**PART I – Course Information**

**Course Type**
- [X] 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 2312

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 II.

**Texas Common Course Number (TCCN Matrix):**

**Course Title:** Intermediate [Language] II

**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-mid-range proficiency in listening, speaking, reading, writing, and cultural competence 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 competency to make connections and comparisons between the target language and cultures and the student's own dominant cultural and social patterns. Social foci vary: general, business, criminal justice, media, medical and health-related professions.

Prerequisite: Grade of C or better in intermediate language I 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 and Intermediate [Language] I

**Available Online?**
- [X] 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:** 30+ all languages

**Estimated Enrollment per Section:** 25

**Course Level** (freshman, sophomore): sophomore, junior
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

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

E-Mail Address: fol_sja@shsu.edu; andrist@shsu.edu

Phone: 936-294-4219/1414

<table>
<thead>
<tr>
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<td>Academic Dean:</td>
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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
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 continuing to develop an increased awareness and appreciation of the target language and culture 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..

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**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 expanded knowledge and understanding of the role that language plays in a culture and in all human life, both in numerous societies and global communities.

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

Students will continue to 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 more deeply how the target language communicates unique ideas, values and beliefs.

Class discussion and level-appropriate interactive communicative activities will provide the student many opportunities to increase the ability to communicate in a meaningful way with users of the target language. Expanded 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, as well as a commentary on that content. 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 in the syllabus).

(2) Giving advice and recommendations in content-appropriate situations: Partner dialogues in contextual situations and/or on a cultural topic using visual or auditory aids, such as photographs of target-language-associated festivals or music from particular occasions. 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/auditory aids (see attached rubric 2 for oral performance assessment in the syllabus).

Examples of questions embedded in an exam might include: To listen to problems or opinions as expressed by various target-language-speakers and select/write a possible recommendation/advice or agreement/opposition, 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 culture-related topics (architecture, geography, art, music, etc.), as well as social situations, to examine the ways in which different cultures reflect, express and understand their human condition in their aesthetic creation and/or interactions.

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 or socio-economic/political controversies 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

1) 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.
2) choose a politically-charged topic and debate the pro and con with another student.

An example question embedded in exams might be to identify visuals and/or other works of the arts with corresponding descriptions or to identify rationalizations/justifications behind a certain view or perspective of the world according to the (sub)culture. 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 more fully 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), comfort zone/use of personal and social space and particular experiences/evidence which affect opinions and perspectives. 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, editorials, persuasive essays, 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 demonstrate 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-mid 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/opinion-perspective, such as how body language and tone reflect a unique perspective from the culture studied and why, plus cultural cues and experiences which shape same. 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. and what are the socio-historic issues (the settlement history of individual-family temperate-weather farms whose production is directed towards the family itself vs. tropical plantations worked by slaves whose production is directed towards the enrichment of the plantation owner) which also play a role?

(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) and how reactions of the power elite of the culture have affected same (for example, prejudice towards gypsies or religious perspectives of tango as immoral)? 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 and present it to the class.

--The student will develop the interpretive skills (in spoken and written form) of content topics appropriate to intermediate-mid 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 and debates, 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/discuss in a culturally-appropriate and sensitive 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 and debates will assist students in gaining understanding about how languages work and how/why those in a culture may interact in a different manner than in their own dominant language/culture.

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 view of a topic and/or if you disagreed with him/her. Conduct the interview, and present orally or in writing the information you gathered (evaluation and synthesis).
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(2) Partner dialogues: Write and present orally debates on 'hot topics' between two opposing views, for example, immigration for economic reasons or on daily life topics, such as parental participation/input in adult children's decisions.

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, graded with a rubric, according to ACTFL Proficiency Guidelines for intermediate-mid 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 comprehension 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 exchanges and assists in problem areas. This type of activity 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 (interpersonal) 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. **Personal Responsibility**: 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 self-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? How would you respond to insistence on certain view on the part of the older/younger generation?

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? How would you explain your reaction to your hosts? 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? How would you deal with a waiter who is surly about your lack of language skills/knowledge of foods?

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 immersed in conversation with no sign of ending. What would you do? How would you explain your view on a topic being discussed which may a "taboo" in your own dominant culture, for example, a religious or political issues?

4. The concept of proxemetics (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? How would you explain your discomfort?

