

Sample Example - Intermediate I Course (French, German, Italian, and Spanish)
Wright State University – FR 2010

<p>Interpersonal Communication: Students initiate and sustain meaningful spoken or 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>TAG Learning Outcome (asterisk means required)</p>	<p>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</p>	<p>Percentage on Learning Outcome</p>
<p>*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.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • 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. 	<p>Learning outcome: Students will continue to develop their repertoire of vocabulary phrases and idiomatic expressions in order to communicate in a variety of culturally appropriate scenarios with each other, the instructor, and target language guest speakers. Students will learn strategies for communication appropriate to a number of scenarios, including asking and answering a variety of questions; making simple requests, apologies, and excuses; stating simple contradictions of opinion or fact and giving simple advice and recommendations; and describing themselves and others (physical descriptions and personality traits) in detailed and culturally appropriate ways. Description: For this course, taught entirely in the target language, students will work in small groups and pairs to practice a growing repertoire of vocabulary, structures, and common idiomatic expressions. Examples of pair work include: Holiday Reporter: students interview a classmate about a particular holiday (ex. Valentine’s Day, Halloween, etc.) to find out what their classmate does to celebrate and their opinion of the holiday; What Do I Do?: Students create sample dialogues in which one student has a problem of some sort (ex. a bad experience in a restaurant, an article of clothing that doesn’t fit, etc.) and one student provides a variety of recommendations and advice to solve the issue; I would love to, but...: Students practice inviting their classmate to an event and turning down the invitation of their classmate for a variety of reasons, explaining their</p>	<p>30%</p>

<ul style="list-style-type: none"> 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. 	<p>opinion or reasoning; Tourist Agency: Students practice asking questions about and giving travel advice for a country in which the target language is spoken (ex. sites to visit, dishes to sample, customs to perform or avoid, etc.); What Comes Next?: Students work together to predict outcomes of real-life situations (ex. a student didn’t study for an exam, a student doesn’t agree with the opinions of their friends on a topic, etc.); Global Consumer: students view culturally relevant images or print ads (ex. an apparel print ad, an image of a busy shopping district in a foreign country, etc.) and work with a partner to discuss their feelings and opinions of the ad and interpret the cultural differences between the image at hand and their own culture; Social Navigation: students work together to develop appropriate vocabulary and expressions for a given topic (ex. a wedding, a birthday party, etc.) and then incorporate them into an appropriate dialogue. These activities allow students to practice expressing their own opinions, as well as ask about the opinions of others in natural and meaningful contexts. Additionally, they practice vocabulary and structures which help them interact with others in a variety of situations.</p>	
<p>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</p>	<p>Working Towards: Students prepare communicative activities that also demonstrate the development of cultural competencies. For instance, students prepare to interview a famous person based on information reviewed in class; one student assumes the persona of the famous</p>	<p>10%</p>

situations.	individual and their classmate becomes the reporter, developing appropriate questions and responses and practicing the dialogue together. To demonstrate cultural competencies, students solve real world, culturally appropriate problems in the target language in dialogue (ex. a confusing train schedule, a shopping experience in a foreign country, a lost hotel reservation, etc.). In an activity that requires authentic oral communication, written question preparation and oral question asking, paired students prepare written questions for a native speaker guest, practicing the asking of the questions with their partner and interviewing the guest during the next class period.	
<p>Interpretive Listening/Viewing: 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>		
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<p>*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.</p> <ol style="list-style-type: none"> 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. 	<p>Learning Outcome: Students will develop the ability to understand and interpret the main idea of a variety of texts, including short movie clips, songs, commercial ads (print and video), short news reports (print and video), and online dialogues. With or without accompanying visual support, students will interpret both visual and audio texts based on their own culture and, increasingly, knowledge of the target language culture. Additionally, students will demonstrate an increased understanding of detailed information and a growing repertoire of idiomatic expressions. Description: In this course, students view song and video clips from a variety of sources and complete activities that target specific listening and viewing strategies, such as interpretation of the main idea, the understanding of increasingly detailed information, specific structures or expressions, and thematic vocabulary. For instance, students view culturally relevant commercial ads and analyze them, describing not only the product for sale and its qualities, but also</p>	<p>10%</p>

