CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised October, 2012

PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013
If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: ARAB/FOLG/FREN/GERM/SGNL/SPAN 2311

The following proposal is intended to address the Intermediate I Foreign Language courses across all foreign language prefixes at SHSU. Each course is designed and structured in a uniform manner with the target language differing. Where necessary, examples have been provided for Intermediate Spanish I.

Texas Common Course Number (TCCN Matrix):

Course Title: Intermediate [Language] I

Course Catalog Description (Copy and paste from online catalog for existing courses):
These courses will focus on continuing to develop an increased awareness and appreciation of the target language and culture. Intermediate-low-range proficiency in listening, speaking, reading and writing skills in the target language according to the American Council of Teachers of Foreign Languages (ACTFL) proficiency guidelines to continue the student's understanding of how the language is shaped through values, and belief systems within its embedded societies. Emphasis is on increased compentency to make connections and comparisons between the target language and cultures and the student's own dominant cultureal and social patterns.

Prerequisite: Grade of C or better in elementary language II course. For non-native speakers of language. Native speakers should take the CLEP exam or register for 2312. Credit 3.

Course Prerequisites: Elementary [Language] I and II

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year:)
☐ No

Number of Sections to be Offered per Academic Year: 40+ all langauges

Estimated Enrollment per Section: 25

Course Level (freshman, sophomore): sophomore, junior

Designated Contact Person (for follow-up communication purposes): Silvia A. Huntsman, coordinator; Dr. Debra D. Andrist, chair

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Phone: 936-294-4219/1414

Approvals		
Department Chair:	Debra D. Andrist Signature	10-22-12 Date
Academic Dean:	Signature	10/22/12 Date

PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: IV. Language, Philosophy Culture

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:
This course will focus on developing an increased awareness of, and appreciation for, the target language via the five skills, listening, speaking, reading, writing and culture, and how the language is shaped through value and belief systems within a general society. A variety of countries and regions where the target language is dominant will be studied, focusing on how each embedded culture uses language within and how each uses language (communicative and/or expressive) as a means to affect their common unique human experience. The course includes a comparative analysis and reflection about other traditional cultural systems and those of the target societies in order to further intellectual awareness of the students' own dominant cultural and social patterns.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1:
Students who successfully complete this course will develop knowledge and understanding of the role that language plays in a culture and in all human life, both in Western societies and global communities.

How will the objective be addressed (including strategies and techniques)?
Students will develop their knowledge through exposure and practice of the three basic Communication Modes in the target language: Interpretive (listening, reading), Interpersonal (speaking), and Presentational (writing, speaking). By studying linguistic structures, and vocabulary in context, the student will understand how the target language communicates unique ideas, values and beliefs.

Class discussion and level-appropriate interactive communicative activities will provide the student the opportunity to increase the ability to communicate in a meaningful way with users of the target language. Exposure to listening, speaking, reading and writing of authentic samples of the target language and cultural realia will aid the development of interpretive strategies to function in the target language and cultures.

Describe how the objective will be assessed: The student will demonstrate this objective by interpreting content in the target language through appropriate samples of spoken and written

language forms to negotiate meaning among individuals through interpersonal communication, and to create oral and written messages in the target language, scored with a rubric, and according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for intermediate-range level learners.

Examples of activities that will provide direct assessment for this objective might include:
(1) Interpreting: The student will watch a video in the target language and prepare a summary in the target language of what happens: who, what, when, where and how..
The student will be scored through a rubric for written assignments evaluating their performance in terms of cultural awareness, linguistic comprehension, organization, content, vocabulary, grammar, spelling and mechanics (see attached rubric 1 for written performance, syllabus page 9-10).

(2) Giving advice and recommendations in content-appropriate situations: Partner dialogues in contextual situations such as friend-to-friend, doctor-patient, clerk-client, etc where the students act out giving and receiving advice in the target language. Student will be scored through a rubric for oral assignments evaluating their performance in terms of cultural awareness, content, vocabulary, grammar, pronunciation, fluency, and use of visual aids (see attached rubric 2 for oral performance assessment, syllabus page 10-11).

Examples of questions embedded in an exam might include: To listen to problems as expressed by various target-language-speakers and select/write a possible recommendation/advice, especially in terms of considerations like register, whether the speaker is in a professional situation (formal) or is a friend (informal), necessitating the use of different forms of address (Ud. vs. tú). Students will be scored based on their appropriate matching of situations to recommendations.

Objective/SLO 2: Students who successfully complete this course will be able to provide oral and written descriptions of/on culturely-related topics (architecture, geography, art, music, etc.) to examine the ways in which different cultures reflect, express and understand their human condition in their aesthetic creation.

How will the objective be addressed (including strategies and techniques)?
Through exposure to level-appropriate readings of printed materials (textbook readings, realia, ads, etc), and listening to oral samples in the target language, students will develop interpretive strategies (identifying main ideas, using contextual clues, and using their background knowledge). An increased comprehension of the target language will provide the student with the skills necessary to reflect on the diversity of the target language and cultures (national, geographic and ethnic differences within a target language range), and make comparisons to their personal dominant language and culture. The student will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Class discussions and/or discussion boards will be used to elicit interpersonal and presentational modes of communication to further their understanding of the target language and cultures.

Describe how the objective will be assessed: The student will demonstrate this objective through a written and oral presentations exploring works of the arts to foster this understanding of the diversity of the target language and its cultural systems. The students' products will be scored with a rubric for oral assignments (Rubric 2), and according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for intermediate-range learners.

A sample question that will provide direct assessment for this objective might include to

choose an example of an artistic work from the target culture (poem, song, painting, poster, culturally-related object or tradition) and prepare a show and tell presentation for the class.

An example question embedded in exams might be to identify visuals and/or other works of the arts with corresponding descriptions. The student performance will be evaluated according to their comprehension and interpretive skills (oral or written), and will be scored through correct matching of said work and an appropriate description, according to the rubric and ACTFL guidelines.

Objective/SLO 3: Students who successfully complete this course will be able to demonstrate understanding of how ideas, values, and beliefs of a culture affect the unique aesthetic and intellectual creations within the specific societies. Students will more fully understand the human condition across many cultures through an understanding of the role language and culture play within diverse societies. Students will also gain an appreciation for diversity and an understanding of the global community, and specifically, of language and culture as products of the human experience.

How will the objective be addressed (including strategies and techniques)?
As cultures across the target countries and/or communities are studied, students will be guided in thinking critically about their personal dominant cultures and sub-cultures, and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints towards global communities. Through textbook readings, listening to authentic oral interviews with native speakers, films, TV programs, newscasts, etc., students will understand the cultural practices and patterns of behavior accepted by a society, such as forms of discourse (register), and comfort zone/use of personal and social space. By understanding such social and cultural patterns, the student will gain knowledge of 'what to do when and where'. By studying the products of the target culture, such as a painting, piece of literature, a dance, a ritual, a newscast, etc. and how these products reflect the perspectives of the target culture, the student will gain knowledge of the underlying cultural beliefs and values.