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? How would you defend yourself/your dominant culture's practices in an angry discussion emphasizing your dominant culture's economic hegemony, for example?
6. **Social Responsibility**: 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, particularly those which have caused them discomfort/culture shock. Students would be instructed to include in the summary of their cultural experiences such posts as, '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 its 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., with equally-weighted pro and con responses.

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/disagreement in the subject areas. Students would be provided individual feedback on their presentational skills (cultural awareness, 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).

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### 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.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discuss course objectives for section focus and new core skill objectives; (Sample and syllabus provided are from the medical/health professions section)</th>
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<td>Content area: Body/anatomy (vocabulary, role play, activities, etc.) Culturally-specific beliefs, attitudes and practices concerning the body, indigenous &amp; European-based</td>
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<tr>
<td>Week 2</td>
<td>Pediatrics Culturally-specific beliefs, attitudes and practices in parenting/child health, indigenous &amp; European-based</td>
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<tr>
<td>Week 3</td>
<td>Pediatrics</td>
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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
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<th>Week</th>
<th>Course Title</th>
<th>Description</th>
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<td>Culturally-specific beliefs, attitudes &amp; practices related to the female body and reproduction, indigenous &amp; European-based</td>
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<td>5</td>
<td>Endocrinology, Dietetics, Genetics</td>
<td>Genetic, environmental and economic issues</td>
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<td>Culturally-specific beliefs, attitudes &amp; practice, indigenous &amp; European-based</td>
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<td>Family Planning</td>
<td>Culturally-specific beliefs, attitudes &amp; practices, especially religious/social attitudes, indigenous &amp; European-based</td>
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<td>7</td>
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<td>Culturally-specific beliefs, attitudes &amp; practices, indigenous &amp; European-based</td>
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<td>Mid-term presentations/interviews</td>
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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

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical &amp; Quantitative</th>
<th>Team Work</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
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SYLLABUS IN ENGLISH FOR LEGAL PURPOSES; TODA LA CLASE EN ESPAÑOL
SPN 2312.03 MEDICAL & HEALTH PROFESSIONS
CRN #82139
FALL 2012

One-line, e-college
3 CREDIT HOURS
FYI: EQUIVALENT OF APPROXIMATELY 16 WEEKS OF THREE 50-MINUTE
CLASSES PER WEEK, OR MEETINGS=40+ HOURS IN CLASS; PLUS EQUIVALENT
OF 16 WEEKS OF THREE STUDY HOURS PER WEEK=40+ HOURS OUTSIDE
CLASS; PLAN ON SPENDING A TOTAL (MINIMUM) OF 80 HOURS ON THIS CLASS
OVER THE SEMESTER OR ABOUT AN HOUR PER DAY, INCLUDING WEEKENDS

Professor: Dr. Debra D. Andrist andrist@shsu.edu 936-294-1414 FAX 936-294-4144
Office ABIV 315A. Virtual office hrs: usually M-Th 10-12, M 2-4, TTh 2-3 CDT/CST with
exception of unexpected meetings & appointments when I cannot guarantee availability. Email
generally answered within 24 hours with exception of Saturday and Sunday when response may
be delayed. Phone calls not recommended.

GENERAL COLLEGE OF HUMANITIES & SOCIAL SCIENCES
AND DEPARTMENT OF FOREIGN LANGUAGES POLICIES

AMERICANS WITH DISABILITIES ACT
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be
excluded, solely by reason of their disability, from participation in any academic program of the
University. Further, they shall not be denied the benefits of these programs nor shall they be
subjected to discrimination. Students with disabilities that might affect their academic
performance are expected to visit with the Office of Services for Students with Disabilities
located in the Counseling Center. The students should then make arrangements with their
individual instructors so that appropriate strategies can be considered and helpful procedures can
be developed to ensure that participation and achievement opportunities are not impaired.
SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with
respect to providing reasonable accommodations for students with disabilities. If a student has a
disability that may affect adversely his/her work in this class, then the student is encouraged to
register with the SHSU Counseling Center and to talk with the instructor about how best to deal
with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: No
accommodation can be made until the student registers with the counseling Center.