	<p>discussing cultural similarities and differences and the significance of that product or style of advertising within the target language culture. Other examples of listening and viewing activities include having students view Voki clips created by the instructor and summarize the message of the clip and respond to comprehension questions; having students view short video clips such as Vine clips in the target language and demonstrate comprehension by creating a follow-up dialogue to that clip; listening to songs in the target language, discuss their own dreams for the future and those of their classmate; viewing a short video on a culturally relevant topic such as speed dating in the target language country and comparing it to a similar practice in their own culture; viewing short news clips on current events, discussing differing cultural perspectives and their own opinions about that event; viewing short news clips on current events and relating those events to historical events, demonstrating comprehension by providing relevant follow-up “comments” for the clip; viewing a video clip and demonstrating comprehension by writing tweets in the target language about the clip; and listening to an online dialogue about a particular subject (ex. a dialogue from a doctor’s office, a dialogue from a travel agency), demonstrating comprehension by drawing a visual representation of the dialogue they hear. In a unit on food and dining, for example, students view food ads from other cultures and describe the products they are selling, the kinds of situations in which one might want to buy that product, and their opinion of the product; additionally they view video/movie clips involving dining and identify faux pas, cultural differences, and the events portrayed in the clip.</p>	
<p>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.</p>	<p>Working towards: Students are working towards a higher level of understanding of the main idea and many details of listening/viewing selections on a wider range of topics. One example of this type of activity is having students view movie trailers and discuss what they think the movie might be about, who the characters might be and what they might be like, what might happen in the film, and whether or not it is a film they might view on their own. Additionally, students can watch a video clip on a cultural event in the target language (ex. an interview</p>	<p>5%</p>

	with a famous figure, a full-length news video about a current event or breakthrough, an interview with fellow students discussing their opinion on current events, etc.), answering guiding comprehension questions during the clip and then demonstrating a deeper comprehension by preparing a follow-up interview to the video.	
<p>Interpretive Reading: 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>		
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<p>*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.</p> <ol style="list-style-type: none"> 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. 	<p>Learning outcome: Students will develop reading strategies to assist them in interpreting the main idea of a variety of texts, as well as many details and a growing number of idiomatic expressions. Through the use of texts such as magazine articles, interviews, short educational texts on a variety of topics, short stories and plays, websites, and blogs, students will use their increasing knowledge of the target language culture and context of the texts to interpret the main idea and details of each piece.</p> <p>Description: In this class, students read a variety of short, authentic texts that incorporate thematic structures and vocabulary. Students go beyond providing basic information and demonstrate comprehension by providing summaries of the texts and answering questions which show their understanding of detailed information. For example, students read a biographical text about a famous figure and then utilize apps such as FakeBook to create false social media profiles aimed at connecting with that type of person or representing that type of person. This can also be done with the main character(s) of short literary selections. Other examples of this sort of activity include: having students read culturally authentic text message conversations, discussing the meaning of the conversation and pointing out culturally relevant idiomatic expressions,</p>	<p>10%</p>

	<p>as well as creating their own text message “response”; reading short poems related to thematic topics and interpreting the meaning of the poem, as well as pointing out examples of symbolism/metaphor and adding a verse to the poem to demonstrate comprehension; reading a short non-fiction text about a current or historical event, using thematic vocabulary and structures to interpret the text and summarizing their understanding in a short writing piece; having students read an informational text (ex. a short article on a health topic or travel advice) and write their own follow-up recommendations based on the content of the text; and having students read a short literary selection and create a dialogue based on the events or characters of the selection.</p>	
<p>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.</p>	<p>Working towards: Students work towards demonstrating an increasingly complex understanding of the main idea, as well as details and idiomatic expressions through activities which stem from a wide variety of texts, including brochures/pamphlets, informational texts and authentic literary selections of increasing length, and texts from a variety of fields, including the sciences, history, biography, and social sciences. For instance, students read full-page informational texts at the end of each unit, completing a series of comprehension and interpretation questions and relating the information to their own culture through a comparison of cultural practices and opinions. Students demonstrate a deeper comprehension by utilizing the information presented in the text (ex. a reading on ecotourism in a Francophone country) to produce a written product such as a trip itinerary or short composition of recommendations based on the information in that text.</p>	<p>5%</p>
<p>Presentational Speaking: 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>		