Describe how the objective will be assessed: Students will demonstratre their learning through exams and assignments that focus on their knowledge of what the course objectives address. Student learning will be assessed through content appropriate written or oral assignments related to the target language and cultures, scored with a rubric (rubric 1 or 2), and according to the American Council of Teachers of Foreign Languages (ACTFL) Proficiency Guidelines for intermediate-range level learners.

A sample activity that could provide direct assessment for this objective might include that the students find, and report on, a TV show, a news story, an ad, etc. that demonstrates the relationship product-perspective such as how body language and tone reflect a unique perspective from the culture studied and why. The question will be scored with Rubric 2.

Examples of embedded questions in exams might include:
(1) How do geography, topography and weather affect the architecture associated with a particular target language/culture (for example, the concrete construction of buildings in areas with few trees, like the traditional "colonial" housing based in the Moorish history of Spain vs. the wood framing used in the forested areas of the Northeastern U.S.?

(2) In which ways have different geographic areas, and demographics in the target culture shaped a target language/culture's music (for example, flamenco of the Spanish gypsies vs. ranchera music of the northern rural Mexicans vs. the tangos of Argentina) or the instruments used (for example, the reed flutes of Perú vs. the Afro-Hispanic drum rhythms of the Caribbean)?
Rubric 1 for written assignment will be used to score this type of assessment.

Objective/SLO 4:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

Objective/SLO 5:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). *Address ALL skill objectives associated with the selected Component Area. (See Appendix)*

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
--Students will be taught to think critically and analytically, and to ask appropriate questions about cultures, integrating and synthesizing knowledge they gain in the course, as they are guided through steps to these ends.

--Students will learn how to plan, organize, outline, draft, and write a paper that puts into practice the analytical skills (critical thinking and aural analysis) they acquire during the class .

--The student will develop the interpretive skills (in spoken and written form) of content topics appropriate to intermediate-level learners to foster active processing and interpretation of meaning in the target language. The student will be able to arrive at conclusions about stylistic analysis and develop the presentational skills (written and oral) necessary to identify structural, semantic, and stylistic patterns to articulate their ideas in the target language.

--Students will engage in conversations, obtaining and providing information in order to focus on developing interpersonal communication between individuals. In the course of their study, they will grow their ability to converse in a culturally-appropriate manner.

-Students will use critical thinking skills to demonstrate or reflect on the nature of language through comparisons between the target language and their own dominant one. As different elements in the target language are presented, class discussions will assist students in gaining understanding about how languages work.

Examples of activities that address critical thinking might include:
(1) Prepare a list of questions (innovation, inquiry, analysis) you would ask a native speaker of Spanish if you were interested in his/her family. Conduct the interview, and present orally or in writing the information you gathered (evaluation and synthesis).

(2) Partner dialogues: Write and present orally a debate on a 'hot topic' between two opposing views, for example, immigration for economic reasons.

Students will be given feedback with a rubric in terms of originality of ideas, asking relevant questions, description of components of information included, judgement of the relevancy of information, and organization/integration of the information gathered for presentational purposes.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will communicate effectively using written, oral, and visual means as they present their work on a content and level-appropriate topic. The student will present a written paper and an oral presentation with a visual product, scored with a rubric, and according to ACTFL Proficiency Guidelines for intermediate-range learners. Students will be taught how to outline, draft, and revise writing assignments with instructor feedback, as they learn to present their work in an effective and logical manner.

In order to develop the skills needed to communicate effectively the student will be presented with activities about level-appropriate topics such as:

(1) interpretation and understanding of written and spoken language. In small groups, students complete reading compherension questions, true/false statements, open-ended questions, etc. This will involve group work, and sharing of interpretive strategies. Then, groups present their responses to the class. Comprehension, language control, vocabulary use, and cultural awareness check. Further discussion: connections, comparisons, etc.

(2) to engage in conversations to negotiate meaning by providing and obtaining information, expressing feelings and emotions, and exchanging opinions. Students work in pairs or small groups to exchange information. Instructor aids groups individually during exchange and assists in problem areas.This type of activitiy will always be followed by a presentational type wrap-up like in (3) below.

(3) to present information and ideas to a particular audience (groups or class). The students report to the class their findings after a communicative (interpresonal) activity. The instructor moderates the presentation of findings, reinforces correct use of structures to convey meaning, and assists in problem areas. Further discussion to foster a sense of community, the students will share their opinions, and perspectives with others.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

5. <u>Personal Responsibility</u>: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will articulate in writing, and orally, how they make sound ethical judgements based on the development of their personal value system. Students will approach the study of diverse cultures with an understanding of the cultural heritage that humans share and do not share. As cultures across the target language world are studied, students will be guided in thinking critically about their own dominant cultures, sub-cultures and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints towards global communities. Students will consider their personal role in the global community, understanding past successes, failures, and consequences of personal choices and ethical decision-making.

Through class discussions and course assignments about content and level-appropriate topics, students will reflect about their personal choices and how they could affect, positively or negatively, the target cultures. A rubric would be provided to score this type of activities which would evaluate student's ability to make sound ethical decisions, connect choices to actions, and demonstrate sefl-reflection and concern for his/her personal responsibility in this world.

Sample topics might include:
(1) The concept of family relationships in the target culture. Compare and contrast the importance of extended family relationships in the target culture to the student's own concept of family relationships. How would you respond or act if you were to spend time in an environment where three generations live in the same household?

(2) Differences in food choices, and meals schedule in the target culture. If living in a foreign country, would you expect the same food choices as in your own country and culture? How would you react when presented with a food choice you might find disgusting?
It is 6 o'clock and you are ready for dinner but you cannot find a restaurant that serves dinner until 9 p.m. What would you do?

(3) The concept of 'sobremesa,' Food and social interaction/conversation are integral parts of the meal in the Hispanic world and business is often conducted during meals. You are at a family dinner, and 30 minutes after finishing eating, you are ready to get up and go, but the rest of the people sitting at the table seem to be inmersed in conversation with no sign of ending. What would you do?

(4) The concept of proxemics (personal space). You are introduced to the family of a friend in a foreign country, all of his/her relatives kiss you and hug you. You feel out of place, and think they are invading your personal space. How would you react?

(5) Differences in socio-economic, political and religious backgrounds that would enhance students' awareness when in target cultural environments. How would you react to a situation in a foreign country where you cannot have all the commodities you are used to at home?

6. <u>Social Responsibility</u>: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students will learn intercultural competence as they explore the target cultures. Students will come to understand the nature of their personal role in their own communities and their social responsibility in preservation of the global community and other social cultures. Students will be encouraged to use the target language beyond the school setting (community service, work-related activities, etc) to gain intercultural competence, to be engaged in the community, and to show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, as well possibly in professional situations.

Through class discussion and written or oral presentations, students will share their cultural experiences outside class. Students would be instructed to include in the summary of their cultural experiences posts, 'who, what, when, how, why', and to include their sources.

