

**Latin Transfer Assurance Guide (TAG)**  
**December 1, 2017**

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| <b>OFL055 Beginning Course I</b>   | Credits: 3-4 semester hours |
| Advising Notes:  |                             |
| <b>OFL056 Beginning Course II</b>  | Credits: 3-4 semester hours |
| Advising Notes: Prerequisite: Beginning Latin course I or demonstrated performance in the indicated area of study    |                             |
| <b>OFL057 Intermediate Course I</b>  | Credits: 3-4 semester hours |
| Advising Notes: Prerequisite: Beginning Latin course II or demonstrated performance in the indicated area of study   |                             |
| <b>OFL058 Intermediate Course II</b>   | Credits: 3-4 semester hours |
| Advising Notes: Prerequisite: Intermediate Latin course I or demonstrated performance in the indicated area of study |                             |
| <b>OFL059 Beginning Courses I and II</b>   | Credits: 6-8 semester hours |
| Advising Notes: OFL059 is a combination of OFL055 and 056.   |                             |
| <b>OFL060 Intermediate Courses I and II</b>  | Credits: 6-8 semester hours |
| Advising Notes: OFL060 is a combination of OFL057 and 058.   |                             |

## **OFL059 – BEGINNING COURSES I & II SEQUENCE**

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

This sequence OAN is a combination of the outcomes in OFL055 and OFL056.

## **OFL055 – BEGINNING COURSE I**

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

#### **Course Description:**

The main focus of Beginning Latin Course I is the Interpretive Reading mode. In this course, students learn vocabulary, morphology, and syntax structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. In Beginning Course I, students generally perform in the Novice range although a few abilities in the Intermediate range will emerge.

To qualify for Transfer Assurance Guide (TAG) equivalency of Beginning Latin Course I, the course must cover as a minimum the essential learning outcome in Interpretive Reading, denoted by an asterisk (\*). A Beginning Latin I course may also commonly include some of the listed optional learning outcomes in the other modes: Presentational Speaking and Writing, Interpersonal Communication, and Interpretive Listening/Viewing. These optional modes should be included if there is adequate course time to do so beyond giving primary course attention to Interpretive Reading, the essential learning outcome. At least 70% of the classroom instructional time, up to 100%, has to be spent on the essential learning outcome. The optional learning outcomes are learning experiences that enhance, reinforce, enrich, or are further applications of the essential learning outcome Interpretive Reading.

#### **Statewide Learning Outcomes (Learning outcome with an asterisk is essential.)**

##### Interpretive Reading:

- \*1. Students can demonstrate understanding of the main idea, as well as basic grammatical forms and structures, in very simple, short, and highly predictable or familiar texts.
  - a. Students can recognize and identify the ways individual Latin words change their forms/endings to convey their grammatical function in a Latin sentence.
  - b. Students begin to use context cues given by other words in sentences or passages for basic comprehension.
  - c. Students will demonstrate their comprehension of simple sentences and passages through translation and other measures of understanding using their knowledge of morphology and syntax.
  - d. Students use their recognition of cognates in modern languages to help determine the meaning of Latin words, understanding that differences in shades of meaning may accrue from the distinct historical and social contexts in which every language functions.
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 original presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions. They may also declaim prepared texts through expressive reading.
  - a. Functional abilities include:
    - 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.
2. Students are also working towards making simple original presentations on familiar topics using phrases and sentences that they have practiced. They may also declaim prepared texts through expressive reading.

### 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.

### 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 visual support.
  - b. Students begin to use context cues given by other words in the sentence or passage for basic comprehension.
  - c. Students begin to increase their background knowledge of the Roman cultures to derive meaning from oral texts.
2. Students are also working towards demonstrating understanding of the main idea and some details of oral texts and media on a variety of familiar topics.

## **OFL056 – BEGINNING COURSE II**

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

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

#### **Course Description:**

The main focus of Beginning Latin Course II is the Interpretive Reading mode. In this course, students add to their knowledge of vocabulary, morphology, and syntax structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. In Beginning Course II, students perform better and stronger in the Novice range while some abilities emerge in the Intermediate range.

To qualify for Transfer Assurance Guide (TAG) equivalency of Beginning Latin Course II, the course must cover as a minimum the essential learning outcome in Interpretive Reading, denoted by an asterisk (\*). A Beginning Latin II course may also commonly include some of the listed optional learning outcomes in the other modes: Presentational Speaking and Writing, Interpersonal Communication, and Interpretive Listening/Viewing. These optional modes should be included if there is adequate course time to do so beyond giving primary course attention to Interpretive Reading, the essential learning outcome. At least 70% of the classroom instructional time, up to 100%, has to be spent on the essential learning outcome. The optional learning outcomes are learning experiences that enhance, reinforce, enrich, or are further applications of the essential learning outcome Interpretive Reading. If review of prerequisite course content is necessary, only a minimal amount of time should be devoted to such review.