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<p>*Students can create with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • 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. <p>b. Students can use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.</p>	<p>Learning Outcome: Students will develop the tools to deliver short presentations on a variety of topics, including providing general information, recommendations, personal opinions, and comparisons. Presentations are derived from both personal knowledge (ex. presentations about the students themselves) and class-related information (ex. presentations regarding a vocabulary theme or cultural topic that serves as a framework for clearly expressing information in the target language. Description: Students work towards presenting information about themselves and others, as well as culturally relevant information (ex. a further explanation of a cultural topic discussed in the classroom) to the class. One example of this kind of activity is done in pairs, as students interview their classmates and present their findings to the class or take a class poll on a particular subject (ex. opinions and viewpoints of fellow students) and present their findings at the end of the exercise. Other examples include: during the health/medical unit, students are asked to describe symptoms of a specific illness or disease to the other members of their small group, who then must diagnose the appropriate medical condition; in another example, students use apps such as Voki to create an opinion piece (about a French movie or song video), and a classmate creates a Voki in response discussing whether they agree or not with the original student (ex. the original student enjoys the poetry of rap music, but the second student does not); students create a poster, Facebook profile, or Pinterest profile on a specific topic (ex. a Pinterest board of foods from a specific country, a poster with images of tourist sites in Paris or the Riviera) and then explain to their classmates why they have chosen the images they present; and students put together a culminating cultural presentation at the end of the class (ex. a famous figure from the target language country, a popular tourism site, a historical event, etc.), longer in duration and with more in-depth information than other activities, and present it to the class.</p>	<p>10%</p>

<p>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.</p>	<p>Working towards: Students increase the complexity of their presentations through the guided incorporation of various time frames and a wider variety of subjects. For example, students create a presentation for their classmates during which they discuss what they were like when they were young, what they are like now, and what they hope to be like or what they hope to do in the future. Additionally, they are asked to consider topics discussed in class (ex. ecotourism and the current state of the environment) and give an overview of its history, its current state, and its future prognosis. When discussing current events or issues (ex. the Ebola outbreak, the Charlie Hebdo attack, etc.), students are asked to discuss its importance in the present and also to hypothesize about the future importance and possible ramifications of the event or issue.</p>	<p>5%</p>
<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.</p>		
<p>TAG Learning Outcome (asterisk means required)</p>	<p>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</p>	<p>Percentage on Learning Outcome</p>
<p>*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.</p>	<p>Learning outcome: Students will develop the tools to connect target language sentences into longer, organized pieces of writing such as narratives, summaries, and letters. Students will incorporate vocabulary and structures from class, as well as a growing repertoire of idiomatic expressions to describe themselves and others, describe their personal opinions and to discuss culturally relevant topics. Description: Students</p>	<p>10%</p>

<p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • 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. <p>b. Their writing reflects some knowledge of cultural differences related to written communication.</p>	<p>learn to write texts such as narratives, summaries, and letters utilizing thematic vocabulary and structures. In one such activity, students are asked to write a letter to a company in order to express dissatisfaction with a faulty product and ask for the situation to be remedied. Students are also often asked to write about themselves and those around them, for example in a short letter to a pen pal describing themselves and their life and asking about the life of the pen pal. Students also write descriptions of other people, including friends, family, and famous figures, and compare/contrast their personality and life with that of another person. During a unit that discusses the daily routine, for example, students will write a short narration to discuss a typical day in their life and compare it to the routine of a friend or family member. Another such activity, which is based more on the incorporation of cultural elements, is having students view a study abroad application and then complete their own, including a personal essay describing where they would like to study abroad, why they want to study abroad, and how it would affect their future.</p>	
<p>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.</p>	<p>Working towards: Students practice their writing skills by learning about a culturally relevant topic (ex. medicine in a target language country) and writing a narrative that describes the current state of that topic, its future possibilities, and the ways in which it is similar or different to the student's own culture. Additionally, they learn about famous figures from a target language country and write a brief biographical essay describing that person's past, what they are doing now, and what the student thinks they will do in the future. Students also write about themselves in a letter to a classmate, asking questions to their classmate that are then answered in a response letter.</p>	<p>5%</p>