

**Intermediate II Course (French, German, Italian, and Spanish)**  
**Wright State University – FR 2020**

<b>Prerequisite:</b> Intermediate foreign language course I or demonstrated performance in the indicated area of study		
<b>Interpersonal Communication:</b> 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.		
<b>TAG Learning Outcome (asterisk means required)</b>	<b>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>
<p>*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.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• asking and answering a wide variety of questions;</li> <li>• expressing why someone should do or say something;</li> <li>• stating differences of opinion;</li> <li>• giving short explanations or justifications; and</li> <li>• commenting on or stating what people, places, and things are like with many details.</li> </ul> <p>b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses.</p> <p>c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural</p>	<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; expressing why someone should do or say something; stating differences of opinion and providing short explanations or justifications; and commenting on what others are like (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: Travel Agent, an activity during which students interview each other regarding likes and dislikes and make recommendations for a hypothetical vacation; Doctor’s Visit: a student playing a patient “visits” a classmate playing a doctor, who interviews them regarding their symptoms and makes recommendations for an appropriate course of action; Tourist Trap: students are given a hypothetical situation while traveling (ex. visiting a bank, missing a train, etc.) and perform a skit with a student to show an appropriate reaction/solution to that problem; Holidays: students in small groups explain the ways in which they celebrate holidays and compare and contrast their own experiences with those of other students or other cultures around the world, reflecting on what they enjoy or don’t enjoy about their own traditions; and Culture Shock: students work in small groups to discuss pros and cons of culturally relevant topics (ex. store hours and</p>	30

<p>behaviors in familiar situations.</p> <p>d. Students continue to develop self-monitoring skills.</p>	<p>schedules in target language country/countries), defending their own position against counterpoints; and Famous Friends: students work in pairs to play the roles of a famous person and a reporter, preparing and practicing an appropriate interview for that person. 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 that help them interact with others in a variety of situations.</p>	
<p>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.</p>	<p>Working Towards: Students prepare communicative activities that also demonstrate the development of cultural competencies and the ability to resolve unexpected complications and work in multiple time frames. For instance, students work together to resolve a complication in a given scenario (ex. forgetting wallet at dinner), where they must propose multiple solutions to the issue, describing why the issue occurred in the first place (in the past) and what they will do to solve the problem (in the future). Students also work in small groups to create dialogues or skits that demonstrate typical conflicts (ex. someone trying to take your taxi, speaking with a landlord, getting into a car accident with someone else’s vehicle) and classmates are asked to discuss possible outcomes of those situations and potential resolutions of the problem.</p>	<p>10</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 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.</p> <ol style="list-style-type: none"> <li>a. Students can often use context to figure out overall meaning.</li> <li>b. Students use their increasing knowledge of the target culture to interpret oral texts and media.</li> </ol>	<p>Learning Outcome: Students will continue to 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 less on their own culture and, increasingly, on a growing and deepening knowledge of the target language culture. Additionally, students will demonstrate an increased understanding of detailed information and a growing repertoire of idiomatic expressions, demonstrating an increasing ability to infer overall meaning through context. Description: In this course, students rely on an increasing knowledge of target language culture(s) and a growing ability to use context to discern the overall meaning of a variety of media sources, including song and video clips. For instance, in Consumer Products, students view part of a commercial without seeing the actual product and make guesses as to what is being advertised, give their opinion of the ad, and decide whether or not they would buy the product. Additionally, students are exposed to news video clips discussing a problem in a foreign country (i.e. train strikes in a target language country) and discuss why it is happening, what its effects might be, and what might happen in the future; they listen to audio track discussing different problems experienced by people (ex. two friends arguing over a problem) and make recommendations to solve the problem, making a hypothesis regarding what will happen afterwards; and they view a video clip of a cultural performance (ex. a theatrical or operatic performance) and make guesses as to what the main theme or problem of the work might be, what might happen later in the program, and how it relates to the target language country.</p>	<p>10</p>
<p>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.</p>	<p>Working towards: Students are working towards a more complex understanding of the main idea and many details of listening/viewing selections, even when unexpected actions occur. In one such activity, students watch a video clip from a culturally relevant program (ex. a soap opera) and make hypotheses about what might happen, demonstrating understanding of the clip by comparing their own guesses to what really happens in the program. Students also listen to a clip of a song featuring a thematic topic and give first impressions regarding the topic of the song, comparing their first impressions with the actual meaning of the song; they do the same regarding what they</p>	<p>5</p>

	think the music video would look like and compare their ideas to the real video, watched in class, pointing out any surprises and comparing similarities and differences between their own hypotheses.	
<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>		
<b>TAG Learning Outcome (asterisk means required)</b>	<b>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>
<p>*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.</p> <ol style="list-style-type: none"> <li>a. Students can more easily follow what they read about events and experiences and can sometimes speculate on outcomes.</li> <li>b. Students can often use context to guess the meaning of unfamiliar words and idiomatic expressions.</li> <li>c. Students use their increasing knowledge of the target culture(s) to interpret written texts.</li> </ol>	<p>Learning outcome: Students will pull from a growing repertoire of reading strategies to demonstrate a deepening understanding of the main idea, details, and idiomatic expressions, of a variety of texts, including magazine and newspaper articles, interviews, short educational texts on a variety of topics, short stories and plays, websites, and blogs. Students will increasingly use context to guess the meaning of unfamiliar word and expressions and will rely less on their own culture and more on a growing knowledge of the target culture(s) in order to interpret these texts and express their own hypotheses and opinions of their outcomes. 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. 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>