RELIGIOUS HOLIDAYS
Section 51.911(b) of the Texas Education Code requires that an institution of higher education
excuse a student from attending classes or other required activities, including examinations, for
the observance of a religious holy day, including travel for that purpose. A student whose
absence is excused under this subsection may not be penalized for that absence and shall be
allowed to take an examination or complete an assignment from which the student is excused
within a reasonable time after the absence.
“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

CLASSROOM RULES OF CONDUCT APPLY IN THE VIRTUAL CLASSROOM
Please refer to https://www.shsu.edu/students/guide/dean/codeofconduct.html

ACADEMIC DISHONESTY
Please refer to Academic Policy Statement 810213.
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

DON’T PLAGARIZE. SEE THE DOCUMENT ATTACHED ON PLAGARISM AFTER THE DIACRITIC MARKS GUIDE FOR IF YOU USE WORD IN ENGLISH.
I use Turn-It-In!

IF YOU PLAGARIZE, YOU WILL EARN A ZERO FOR THAT ASSIGNMENT AND POSSIBLY WILL NOT PASS THE ENTIRE COURSE.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE. Plagiarism—copying others’ work with out crediting them for it—is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, Plagiarism, posted in course administration in e-college.

PHILOSOPHY
This is an UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

INTERACTION
RESPECT FOR OTHERS’ VIEWS AND SPACE, not necessarily in agreement with one’s own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.
RESPECT FOR OTHERS IN GENERAL, particularly in the case of disagreement about class management issues, is required on the part of every participant. Presentation style is important. Treat others as you would have them treat you!

PERFORMANCE CONCERNS
Faculty are committed to facilitating each student’s performance. Students must be committed to maximizing their own performance. This is a dual responsibility.
Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance! Ask for help!)

2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?

3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?

4. Have you contacted your professor via personal appointment to discuss specific actions which will help you improve your performance?

5. Have you arranged virtual study sessions with other students in the class?

6. Have you contacted the Writing Center and scheduled personal tutoring (free)?

GENERAL STUDENT RESPONSIBILITIES
YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in “class,” etc.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week).

Number of times that you review “homework” is largely left to your discretion—you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes. You are expected to keep in contact with the professor and other students as personally needed.

REQUIRED HEADINGS ON PAPERS WITHIN THE DOCUMENT
All papers must include a heading in this format within the document
(Sample in English pero todo en español para esta clase)
Student name
Class: SPN 2332.03, Fall 2012
Assignment title: syllabus exam (or whatever)
If essay, Word count: # (10% variation under/over the assigned is acceptable)
GENERAL FACULTY RESPONSIBILITIES

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE BUT NOT 24/7 IMMEDIATE.

While virtual contact is preferred, real-life visits may be arranged by appointment. Drop-ins may or may not be possible when my office door is open, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available. Please email for an appointment.

Please also either honor your appointment or email ME and call our FOL office, 936-294-1441, to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

INSTRUCTOR EVALUATIONS
Students will be asked to
- complete a short anonymous informal course/instructor evaluation to questions at the mid-point and the end of the semester

“ATTENDANCE” POLICY: FOLLOW THE VIRTUAL CLASS SCHEDULE, BARRING CATASTROPHE,* WHICH MUST BE DOCUMENTED IN WRITING BY AN OFFICIAL SOURCE AS SOON AS POSSIBLE, PREFERABLY BEFORE THE LATE SUBMISSION RATHER THAN AFTER.

*Catastrophe as defined by professor

DEADLINES: Syllabus assignments must be submitted at the time and day of the corresponding virtual class as on the syllabus.

Daily grades may be assigned at the professor’s discretion. In case of catastrophe, advance or concurrent notice of your absence is required. Email or call secretary and leave a message and, if possible, send your corresponding assignment.

NO LATE PAPERS OR EXAMS WITHOUT AN OFFICIAL WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.

Students are encouraged to “buddy” with other students to get class notes/assignments and/or to arrange for other internet or computer access as necessary.

Always refer to your syllabus on SHSU on-line.
It is the student’s responsibility to request and turn in make-up work, if permitted in writing by professor. Permitting make-up work, granting full or partial credit, etc. are solely at the discretion of the professor according to university guidelines.

The student is responsible for communicating directly with his or her instructor when s/he is unable to submit required materials on schedule. If possible, students should notify instructor and make arrangements for missed assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member. Only death, serious illness or accident would ordinarily be reasons for missed assignments.


The term “excused absence” is discretionary and solely up to the professor of record. http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf (SHSU Student Guidelines)

IF YOU WANT TO USE THE FOL ON CAMPUS LAB DURING REGULAR HOURS IF SPACE IS AVAILABLE:

POLICIES

SECTION II: FOREIGN LANGUAGES AUDIO/VIDEO LAB

STUDENT RESPONSIBILITIES Students, please note that you are responsible for damages occurring to your lab workstation. You are also responsible for leaving your workspace in a clean and tidy state.