Sample topics for discussion might include: comparison and contrast of how the target culture and their dominant cultures might view social issues like means of address in formal and informal situations (register), non-linguistic cues, economic transactions, health issues, traditions and celebrations, the arts (music, dance, art), food, etc.

This type of assignments will be open to collaboration and group interaction to foster a sense of community among students. Students and instructor would respond to each student's post or presentations by asking more questions, sharing related experiences, or expressing interest, agreement/disagreent in the subject areas. Students would be provided individual feedback in terms of intercultural competence, knowledge of civic responsibility, and attitudes of openness, empathy, and/or curiosity. Feedback would also be given on their presentational skills (organization, content, grammar, vocabulary, spelling and mechanics, and use of visual aids if in oral format), and on the inclusion of all the information requested (answered 'who, what, when, how, why', and included their sources).

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

Week 1	Discuss course objectives and new core skill objectives -Review of SPAN 1411 and SPAN 1412: Description of scenes, talking about daily routines, introducing and describing yourself, talking about likes and dislikes, narrating in the past.
Week 2	-Unit 1: Talking about technology, and looking for a place to live. - Culture: Introduction to the Andean countries -Perú: population, geography, Incan civilization, music
Week 3	-Giving and following instructions and commands -Trying to influence other and giving advice (Intro to the Subjunctive).
Week 4	-More about giving advice and influencing others -Culture-Perú: Machu Piccu, Cuzco, Lima
Week 5	Unit 2: Talking about the arts and artistic expression -Culture-Bolivia and Ecuador: population, music, geographic areas, and altitude
Week 6	-Expressing feelings and emotions, and uncertainty (the Subjuctive) -Culture-Bolivia and Ecuador: outdoor markets, arts and crafts, Galapagos, Titicaca lake, indigenous

	groups, and languages.
Week 7	-Unit 3: Talking about the environment and nature -Culture: Intro to the Hispanic countries in the "Southern Cone" of South America
Week 8	-Talking about means or transportation, and cars -Culture-Argentina: population, geographic areas, music, european influence, 'el gaucho' -Talking about what has happened, and conditions with the past participle
Week 9	-Unit 4: Talking about relationships, and social-emotional life -Culture-Chile: population, geography, music, indigenous groups, food
Week 10	-Expressing purpose and contingency relations between events. -Unit 5: Talking about work related situations and professions -Talking about money
Week 11	-Culture-Paraguay and Uruguay: population, geography, music, 'el Guaraní' indigenous language
Week 12	-Talking about events that will happen (Future tense) -Unit 6: Talking about current events and government
Week 13	-Culture-Spain: population, geographic areas, music, history -Talking about what you would do (Conditional tense)
Week 14	-Expressing conditions and consequences -Culture-Spain: arquitecture, traditions and celebrations
Week 15	-Oral presentations/interviews

2. Attachments (Syllabus Required)

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☒ Yes ☐ No If yes, specify: Rubric 1 for written performance, Rubric 2 for oral performance, and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines

Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271

SPAN 2311 INTERMEDIATE SPANISH I
3 CREDIT HOURS
Location:
Days and time:

Instructor:
Office:
Phone:
E-mail:
Office hours:
or by appt.; PLEASE EMAIL FOR APPOINTMENT.

SPECIFIC COURSE SYLLABUS

DESCRIPTION OF COURSE:
This course will focus on continuing to develop an increased awareness and appreciation of the target language and culture. Intermediate-low-range proficiency in listening, speaking, reading and writing skills in the target language according to The American Council of Teachers of Foreign Languages (ACTFL) proficiency guidelines to continue the student's understanding of how the language is shaped through values, and belief systems within its embedded societies. Emphasis on increased competency to make connections and comparisons between the target language and cultures and the student's own dominant cultural and social patters. Pre-requisite: SPAN 1411 (first semester) and 1412 (second semester) or equivalent.

STYLE
This course has two delivery methods: an on-line platform Blackboard or SHSUOnline, and a SEMINAR-STYLE, student-centered, format in class meetings with a minimum of professor lecture. Spanish will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

PREREQUISITES (SPAN 1411, and SPAN 1412)
This is a University Core Class that fulfills Component Area IV.

NOTICE – The prerequisite for enrolling in SPAN 2311 is the completion of SPAN 1412 with a grade of C or higher or appropriate scores on the CLEP or AP examinations. The prerequisite for enrolling in SPAN 2312 (4rd semester) is the completion of SPAN 2311 with a grade of C or higher or appropriate scores on the CLEP or AP examinations.

REQUIRED TEXT
Pérez-Gironés, Ana and Dorwick, Thalia. *¡Apúntate! Español introductorio*, 1st Ed. New York, NW: McGraw-Hill, 2010, and ancillaries (account access to www.mhcentro.com course, e-book and Workbook Lab vol. 2).

Your **Course Code for CENTRO** this semester is:
Please login to your previous account, and start a new term with this code. If this is your first time with *Apúntate*, purchase both textbook and Book Key to access the online materials (E-book and WB/LAB vol. 2). Create an account, login and use the Course Code above to enroll for this semester's course.

REQUIRED SUPPLIES
- Computer with internet access or use of the language lab to complete any extra Wb/lab homework outside the lab sessions. Tune up your computer for remote access, and CENTRO to optimal technical performance.
-something with pockets or binder for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries
-personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class work for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results.

GENERAL GOALS (Optimal results)
l. increased **AWARENESS** of and **APPRECIATION** for Hispanic language and culture
2. more than minimal **VOCABULARY** in Spanish, especially of cognates (and false cognates) and the ability make educated guesses about unknown words based on context as well as to identify unknown cognates
3. ability to **CONJUGATE** regular, stem-changing, and many irregular verbs in present indicative, present subjunctive, preterit, imperfect indicative, imperfect subjunctive, future, conditional, progressives and perfects in both indicative and subjunctive
4. ability to carry on more than minimal **LIFE-SUPPORT CONVERSATIONS** related to visiting/living in a Spanish-speaking country, e.g., arrange and execute transportation, accommodations, meals, etc.
5. ability to carry on more than minimal **SOCIAL CONVERSATIONS**, adapting to unexpected questions or responses

COURSE OBJECTIVES (Optimal activities)
l. To **LISTEN** to and comprehend a more than survival percentage of standard Spanish spoken at average native speed by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest
2. To **SPEAK** without notes (or read aloud) a more than survival percentage of standard Spanish with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker
3. To **READ** and comprehend a more than survival percentage of standard Spanish by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest. With the further help of a dictionary, to be able to comprehend a high percentage of standard Spanish
4. To **WRITE** at a more than survival level in standard Spanish with few enough grammar errors to be comprehended by a native speaker
5. To **DEVELOP AWARENESS AND APPRECIATION** of the target language and culture, to be able to make connections and comparisons to the first language and culture.