	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.	
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.	Working towards: Students work towards demonstrating understanding of the main idea and most details on a wide variety of topics and in a wide variety of texts. For instance, in one activity, students view a print ad related to a health or safety condition and identify idiomatic expressions and advice given in the ad. Additionally, students read a literary selection with a plot complication and make guesses as to the outcome of the text, later comparing the actual outcome to their own hypotheses. In another situation, students read stories written by classmates about an event in their past and answer questions provided by the instructor about the content of their classmate’s story.	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 (asterisk means required)</b>	<b>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>
*Students can create with language in various timeframes to make simple presentations on a	Learning Outcome: Students continue to develop their ability to create with language in order to make simple presentations on a variety of	10

<p>greater variety of familiar topics using phrases and sentences that they have practiced.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• giving simple explanations, advice, recommendations and opinions;</li> <li>• giving reasons why one should do or say something;</li> <li>• making simple predictions and hypotheses; and</li> <li>• giving short explanations or stating what people, places, and things are like with many details.</li> </ul> <p>b. Students use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.</p>	<p>familiar topics including explanations, advice, and opinions and supporting a simple argument. Additionally, they practice making predictions and hypotheses and describing people, places, and things with numerous details, including culturally appropriate behaviors and perspectives. Description: Students work towards creating simple oral presentations on a variety of topics and themes. For instance, students create a digital presentation on their own life or the life of a famous, culturally relevant figure. Additionally, students design a presentation based on a hypothetical trip itinerary to a specific culturally relevant destination, discussing important cultural events and/or landmarks in that place, providing reasons why someone should visit the destination and comparing them to the student's own culture and incorporating realia from the destination. Students can also research a famous museum in a culturally relevant country and compare it with a similar institution in their own country, particularly focusing on the type of museum, the exhibits housed there, the hours/admission fee of the museum, and the types of people that visit the museums. Students research current trends in other countries in movies, songs and books, comparing them to trends within their own countries, or choose a song from the target culture and create a presentation about the song, expressing their opinion of the song and either acting out the lyrics or interpreting the lyrics through images.</p>	
<p>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.</p>	<p>Working towards: Students research and present on a historical event from a culturally appropriate culture. In pairs, students also may research the state of a behavior such as recycling in a culturally relevant culture, presenting both sides of the debate to the class and arguing their side. Additionally, students give a presentation on the steps required to perform a specific task (i.e. cook a meal, make a craft, etc.).</p>	5
<p><b>Presentational Writing:</b> 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>		

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 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.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• writing short narratives, summaries, or apologies;</li> <li>• requesting basic information or simple clarifications;</li> <li>• stating satisfaction or dissatisfaction with someone or something;</li> <li>• presenting short comparisons and contrasts; and</li> <li>• giving short explanations or stating what people, places, and things are like with many details.</li> </ul> <p>b. Students may be able to write about more than the “here and now,” making simple predictions and hypotheses.</p> <p>c. Their writing reflects some knowledge of cultural differences related to written communication.</p>	<p>Learning Outcome: Students continue to practice writing on a variety of topics and in a variety of timeframes. Students are asked to express personal opinions or satisfaction/dissatisfaction and create different textual styles, including narratives, summaries, or apologies.</p> <p>Additionally, students write short comparisons and contrasts and describe people, places, and things with many details. Students incorporate knowledge of cultural differences into their writing and make simple predictions about the future. Description: Students work towards expressing their opinion on a specific topic in blog format (i.e. describing a bad experience with a specific product/service and comparing that experience with a positive experience involving a different, but similar product/service). Additionally, students are able to create a brochure advocating a certain position on a topic, giving the history of the topic and arguing their perspective on that subject, such as recycling or conservation. Students incorporate their on-campus experience, writing a statement about why they want to study abroad and the ways in which it might affect their future, or by writing a news blurb about a student organization on campus and describing their importance to the university population. Students work to express their opinion about a popular, culturally relevant film by writing a movie review or movie trailer and work with short pieces of literature to write a poem reflecting the main idea of the story. Students practice a formal style of writing by writing a formal request for information to a specific venue in order to plan a culturally relevant event (i.e. Independence Day celebration).</p>	<p><b>10</b></p>
<p>Students are also working towards the ability of writing short, culturally appropriate paragraphs in various timeframes that include a topic sentence,</p>	<p>Working towards: Students work towards writing a summary of a short article, providing the main idea and supporting details. Additionally, students write a letter or e-mail to a new classmate, discussing the</p>	<p><b>5</b></p>

<p>logically sequenced sentences, and a few supportive details.</p>	<p>expectations of being a university student at their institution. Students research a culturally relevant recipe or behavior and write a narrative including sequenced instructions and a detailed summary of the significance of the cultural object.</p>	
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