VISITORS in the Language lab
All LAB visitors, including students not enrolled in the lab section at that day/time must register with the Department of Foreign Languages. Unregistered visitors cannot remain in the lab. Children, escorted or not, cannot be admitted into the lab under any circumstances.

CODE OF STUDENT CONDUCT AND DISCIPLINE

5. STUDENT CONDUCT AND DISCIPLINE
5.2 Student Misconduct. . . . Specific examples of misconduct for which students may be subject to disciplinary action include, but are not limited to, the following: (1) Commission of an act that would constitute an offense under appropriate federal, state, or municipal law. (8) Stealing, destroying, defacing, damaging, or misusing component property (including misuse of fire or life-safety equipment or property) or property belonging to another.

Please refer to: https://www.shsu.edu/students/guide/dean/codeofconduct.html

CLASSROOM RULES OF CONDUCT
Problems of a disciplinary nature are not tolerated in the Languages lab. Students who pose a discipline problem will be asked to leave the lab immediately and will not be readmitted for the remainder of the day (a notice will be sent to the FOL office).

Please refer to https://www.shsu.edu/students/guide/dean/codeofconduct.html
(SYLLABUS IN ENGLISH FOR LEGAL PURPOSES; TODA LA CLASE EN ESPAÑOL)

SEPARATE DAILY SCHEDULE SUBJECT TO ADAPTATION ACCORDING TO STUDENT ACCOMPLISHMENTS/NEEDS

SPN 2312.03 MEDICAL & HEALTH PROFESSIONS EMPHASIS
CRN #82139
FALL 2012

Professor: Dr. Debra D. Andrist andrist@shsu.edu 936-294-1414  FAX 936-294-4144
Office ABIV 315A. Virtual office hrs: usually M-Th 10-12, M 2-4, TTh 2-3 CDT/CST with exception of unexpected meetings & appointments when I cannot guarantee availability—or by face-to-face appointment. Email generally answered within 24 hours with exception of Saturday and Sunday when response may be delayed. Phone calls not recommended.

SPECIFIC COURSE POLICIES AND INFORMATION
This is a University Core Class that fulfills Component Area IV.

ONE OVERALL AND OFFICIAL ESSENTIAL COURSE (IDEA EVALUATION) OBJECTIVE

DEVELOPING SKILL IN EXPRESSING ONESELF ORALLY OR IN WRITING

DESCRIPTION: This course intends to foster the development of students with enhanced Spanish language ability and ethnic/gender/cultural consciousness in medical situations via the academic knowledge and cultural competence of an educated native speaker.

GOAL I. (results) To raise general language & ethnic consciousness: increased awareness of and appreciation for language and ethnicity issues in medical situations.

OBJECTIVE 1 (activities) Read, write and speak about and discuss medical issues in non-fiction situations.

ASSESSMENT (grade component) See grades & daily syllabus

OBJECTIVE 2 See and listen to videos dealing with medical, ethnic, gender & cultural issues and write about them.

ASSESSMENT See grades & daily syllabus

GOAL II To hone the skills in Spanish

OBJECTIVE 1 Listen, speak, read & write in Spanish

ASSESSMENT Discussion, case study notes, presentations, papers (may include service learning experiences)
GENERAL COURSE BACKGROUND: The course is a fourth-semester Spanish language acquisition course with the same kinds of skills emphasized as in regular or other emphases sections, but in a medical/heath context. It is designed for those desiring a more thorough knowledge of Spanish in those medical/health situations. Prerequisite is C or better in SPN 2311 or the equivalent CLEP. The course prepares the student by stimulating the development of vocabulary and by encouraging practice in strategies for effective written along with spoken expression. Students are expected to use the language outside class, to participate actively in required on-line assignments and to prepare and submit assignments on time. The course combines written practice of Spanish through recorded presentations, compositions, class cyber-discussions on assigned topics, using the text as well as other sources as articles and films. This course is conducted entirely in Spanish except for some materials.

All submissions must be entirely in Spanish, including diacritic marks, etc. Therefore, you must work in Word, English (symbols for diacritic marks in shared documents) or Spanish version and cut-and-paste into eCollege, or using keyboard procedures detailed in the document in e-College course administration, e.g., for an accented vowel: control, apostrophe, vowel.