OFFICIAL ESSENTIAL COURSE (IDEA) OBJECTIVE
Two or three weeks before the end of the semester the student will be asked to complete an official IDEA evaluation of the course and your instructor. The single and essential objective for this course is:
- **Developing skill in expressing oneself orally or in writing (in a foreign language).**

Course core objectives:
1. Students who successfully complete this course will develop knowledge and understanding of the role that language plays in a culture and in all human life, both in Western societies and global communities.
   How the objective will be addressed:
   Students will develop their knowledge through exposure and practice of the three basic Communication Modes in the target language: Interpretive (listening, reading), Interpersonal (speaking), and Presentational (writing, speaking). By studying linguistic structures, and

vocabulary in context the student will understand how the target language communicates unique ideas, values and beliefs.

2. Students who successfully complete this course will be able to provide oral and written descriptions of culture-related topics (architecture, geography, art, music....) to examine the ways in which different cultures reflect and understand their human condition in their aesthetic creation

   How the objective will be addressed:
   Through exposure to level-appropriate readings of printed materials (textbook readings, realia, ads, etc), and listening to oral samples in the target language, students will develop interpretive strategies (identifying main ideas, using contextual clues, and using their background knowledge). An increased comprehension of the target language will provide the student with the skills necessary to reflect on the diversity of the target language and cultures (national, geographic and ethnic differences within a target language range), and make comparisons to their personal dominant language and culture. The student will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Class discussions and/or discussion boards will be used to elicit interpersonal and presentational modes of communication to further their understanding of the target language and cultures.

3. Students who successfully complete this course will be able to demonstrate understanding of how ideas, values, and beliefs of a culture affect the unique aesthetic and intellectual creations within specific societies. Students will more fully understand the human condition across many cultures through an understanding of the role the language and culture play within diverse societies. Students will also gain an appreciation for diversity and an understanding of the global community, and specifically, language as a product of the human experience.

   How the objective will be addressed:
   As cultures across the target countries and/or communities are studied, students will be guided in thinking critically about their personal dominant cultures and sub-cultures, and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints towards global communities. Through textbook readings, listening to authentic oral interviews with native speakers, films, TV programs, newscasts, etc., students will understand the cultural practices and patterns of behavior accepted by a society, such as forms of discourse (register), and comfort zone/use of personal and social space. By understanding such social and cultural patterns, the student will gain knowledge of 'what to do when and where'. By studying the products of the target culture, such as a painting, piece of literature, a dance, a ritual, a newscast, etc. and how these products reflect the perspectives of the target culture, the student will gain knowledge of the underlying cultural beliefs and values.

Course Skill Objectives:

I. **Critical Thinking Skills:** (as defined by the Coordinating Board) to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

   How the skill will be addressed:
   --Students will be taught to think critically and analytically, and to ask appropriate questions about cultures, integrating and synthesizing knowledge they gain in the course, as they are guided through steps to these ends.

   --Students will learn how to plan, organize, outline, draft, and write a paper that puts into practice the analytical skills (critical thinking and aural analysis) they acquire during the class .

--The student will develop the interpretive skills (in spoken and written form) of content topics appropriate to intermediate-level learners to foster active processing and interpretation of meaning in the target language. The student will be able to arrive at conclusions about stylistic analysis and develop the presentational skills (written and oral) necessary to identify structural, semantic, and stylistic patterns to articulate their ideas in the target language.

--Students will engage in conversations, obtaining and providing information in order to focus on developing interpersonal communication between individuals. In the course of their study, they will grow their ability to converse in a culturally-appropriate manner.

-Students will use critical thinking skills to demonstrate or reflect on the nature of language through comparisons between the target language and their own dominant one. As different elements in the target language are presented, class discussions will assist students in gaining understanding about how languages work.

II. **Communication Skills** (as defined by the Coordinating Board): to include effective development, interpretation and expression of ideas through written, oral and visual communication.
How the skill will be addressed:
Students will communicate effectively using written, oral, and visual means as they present their work on a content and level-appropriate topic. The student will present a written paper and an oral presentation with a visual product, graded with a rubric, and according to ACTFL Proficiency Guidelines for intermediate-range learners. Students will be taught how to outline, draft, and revise writing assignments with instructor feedback, as they learn to present their work in an effective and logical manner.

III. **Personal Responsibility** (as defined by the Coordinating Board): to include the ability to connect choices, actions and consequences to ethical decision-making
How the skill will be addressed:
Students will articulate in writing, and orally, how they make sound ethical judgements based on the development of their personal value system. Students will approach the study of diverse cultures with an understanding of the cultural heritage that humans share and do not share. As cultures across the Hispanic world are studied, students will be guided in thinking critically about their own cultures, and sub-cultures, and their ideas, values, and beliefs which have helped shape their own aesthetic viewpoints towards global communities. Students will consider their personal role in the global community understanding past successes, failures, and consequences of personal choices and ethical decision-making.

IV. **Social Responsibility Skills** (as defined by the Coordinating Board): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, and global communities.
How the skill will be addressed:
Students will learn intercultural competence as they explore Hispanic cultures from North America, Central America, South America, and Europe. Students will come to undestand the nature of their personal role in their own communities and their social responsibility in preservation of the global community and other social cultures Students will be encouraged to use the target language beyond the school setting (community service, work related activities, etc) to gain intercultural competence, to be engaged in the community, and to show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Students will share their cultural experiences outside of class work through class discussion and written or oral presentations.

EVALUATION/GRADES (Assessment) UNDERGRADUATE = 100% (1000points). (100-89.6 =A, 89.5-79.6=B, 79.5-69.6=C, 69.6-59.6=D)			
Attendance and Participation	5% (50p)	4 Cultural activities	4% (40p)
Exams and Quizzes	40% (400p)	Final Exam	10% (100p)
Homework: CENTRO WB/Lab Activities	15% (150p)	4 Oral Grades	12% (120p)
4 Writing assignments	8% (80p)	6 Reading Assignments	6% (60p)

COMPONENTS OF WRITTEN GRADE (See Rubric on pages 9-11)

1. Cultural awareness
2. Organization
3. Content
4. Vocabulary
5. Grammar
6. Spelling/Mechanics

COMPONENTS OF ORAL GRADE/PRESENTATION (See Rubric on pages 9-11)

1. Cultural awareness
2. Content
3. Vocabulary
4. Grammar
5. Pronunciation
6. Fluency
7. Visual aids

There is no make-up provision for any exam. With a *well documented* and *well justified* reason, the student may request a make-up from Instructor ***within 24 hours.*** An exam missed counts "0" (to be added to the other, and then, divided to obtain the average).

IT IS MANDATORY THAT EVERY STUDENT TAKE THE FINAL EXAM. ALL FINAL EXAMS ARE COMPREHENSIVE!