#### **Statewide Learning Outcomes (Learning outcome with an asterisk is essential.)**

##### 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 can use context cues for basic comprehension.
  - b. Students demonstrate their comprehension of sentences and passages through translation and other measures of understanding using their knowledge of morphology and syntax.
  - c. Students increase their background knowledge of the Roman cultures to derive meaning from texts.
2. Students are also working towards demonstrating understanding of the main idea and many details and idiomatic expressions on familiar topics in a greater selection of texts in various timeframes.

### Presentational Speaking:

1. Students can make simple original presentations on familiar topics using phrases and sentences that they have practiced. They may also declaim prepared texts through expressive reading.
  - 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. They may also declaim prepared texts through expressive reading.

### 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; 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.

### Interpersonal Communication:

1. Students can exchange 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.
  - 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.
  - c. Students may begin to correct their own errors.
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 and some details in a variety of oral texts and media on familiar topics.
  - 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 increase their background knowledge of the Roman cultures to derive meaning from oral 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 oral texts and media.

**OFL060 – INTERMEDIATE COURSES I & II SEQUENCE**  
**6-8 Semester Hours**

This sequence OAN is a combination of the outcomes in OFL057 and OFL058.

**OFL057 – INTERMEDIATE COURSE I**  
**3-4 Semester Hours**

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

**Course Description:**

The main focus of Intermediate Latin Course I is the Interpretive Reading mode. In this course, students add to their knowledge of vocabulary, morphology, and syntax structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. In Intermediate Latin Course I, students perform better and stronger in the Novice range while more abilities emerge in the Intermediate range.

To qualify for Transfer Assurance Guide (TAG) equivalency of Intermediate Latin Course I, the course must cover as a minimum the essential learning outcome in Interpretive Reading, denoted by an asterisk (\*). An Intermediate Latin I course may also commonly include some of the listed optional learning outcomes in the other modes: Presentational Speaking and Writing, Interpersonal Communication, and Interpretive Listening/Viewing. These optional modes should be included if there is adequate course time to do so beyond giving primary course attention to Interpretive Reading, the essential learning outcome. At least 70% of the classroom instructional time, up to 100%, has to be spent on the essential learning outcome. The optional learning outcomes are learning experiences that enhance, reinforce, enrich, or are further applications of the essential learning outcome Interpretive Reading. If review of prerequisite course content is necessary, only a minimal amount of time should be devoted to such review.

**Statewide Learning Outcomes (Learning outcome with an asterisk is essential.)**

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 in various timeframes.

- a. Students can sometimes use context to guess the meaning of unfamiliar words and idiomatic expressions.
  - b. Students will demonstrate their comprehension of more complex sentences and passages through translation and other measures of understanding using their knowledge of morphology and syntax.
  - c. 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. They may also declaim prepared texts through expressive reading.
  - 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 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 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.

### 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 are able to correct some of 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 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 more details on a wide selection of familiar topics in a variety of oral texts and media.

## **OFL058 – INTERMEDIATE COURSE II**

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

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

### **Course Description:**

The main focus of Intermediate Latin Course II is the Interpretive Reading mode. In this course, students add to their knowledge of vocabulary, morphology, and syntax structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. In Intermediate Latin Course II, students generally perform better and stronger in the Intermediate range while a few abilities emerge in the Advanced range.

To qualify for Transfer Assurance Guide (TAG) equivalency of Intermediate Latin Course II, the course must cover as a minimum the essential learning outcome in Interpretive Reading, denoted by an asterisk (\*). An Intermediate Latin II course may also commonly include some of the listed optional learning outcomes in the other modes: Presentational Speaking and Writing, Interpersonal Communication, and Interpretive Listening/Viewing. These optional modes should be included if there is adequate course time to do so beyond giving primary course attention to the essential learning outcome. At least 70% of the classroom instructional time, up to 100%, has to be spent on Interpretive Reading, the essential learning outcome. The optional learning outcomes are learning experiences that enhance, reinforce, enrich, or are further applications of the essential learning outcome Interpretive Reading. If review of prerequisite course content is necessary, only a minimal amount of time should be devoted to such review.

**Statewide Learning Outcomes (Learning outcome with an asterisk is essential.)**

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 familiar topics in a variety of texts. They are working towards demonstrating understanding of stories and descriptions of some length in various timeframes, even when something unexpected occurs. They are also working towards demonstrating more advanced knowledge in particular concentrations within the field of Classics (Art and Archaeology, History and Culture, and Language).

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. They may also declaim prepared texts through expressive reading.
  - a. Functional ability includes:
    - giving simple explanations, advice, recommendations, and/or 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 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 using 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 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 creating with language in various timeframes on a greater variety of familiar topics using culturally appropriate vocabulary and expressions.

### Interpersonal Communication:

1. Students can create with language in various timeframes to initiate, maintain, and conclude 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 more 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.

**Latin Transfer Assurance Guide Panel Participants**

|                    |                           |
|--------------------|---------------------------|
| Janice Macián      | Consultant                |
| Denise McCoskey    | Miami University          |
| Bill Owens         | Ohio University           |
| Daniel Markovic    | University of Cincinnati  |
| Jeannette Marchand | Wright State University   |
| Sherwin Little     | American Classical League |