YOU MUST EARN A “C” OR BETTER IN THIS COURSE IN ORDER TO CONTINUE WITH SPAN 3361 OR 3368 OR 3369, which are the prerequisites to any other 3000-4000 level classes.

GENERAL GOALS (Optimal results):
Awareness and appreciation, vocabulary, grammar, listening, speaking, reading, writing and (medical) culture
The course will achieve the goals by:
(a) Using the target language;
(b) Working hard and consistently;
(c) Allowing you to develop communication process in a variety of contexts;
(d) Exposing you to a variety of language functions, structures, and vocabulary;
(e) Promoting critical thinking and creative discourse-level Spanish practice.

COURSE OBJECTIVES (Optimal activities):
The course is designed mainly for you to develop: (a) critical listening and reading skills, (b) good editing and proofreading skills, and (c) good writing strategies, through the following:
To learn fundamental principles of Spanish in order to improve accuracy in written mode.
To develop creative capacities in writing in Spanish
To practice written (and spoken) Spanish based on topics and vocabulary introduced in class.
To write short compositions in Spanish to communicate thoughts, perspectives, and feelings.
To read and report in Spanish articles using five modes of rhetorical expressions as description, narration, analysis, exposition, and argumentation.
To actively “discuss” a variety of topics related to the Spanish-speaking culture.
To compare Spanish-speaking world with home culture.

COURSE FORMAT: The class “meets” virtually five days a week, M-F. The virtual classroom will provide the necessary background for learning, but much individual effort outside
the virtual classroom is essential to develop the Spanish language skills that are the goals for this course.

**A THREE-HOUR ON-LINE CLASS IS THE APPROXIMATE EQUIVALENT OF 75 DAYS OF 40-MINUTE CLASS MEETINGS= 50 HOURS IN "CLASS;" PLUS EQUIVALENT OF 75 DAYS OF 40-MINUTE STUDY HOURS= 50 HOURS OUTSIDE CLASS; PLAN ON SPENDING A TOTAL (MINIMUM) OF 100 HOURS ON THIS CLASS OVER THE SEMESTER OR MORE THAN AN HOUR PER DAY**

**STYLE**

This course has one delivery method in general: on-line e-College. Spanish will be the preferred language in nearly all cases but code-switching will be practiced when absolutely 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."

However, individual or group face-to-face or phone consultations are encouraged after the initial required consultation (see below).

**TEXTBOOK/RESOURCES/ACCESS**

While it is not necessary or required to buy a hardcopy textbook, or to buy access to an on-line textbook or resources, as all resources for the course are available for free on-line, you are required to have a camera and earphones with microphone for use with your computer for participation/submissions in this course, all of which must be compatible with SHSU on-line e-college. You are encouraged to buy or borrow appropriate hard copy resources should you need them. Recommendations for hard copies are available upon request.

The URLs for all resources are available by category in course documents on the site and/or on the daily syllabus on the site.

You must use, and will only receive, communications about the class via your SHSU email. NO EXCEPTIONS.

You must review the SHSU on-line e-college tutorials to make sure that you know how to participate in the class.

http://www.shsu.edu/~dl www/students.html

http://shsu.campuspack.net/Users/shsuonline/Welcome_to_your_course_and_Online

Also, please review the PDF from Elluminate geared towards participants/students:
Those are Elluminate’s quick guides. They also have longer more detailed guides available here:
http://www.elluminate.com/Services/Training/Elluminate_Live!/?id=418

To access your online course, please log into SHSU Online (Ecollege) here:
https://ww2.shsu.edu/ecol02wp/

GENERAL FACULTY RESPONSABILITIES

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE BUT NOT 24/7 IMMEDIATE.

While virtual contact is preferred, real-life visits may be arranged by appointment. Drop-ins may or may not be possible when my office door is open, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available. Please email for an appointment.

Please also either honor your appointment or email me and call our FOL office, 936-294-1441, to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

INSTRUCTOR EVALUATIONS
Students will be asked to
-complete short anonymous informal technology and course/instructor evaluations at the mid-point and the end of the semester

GENERAL STUDENT RESPONSABILITIES

STAY IN VIRTUAL CONTACT DAILY!!!