ASSIGNMENTS

COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE

HEADING: All papers (homework, oral exams, writing assignments, cultural activities) must include a heading in this format:

Student name:
Class: SPAN 2311, Fall 2012
Assignment: Homework 1 (etc.)
If essay, Word count: # (l0% variation under/over the assigned is acceptable)

ATTENDANCE AND PARTICIPATION

-Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed.

-Regardless of the reason for your absence, you are required to complete any in-class work, and be informed of any due assignments.
-You may study the assignments as much as you wish or have time for, incidentally.
-Suggestions: Reflect afterwards and make notes of questions/observations.

ATTENDANCE POLICY
YOU ARE ALLOWED 3 UNEXCUSED CLASS HOUR ABSENCES DURING THE SEMESTER. AFTER THESE 3, EACH UNEXCUSED HOUR ABSENCE WILL DEDUCT 1% (10p) TO YOUR FINAL COURSE GRADE, FOR EACH ADDITIONAL EXCUSED HOUR ABSENCE THE DEDUCTION IS .2% (2p)

Permitting make-up work, granting full or partial credit, etc., are at the discretion of the professor, according to university guidelines. It is the student's responsibility to request and turn in make-up work, which normally must be completed within one week after returning. Students are encouraged to "buddy" with other students to get class notes/assignments. Always refer to your syllabus on Blackboard.

CULTURAL ACTIVITIES
For each cultural activity write a typed, double-spaced 8-10 sentence paragraph (minimum 80 words) in Spanish about a topic of your choice related to the Hispanic Culture. Turn in by the due date in the syllabus. Write down the address and a synopsis of what the site contains. Include "who, what, why, where, when and how."

- Search online (or library) any topic of your interest in Spanish (newspapers, magazines, blogs. etc.).
- Watch Cultural Videos in Spanish on the web, and write a synopsis of what it contained. Narrow your search by Hispanic country and topic (person, music, food, cities, celebrations, etc.). See also selection of Videos on Demand available at the SHSH NGL.

ORAL GRADE
All errors cost points (no help from the professor).

Oral 1 - CULTURAL SHOW & TELL: Prepare a 100-word presentation about an aspect of the Hispanic world (music, art, dance, textile, etc.). Include "who, what, why, where, when and how." Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

Oral 2 - NEWS & POLITICS/ENVIRONMENT: You and a classmate will write a debate on any "hot" topic between two opposing views. Present a ten-sentence, 100-word debate for the class on the due date.
You can also do an individual presentation giving your point of view or opinion on any 'hot' topic. Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

Oral 3 - PROFESSIONS & THE FUTURE (SHOW & TELL): Prepare a ten-sentence, 100-word "show and tell" presentation of a profession for the class on the day on the due date. Include "who, what, why, where, when, and how." Have a typed, double-spaced, printed copy ready to hand to the prof before beginning (for grading purposes).

FINAL ORAL INTERVIEW: The student will receive in advance a list of potential questions to be answered during this final oral interview. These questions will include structures and topics covered

during the semester.

HOMEWORK: CENTRO WB/LAB ACTIVITIES
Complete Wb/Lab assigned activities in CENTRO concurrently with the course calendar/schedule for Chapters 12 through 18. See last column in the Calendar section of this syllabus for specific assigned activities. In CENTRO use the MY TOOLS—Assignment List or Calendar option to find the required activities for this course.

To complete this part of the course, you need an account in CENTRO. If you have a previous account, log in and enroll for this semester course at www.mhcentro.com with the code below. If you do not have an account, please purchase a book key for ¡Apúntate! 1e Digital ed., and ¡Apúntate! 1e vol 2 Wb/Lab. Once you have created your account, enroll in this semester course with the course code:

WRITING ASSIGNMENTS
All writing assignments should have the corresponding heading, and be turned in by the due date (see course calendar schedule). Find the instructions in Centro under the corresponding WB/LAB activity detailed below, or as indicated by your instructor.

IN ORDER TO RECEIVE PROMPT FEEDBACK FROM THE INSTRUCTOR, PLEASE DO NOT COMPLETE THESE ASSIGNMENTS IN CENTRO, TURN IN A PRINTED COPY IN CLASS, OR ELECTRONICALLY VIA BLACKBOARD. Write a minimum of 90-100 word paragraph, and include all information requested.

1: Capítulo 12 – Los aparatos. See Wb/lab 12.51 for instructions. Turn in a typed hard copy or a Word file with your paragraph on the due date.
2: Capítulo 14 – Un incidente interesante. See Wb/lab 14.51 for instructions. Turn in a typed hard copy or a Word file with your paragraph on the due date.
3: Capítulo 16 – Mi carrera. See Wb/lab 16.51 for instructions. Turn in a typed hard copy or a Word file with your paragraph on the due date.
4: Capítulo 18 – Un viaje espléndido. See Wb/lab 18.51 for instructions. Turn in a typed hard copy or a Word file with your paragraph on the due date.

READING ASSIGNMENTS
Complete the following reading comprehension activities in your Centro Wb/Lab book corresponding to each of the Cultural Readings in the textbook (Lectura cultural) for chapters 12-17, or those reading assignments indicated by your instructor.

1. CENTRO: Wb/lab activity 12.14
2. Wb/lab activity 13.14
3. Wb/lab activity 14.14
4. Wb/lab activity 15.14 A and B
5. Wb/lab activity 16.15
6. Wb/lab activity 17.14

TESTING GUIDELINES
Exams will test:
1. LISTENING COMPREHENSION (dictation, oral questions, oral passage, true/false, other)
2. VOCABULARY (fill in, definitions, identifications, other)
3. GRAMMAR (fill/in, translation, other)

4. READING COMPREHENSION (questions, true/false, other)
5. WRITING (essay, short answer, other)
6. CULTURE (true/false, multiple choice, other)

BLACKBOARD
Blackboard or SHSUOnline will be used to post your grades, course documents, assignments, and give important information from your instructor. Please check often for important updates and reminders.

STUDY TIPS
GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.
Practice listening and speaking:
- make a friend who speaks Spanish (either as a student or as a native)
- attend cultural events (see Department Schedule of events, and SHSU event calendar)

Practice listening:
- watch television: news reports, listen to the radio, go to movies or rent videos in Spanish: children's level

Practice reading:
- Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc. Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

Practice writing:
- find a pen pal: write and receive letters in Spanish
- keep a journal/diary in Spanish
- write your notes in Spanish
- write creatively (stories) in Spanish
- Use computer programs

SPECIFIC STUDY STRATEGIES
- Study with other students, get a tutor
- Buy or borrow a workbook or a text by another author: write out exercises
- Review your text: table of contents (write all you know and check), exercises (redo)
- Make note cards: use ink colors to indicate gender of nouns, etc. Make visualization/collage cards.
- Listen to your audio materials extra times or get others. Do exercises in accompanying workbooks.

USE YOUR RESOURCES: Tutoring, SAM CENTER, LIBRARY: live chat, website, research database, workshops, tours, research services.

