees, application forms, want ads, the classifieds, etc. Each of these authentic readings gives students practical knowledge that contributes to proficiency. Students demonstrate understanding of these authentic texts by responding to short questions on content and comparing and contrasting the format and products to those of their own cultural background. In one reading activity,</i></p>	<p>10%</p>

	<i>students skim online fan magazine biographies of American and French celebrities, while filling out a rubric asking for birthdate, place of birth, horoscope, profession, and “one other fact” they learned from the reading. Students also view a series of fan magazine covers (Paris Match, Voici, Closer), pointing out comparatives and superlatives, then responding in groups to true/false or multiple choice questions on the headlines.</i>	
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.	<i>Working Towards: Students read longer passages at the end of each unit, where the vocabulary, structures and theme of the unit come together in a cultural or historical reading enhanced by visual images (maps, drawings, photos, etc.) and glossed vocabulary that is followed by comprehension questions. Students work in pairs to answer the questions and follow up the reading activity with an interactive class poll incorporating an aspect from the reading. For instance, in a reading on free time and sports in France, after responding to the comprehension questions, students play “find a person who” to practice the vocabulary and concepts in the reading by obtaining signatures from classmates. In another example, during the unit on food, students plan a dinner party by reading authentic French recipes and comprising a shopping list based on the necessary ingredients and the quantities they will need to double the recipe for more guests. To show the students understand the ingredients in the recipes, they also list where all of the items may be found (butcher shop, bakery, etc.).</i>	5%
<p><b>Presentational Speaking:</b> Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.</p>		
<b>TAG Learning Outcome</b> (asterisk means required)	<b>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>

<p>*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.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• introducing, telling, and listing;</li> <li>• expressing likes and dislikes; and</li> <li>• stating what people, places, and things are like with a few details.</li> </ul> <p>b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions during their presentations.</p>	<p><i>Learning Outcome: By the end of the Beginning I course, students will have developed the tools necessary for making simple spoken presentations with a few details on topics relating to themselves, such as likes and dislikes, personality, family, university life, housing, possessions, leisure activities, sports, and favorite foods. Description: On the very first day of this course, students introduce themselves in the target language to one another and then to the class as a whole. This activity sets the tone for a class in which students present on new topics during every class period. Topics become more complex as students develop thematic vocabulary and phrases, beginning with the very simple “My name is” to complex presentations about what they want to do in life. Students work in pairs and small groups presenting likes and dislikes (activities, foods, colors) and opinions about classes, professors, parking, etc. In the unit on possessions, students show a photo of an object (or pet) that is important to them, and present it to the class. In the unit on University Life, students present their favorite class and professor to their classmates; they then use descriptive adjectives to explain why they like the class and professor (interesting, intellectual, funny, etc.). In the unit on activities, students take a poll of their group members’ favorite sports and activities, and present their findings to the class. At the end of the semester, students present a skit or a video to the rest of the class, in which they use vocabulary, structures and cultural information in a creative skit (waiter-client exchange, asking someone out and going on a date, losing homework while a friend gives suggestions on where to look, etc.). In the culminating interview, students present themselves to their instructor after preparing self-portraits and rehearsing them with their classmates.</i></p>	<p>15%</p>
<p>Students are also working towards making simple presentations on familiar topics using phrases and sentences that they have practiced.</p>	<p><i>Working Towards: Students prepare a very short PowerPoint presentation on their university life from a five-slide template. Slides must contain no more than six words each, and students may not read the slides word for word; in slide 1, students present their class schedule; in slide 2, they show their classmates their (potential) major; in slide 3, they present where and with whom they live; in slide 4, they show and describe their favorite building on campus; and in slide 5, they present their extra-curricular activities. This short activity gives the students speaking confidence and encourages target language interactions with the audience.</i></p>	<p>5%</p>

**Presentational Writing:** Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*Students can write basic information on very familiar topics using highly practiced words, phrases, and simple sentences.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• giving information, listing;</li> <li>• expressing simple likes and dislikes; and</li> <li>• stating what people, places, and things are like with a few details.</li> </ul> <p>b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.</p>	<p><i>Learning Outcomes: Students learn to express themselves in short writing exercises that include answering questions, filling in missing information, listing, describing, using acquired vocabulary and idiomatic expressions within a very familiar context, self-editing, and peer-editing. Description: Throughout the course, students learn to write simple sentences and lists using acquired vocabulary and structures in the context of thematic units such as food, clothing, housing, activities, family and university life, etc. In every class, students must write short descriptions or autobiographical mini-essays about likes, dislikes, opinions, habits and possessions. In the unit on descriptions, each student creates the written portrait of a celebrity, using short sentences with adjectives describing appearance, marital status and personality. These descriptions are corrected and typed into a document that is used as an interactive game for guessing the celebrities' identities. In the unit on clothing, students complete a similar activity in which they describe the clothing and colors worn by their neighbors. The written descriptions are then used in an interactive guessing game. Students interview each other on their living situation, taking guided notes, and then writing a paragraph consisting of short sentences in which they describe their partner's house/apartment/residence, their roommates (if any), their room, and their possessions. In a similar exercise, in the unit on free time, students interview each other on their plans for the week-end (what they want to do, what they are going to do), using guided questions, then write a short paragraph detailing their partner's plans. In the unit on university life, students write out and compare their schedules using the 24-hour clock and acquired vocabulary on academic courses and disciplines.</i></p>	8%
<p>Students are also working towards writing short messages and notes on familiar topics using</p>	<p><i>Working Towards: Students use their writing skills in target exercises outside the classroom. They send an email to the instructor requesting a meeting time</i></p>	2%

<p>phrases and sentences.</p>	<p><i>for the oral exam, responding to questions in subsequent emails in the target language. Students practice question writing by putting together a Jeopardy game for the final exam review. Each student is responsible for writing two questions on specific topics that will be included in the final exam review. Students send a written response to an electronic survey about weekend activities, and the instructor shares the results with the class. The students then write a short essay using the comparative and superlative to say which activities were the most and least popular, and which activities they like the best.</i></p>	
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