RUBRIC 1 - WRITTEN ASSIGNMENT ASSESSMENT RUBRIC

Student(s) _____ **Date:** _____

Assignment _____ **Grade:** _____

	3 Excellent	2 Very good/Good	1 Fair	0 Poor	Points
CULTURAL AWARENESS	Demonstrates excellent knowledge of the influences in the products and practices of the target culture. Recognizes differences and similarities in the perspectives of the target culture. Uses culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates a good knowledge of the influences in the products and practices of the target culture. Recognizes some differences and similarities in the perspectives of the target culture. Uses some culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates poor knowledge of the influences in the products and practices of the target culture. Recognizes few differences and similarities in the perspectives of the target culture. Barely uses culturally appropriate vocabulary ad idiomatic expressions.	Demonstrates no knowledge of the influences in the products and practices of the target culture. Does not recognize differences or similarities in the perspectives of the target culture. Does not seem aware of the need for culturally appropriate vocabulary or idiomatic expressions.	___x2.5
ORGANIZATION	Presentation is effective and presented in a logical format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant details.	Presentation is effective with a few minor problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but , loosely connected.	Presentation is somewhat logical but can be confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details.	Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.	____x2
CONTENT	The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used.	The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.	The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.	The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions are used.	____x2
VOCABULARY	There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.	There is an adequate range of the vocabulary words with some errors in usage.	There is a limited range of vocabulary words used accompanied by inappropriate use and errors.	There is a small range of vocabulary, erroneous usage and translation-based errors.	____ x2
GRAMMAR	Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.	Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.	There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.	There are frequent errors in usage that distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns.	_____x2

SPELLING AND MECHANICS	Spelling, punctuation, and capitalization are generally correct.	There are infrequent errors with spelling, punctuation, and capitalization.	There are frequent errors with spelling, punctuation, and capitalization.	Mistakes in spelling, punctuation, and capitalization distort meaning.	____x1
Overall Performance	Exceptional (A)	Very Good/Good (B)	Fair (C)	Poor (D) /Unacceptable (F)	
TOTAL	30-27	26-24	23-21	20-18 (D) 17-0 (F)	

RUBRIC 2 - ORAL/VISUAL PRESENTATION ASSESSMENT RUBRIC

Student(s) _____ **Date:** _____
Assignment _____ **Grade:** _____

	3 Excellent	2 Very good/Good	1 Fair	0 Poor	Points
CULTURAL AWARENESS	Demonstrates excellent knowledge of the influences in the products and practices of the target culture. Recognizes differences and similarities in the perspectives of the target culture. Uses culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates a good knowledge of the influences in the products and practices of the target culture. Recognizes some differences and similarities in the perspectives of the target culture. Uses some culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates poor knowledge of the influences in the products and practices of the target culture. Recognizes few differences and similarities in the perspectives of the target culture. Barely uses culturally appropriate vocabulary ad idiomatic expressions.	Demonstrates no knowledge of the influences in the products and practices of the target culture. Does not recognize differences or similarities in the perspectives of the target culture. Does not seem aware of the need for culturally appropriate vocabulary or idiomatic expressions.	___x2
INFORMATION CONVEYED (CONTENT)	Student uses appropriate vocabulary and grammatical functions necessary for communication. The task is completed with appropriate responses and elaboration.	Student usually uses appropriate vocabulary and grammatical functions in communication. The task is completed adequately with appropriate responses.	Student occasionally uses the appropriate vocabulary and grammatical functions in communication. The task is partially completed with some appropriate responses.	Student uses minimal vocabulary and grammatical functions in communication. There is a minimal completion of the task and responses are frequently erroneous.	___x2
VOCABULARY	Student uses a wide array of the appropriate and accurate vocabulary in context.	Student uses some of the vocabulary in an adequate fashion.	Student uses vocabulary infrequently with some inaccurate usage.	Student uses minimal vocabulary with inaccurate usage.	___x1
GRAMMAR	Student demonstrates control of language structures. Grammar functions are used correctly with very few errors.	Student demonstrates some control of language structures with some errors in grammar functions.	There are significant errors in language structures throughout.	There are frequent errors in language structures and inaccurate use of basic grammar functions.	___x1
PRONUNCIATION	Pronunciation and intonation sound natural and enhance communication.	Pronunciation does not interfere with communication.	Pronunciation occasionally interferes with communication.	Pronunciation frequently interferes with communication.	___x1

FLUENCY	Student speaks clearly and continuously without hesitation and with few pauses in speech. Speaker keeps consistent eye contact with the audience	Student has a few problems with hesitation but manages to continue and complete thoughts. Speaker keeps eye contact most of the time with the audience	Student has some problems with speech. There are frequent pauses and few incomplete thoughts. Speaker occasionally keeps eye contact with the audience	Student hesitates frequently with halting speech. There are long pauses and incomplete thoughts. Speaker does not keep eye contact with the audience.	___x2
VISUALS	Computer aided tools or visual are used effectively and professionally. Visual aids demonstrate the presentations points significant to the presentation.	Computer aided tools and visuals are used with effectiveness. Visual aids were appropriate for the presentation.	Minimal application and use of visual tools. Visuals are less than effective were presented	Misunderstanding of the correct selection and/or use of visual tools. No or very little use of visual aids.	___x1
Overall Performance	Exceptional (A)	Very Good/Good (B)	Fair (C)	Poor (D) /Unacceptable (F)	
TOTAL	30-27	26-24	23-21	20-18 (D) 17-0 (F)	

SPAN 2311 INTERMEDIATE SPANISH I
3 CREDIT HOURS
Location:
Days and time:

Instructor:
Office:
Phone:
E-mail:
Office hours:
or by appt.; PLEASE EMAIL FOR APPOINTMENT.

The following Course Calendar will guide you through the course content and the assignment schedule. Each chapter will be covered in about 2 weeks. Required activities in Centro, oral exams, and other due assignments are indicated in the last column. See also in Centro under MY TOOLS-Assignment List or Calendar for assigned WB/LAB vol. 2, and video activities for Chapters 12-18 and their due dates.

COURSE CALENDAR/SCHEDULE
SUBJECT TO ADAPTATION FOR INSTRUCTIONAL PURPOSES

Week 1	**Goals**	**Description, textbook pages**	**Assignments Due and CENTRO Required WB/LAB Activities**
	Review: Describing and talking about likes and dislikes Narrating in the past	Introductions: Entrevista Textbook Supplement speaking activities p. 180 Ser and Estar, descriptive adjectives (C5) Verbs like GUSTAR (C7) Pretérito and Imperfecto (C 7-10)	**Textbook supplement: p. 159-160**
	Review: Using object pronouns and commands	Object pronouns (C6, C7) Formal Commands (C6)	**Textbook supplement activities: pp. 90, 93-96, 108-109, 129**
Week 2			
Sep	**Labor Day Holiday**		
	Talking about housing and technology	**Capítulo 12 – La calidad de vida**, p. 320-324 La vivienda, p. 325-326	**CENTRO Wb/Lab:** 12.11 C,D,E,F 12.12 A-B 12.13 A-E (pronunciación)
	Giving and following instructions and commands	Lectura Cultural 1: *Perú*, p. 327 Tú Commands, p. 328-332	12.21 A-E
Week 3			
	Trying to influence others and giving advice	Intro to the Subjunctive, p. 333-338	12.22 A-E **Writing assignment 1: los aparatos (instructions Wb/lab 12.51)**
	Influencing others	The Subjunctive: Influence, p. 340-342	Video: V12-1

			12.31 A-G, 12.32 A-B
	Review	Lectura Cultural 2: Perú, p. 339 Un poco de todo, 343 Oral practice	**12.14 (Reading 1)**, V12-3 Review:, 12.61 A-C, 12.62 A-C V12-2 **Due Cultural Activity 1**
Week 4			
		EXAMEN 1	Due Centro activities for Chapter 12
		Oral exam 1 presentations	**ORAL 1: Cultural Show and Tell**
	Talking about art and culture	**Capítulo 13 - El arte y la cultura**, p. 346-351 Ordinal numbers, p. 352	13.11 A-C, E-G 13.12 A- C 13.13 A-B (pronunciación)
Week 5			
	Cultura: Bolivia y Ecuador Expressing feelings and emotions	Lectura Cultural 1: Bolivia y Ecuador, p. 353 The Subjunctive: Feelings and Emotions, p. 354-358	V13-1 13.21 C-E, G-I
	Expressing uncertainty	The Subjunctive: Uncertainty, Doubt and Denial, p. 360-363	13.31 A, C-F 13.32 A-C, V13-5
	Review	Un poco de todo, p. 364 Lectura Cultural 2, p. 359 Oral practice	**13.14 (Reading 2)** V13.3 Review: 13.61 A-B, 13.62 A, B, D
Week 6			
		EXAMEN 2	Due Centro activities for Chapter 13
	Talking about the environment	**Capítulo 14 - La naturaleza y el medio ambiente**, p 368-372 Los coches, p. 373-375	14.11 A, C-G 14.12 A, B, D-F V14-5 **Due Cultural Activity 2**
	Describing states and conditions CULTURA: Argentina	Past participle as adjective, p. 377-380 Lectura Cultural 1, p. 376	14.13 A,B (pronunciación), 14.21 A-H
Week 7			
	Talking about what has happened and making conjectures about what has happened	Present Perfect Indicative, p. 382-386 Present Perfect Subjunctive, p. 382-386 Writing assignment instructions: Centro Wb/Lab 14.51	14.31 A-H 14.33 A, B 14.41 A, B **Writing assignment 2: Un incidente interesante**

	Argentina Review	Lectura Cultural 2, p. 381 Un poco de todo, p. 387 Oral practice for Oral 2 (Debate)	**14.14 A-B (Reading 3),** V14-3 Review: V14-1, 14.61 A-C 14.62 A-D
		EXAMEN 3	Due Centro activities for Chapter 14
Week 8			
		Oral presentation	**ORAL 2: Debate**
	Talking about relationships	**Capítulo 15 – La vida social y la vida afectiva**, p. 390-393 Las etapas de la vida, p. 394-395	15.11 A, D 15.12 A-C V15-1
	CULTURA: Chile Describing existent and non-existent people, places and things	Lectura cultural 1, p. 396 The Subjunctive with Indefinite and Non-existent antecedents, p. 397-400	15.13 A-B (pronunciación) 15.21 A-D, G V15-2
Week 9			
	Chile Review	Lectura Cultural 2, p. 401 Oral practice	**15.14 A-B (Reading 4)** V15-3
	Expressing purpose and contingency relations between events	The Subjunctive with Conjunctions of Contingency and Purpose, p. 402-105	15.31 A-D, F-G 15.32 15.41 B
	Review	Un poco de todo, p. 428 Quiz	Review: 15.61 A-B 15.62 A-D, V15-4 Due Centro activities for Chapter 15
Week 10			
	Talking about work related situations	**Capítulo 16 - ¿Trabajar para vivir o vivir para trabajar?** p. 408-411 El mundo del trabajo, p. 412-413	16.11 A-B 16.12 A, C **Cultural Activity 3**
	Talking about money	Una cuestión de dinero, p. 414-415 Lectura Cultural 1: Paraguay y Uruguay, p. 416	16.13 A-C 16.14 A-E (pronunciación) V16-4, V16-5
	Expressing what will happen	El Futuro, p. 417-421	16.21 A-D, F, G 16.31 A-G
Week 11			
	Talking about time relations between events	Lectura Cultural 2 p. 422 The Subjunctive with Conjunctions of Time, p. 423-427	**16.15 (Reading 5)** V16-3 16.41 B, C **Writing assignment 3** **El futuro**
	Review	Oral practice for Oral exam 3: el futuro	Review: 16.61 A-B 16.62 A-D, V16-1

		EXAMEN 4	Due Centro activities for Chapter 16
Week 12			
	Oral presentation	Oral presentations	**Oral 3: el futuro y las profesiones**
	Talking about current events	**Capítulo 17 – En la actualidad**, p. 432-435 El gobierno, p. 436-437	17.11 A-E 17.12 A, B, D V17-2
	Expressing influence, doubt, and emotions in the past	Lectura cultural 1, p. 438 The Past Subjunctive, p. 439-444 Sequence of tenses	17.13 A-C (pronunciación) V17-5 17.21 A-D, H-K 17.31 B, 17.41 B, C
Week 13			
	España Review	Lectura Cultural 2, p. 445 Un poco de todo, p. 446 Oral practice/Quiz	**17.14 (Reading 6)** V17-3 Review: 17.61, 17.62 A, C Due Centro activities for Chapter 17
Nov	**Thanksgiving holidays**		
Week 14			
	Travelling abroad	**Capítulo 18 – En el extranjero,** p. 448-451 En un viaje al extranjero, p. 452-454	18.11 B 18.12 A-G V18-3
	Talking about what you would do	El Condicional, p. 456-460	18.13 A-C (pronunciación) 18.21 D-H **Cultural Activity 4**
	Expressing conditions and consequences	SI clauses (IF/THEN clauses), p. 456-460 Writing assignment instructions in Centro Wb/lab 18.51	18.22 C, 18.31 B, D V18-2 **Due Writing Assignment 4: Un viaje**
Week 15			
	Review	Conditional and Conditional clauses Oral practice/presentations	18.41 A, C Review 18.61, 18.62 A-C, V18-1
	Oral interviews	Review/Complete work on WB/Lab activities	**Final Oral Interview**
	Oral interviews	Review/Complete work on WB/Lab activities	**Final Oral Interview** Due Chapter 18 and ALL Centro activities
Week 16			
	See posted official schedule	**FINAL EXAM** Final exam dates/times cannot be changed under any circumstances without the written permission of the Provost.	

RUBRIC 1 - WRITTEN ASSIGNMENT ASSESSMENT RUBRIC

Student(s) _____ **Date:** _____
Assignment _____ **Grade:** _____

	3 Excellent	2 Very good/Good	1 Fair	0 Poor	Points
CULTURAL AWARENESS	Demonstrates excellent knowledge of the influences in the products and practices of the target culture. Recognizes differences and similarities in the perspectives of the target culture. Uses culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates a good knowledge of the influences in the products and practices of the target culture. Recognizes some differences and similarities in the perspectives of the target culture. Uses some culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates poor knowledge of the influences in the products and practices of the target culture. Recognizes few differences and similarities in the perspectives of the target culture. Barely uses culturally appropriate vocabulary ad idiomatic expressions.	Demonstrates no knowledge of the influences in the products and practices of the target culture. Does not recognize differences or similarities in the perspectives of the target culture. Does not seem aware of the need for culturally appropriate vocabulary or idiomatic expressions.	___x2.5
ORGANIZATION	Presentation is effective and presented in a logical format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant details.	Presentation is effective with a few minor problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but loosely connected.	Presentation is somewhat logical but can be confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details.	Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.	____x2
CONTENT	The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used.	The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.	The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.	The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions are used.	____x2
VOCABULARY	There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.	There is an adequate range of the vocabulary words with some errors in usage.	There is a limited range of vocabulary words used accompanied by inappropriate use and errors.	There is a small range of vocabulary, erroneous usage and translation-based errors.	____x2
GRAMMAR	Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.	Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.	There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.	There are frequent errors in usage that distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns.	_____x2
SPELLING AND	Spelling, punctuation,	There are infrequent	There are frequent	Mistakes in spelling,	

MECHANICS	and capitalization are generally correct.	errors with spelling, punctuation, and capitalization.	errors with spelling, punctuation, and capitalization.	punctuation, and capitalization distort meaning.	____x1
Overall Performance	Exceptional (A)	Very Good/Good (B)	Fair (C)	Poor (D) /Unacceptable (F)	
TOTAL	30-27	26-24	23-21	20-18 (D) 17-0 (F)	

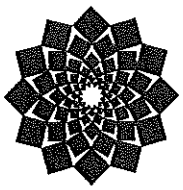
RUBRIC 2 - ORAL/VISUAL PRESENTATION ASSESSMENT RUBRIC

Student(s) _____ **Date:** _____
Assignment _____ **Grade:** _____

	3 Excellent	2 Very good/Good	1 Fair	0 Poor	Points
CULTURAL AWARENESS	Demonstrates excellent knowledge of the influences in the products and practices of the target culture. Recognizes differences and similarities in the perspectives of the target culture. Uses culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates a good knowledge of the influences in the products and practices of the target culture. Recognizes some differences and similarities in the perspectives of the target culture. Uses some culturally appropriate vocabulary, and idiomatic expressions.	Demonstrates poor knowledge of the influences in the products and practices of the target culture. Recognizes few differences and similarities in the perspectives of the target culture. Barely uses culturally appropriate vocabulary ad idiomatic expressions.	Demonstrates no knowledge of the influences in the products and practices of the target culture. Does not recognize differences or similarities in the perspectives of the target culture. Does not seem aware of the need for culturally appropriate vocabulary or idiomatic expressions.	___x2
INFORMATION CONVEYED (CONTENT)	Student uses appropriate vocabulary and grammatical functions necessary for communication. The task is completed with appropriate responses and elaboration.	Student usually uses appropriate vocabulary and grammatical functions in communication. The task is completed adequately with appropriate responses.	Student occasionally uses the appropriate vocabulary and grammatical functions in communication. The task is partially completed with some appropriate responses.	Student uses minimal vocabulary and grammatical functions in communication. There is a minimal completion of the task and responses are frequently erroneous.	___x2
VOCABULARY	Student uses a wide array of the appropriate and accurate vocabulary in context.	Student uses some of the vocabulary in an adequate fashion.	Student uses vocabulary infrequently with some inaccurate usage.	Student uses minimal vocabulary with inaccurate usage.	___x1
GRAMMAR	Student demonstrates control of language structures. Grammar functions are used correctly with very few errors.	Student demonstrates some control of language structures with some errors in grammar functions.	There are significant errors in language structures throughout.	There are frequent errors in language structures and inaccurate use of basic grammar functions.	___x1
PRONUNCIATION	Pronunciation and intonation sound natural and enhance communication.	Pronunciation does not interfere with communication.	Pronunciation occasionally interferes with communication.	Pronunciation frequently interferes with communication.	___x1
FLUENCY	Student speaks clearly and continuously without hesitation and with few pauses in speech. Speaker keeps consistent eye contact with the audience	Student has a few problems with hesitation but manages to continue and complete thoughts. Speaker keeps eye contact most of the time with the audience	Student has some problems with speech. There are frequent pauses and few incomplete thoughts. Speaker occasionally keeps eye contact with the audience	Student hesitates frequently with halting speech. There are long pauses and incomplete thoughts. Speaker does not keep eye contact with the audience.	___x2

VISUALS	Computer aided tools or visual are used effectively and professionally. Visual aids demonstrate the presentations points significant to the presentation.	Computer aided tools and visuals are used with effectiveness. Visual aids were appropriate for the presentation.	Minimal application and use of visual tools. Visuals are less than effective were presented	Misunderstanding of the correct selection and/or use of visual tools. No or very little use of visual aids.	___x1
Overall Performance	Exceptional (A)	Very Good/Good (B)	Fair (C)	Poor (D) /Unacceptable (F)	
TOTAL	30-27	26-24	23-21	20-18 (D) 17-0 (F)	

ACTFL PROFICIENCY GUIDELINES 2012



ACTFL

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General Preface
to the **ACTFL Proficiency Guidelines** 2012

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

ACTFL PROFICIENCY GUIDELINES 2012 – SPEAKING

Preface

The ACTFL Proficiency Guidelines 2012 – Speaking describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

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DISTINGUISHED

Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

ACTFL PROFICIENCY GUIDELINES 2012 — WRITING

Preface

The ACTFL Proficiency Guidelines 2012 – Writing describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

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DISTINGUISHED

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.

SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing.

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

NOVICE

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

ACTFL PROFICIENCY GUIDELINES 2012 — LISTENING

Preface

The ACTFL Proficiency Guidelines 2012 – Listening describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse.The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

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DISTINGUISHED

At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at the Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.

Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.

SUPERIOR

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.

ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

Advanced Mid

At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate Mid

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Intermediate Low

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

NOVICE

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Novice High

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Novice Low

At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

ACTFL PROFICIENCY GUIDELINES 2012 — READING

Preface

The ACTFL Proficiency Guidelines 2012 – Reading describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional reading tasks associated with each major level.

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DISTINGUISHED

At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

SUPERIOR

At the Superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior-level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

INTERMEDIATE

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

Intermediate High

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Intermediate Mid

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

NOVICE

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

Novice Low

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

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