“ATTENDANCE” POLICY: FOLLOW THE VIRTUAL CLASS SCHEDULE, BARRING CATASTROPHE,* WHICH MUST BE DOCUMENTED IN WRITING BY AN OFFICIAL SOURCE AS SOON AS POSSIBLE, PREFERABLY BEFORE THE LATE SUBMISSION RATHER THAN AFTER.

*Catastrophe as defined by professor

DEADLINES: Syllabus assignments must be submitted at the time and day of the corresponding virtual class as on the syllabus.
Daily grades may be assigned at the professor's discretion. In case of catastrophe, advance or concurrent notice of your absence is required. Email or call secretary and leave a message and, if possible, send your corresponding assignment.

**NO LATE PAPERS OR EXAMS WITHOUT AN OFFICIAL WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.**

Due to the time constraints of session, for every late submission, your grade will be affected by loss of 50% of the points after the designated hour on the designated day and entire loss of points thereafter.

Students are encouraged to “buddy” with other students to get class notes/assignments and/or to arrange for other internet or computer access as necessary.

Always refer to your syllabus on SHSU on-line.

It is the student’s responsibility to request and turn in make-up work, if permitted in writing by professor. Permitting make-up work, granting full or partial credit, etc. are solely at the discretion of the professor according to university guidelines.

The student is responsible for communicating directly with his or her instructor when s/he is unable to submit required materials on schedule. If possible, students should notify instructor and make arrangements for missed assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member. Only death, serious illness or accident would ordinarily be reasons for missed assignments.


The term “excused absence” is discretionaty and solely up to the professor of record. [http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf](http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf) (SHSU Student Guidelines)

**IF YOU WANT TO USE THE FOL ON CAMPUS LAB DURING REGULAR HOURS IF SPACE IS AVAILABLE:**

**EVALUATION/GRADING SCALE (Assessment)**
UNDERGRADUATE = 1000 PTS.

EDIT YOUR WORK!!! DO NOT SUBMIT FIRST DRAFTS OF EITHER ORAL OR WRITTEN WORK. EXCESSIVE ERRORS OF SPELLING (INCLUDING DIACRITIC MARKS), VOCABULARY, GRAMMAR, OR CONTENT (AS JUDGED BY PROFESSOR) WILL RESULT IN REDUCED GRADE POINTS. REPEATED ERRORS WHICH HAD BEEN CORRECTED ON EARLIER SUBMISSIONS WILL BE RESULT IN EVEN MORE REDUCED GRADE POINTS.
HEADING: All submissions (homework, oral exams, writing assignments, cultural activities, service learning reflections) must include a heading in this format:
Student name:
Class: SPAN 2312.03, Fall 2012
Assignment: Homework 1 (etc.)
If written, Word count: # (10% variation under/over the assigned is acceptable)

GRADE COMPONENTS & EXPLANATIONS

VIRTUAL ATTENDANCE AND PARTICIPATION = 100
- Be virtually present in class by meeting submission dates/times, having previously prepared each assignment on the schedule portion of the syllabus before such submission.
- Depending on the reason for your “absence,” you may be permitted to complete any work missed. You must make sure that you are self-informed of any due assignments.
- You may study the assignments as much as you wish or have time for, incidentally.
- Suggestions: Reflect before and afterwards and make notes of questions/observations.

Permitting make-up work, granting full or partial credit, etc., are at the discretion of the professor, according to University, Department and professor’s guidelines. If permitted, 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.

You are expected to actively and significantly participate individually and as paired or grouped in all activities using the target language correctly. You must read all reading, see all the videos, do all the homework and all grade components on your own and submit grade components by or before the deadline of midnight on the day due.

You must be self-starter as you alone are responsible for all course materials, activities, etc., but are encouraged to ask questions and secure information as necessary from the course materials, other students and the professor.

1 BY-APPOINTMENT FACE-TO-FACE OR PHONE AND 10 WRITTEN SUBMITTED PERSONAL PROGRESS REPORTS @6 = 60

5-10 words in Spanish per question
Complete sentences for oral
Sentence fragments for written but with diacritic marks, spelling, etc.
1. When were you the most engaged with the material since the course started/since the last report?
2. Why?
3. When were you the least engaged?
4. Why?
5. What do you still have questions about/are you most confused about?
6. What surprised you the most?
4 WRITTEN EVALUATIONS OF COURSE @ 10 = 40

- anonymous evaluations in English @ 25 = 50 (complete credit for submission to survey monkey alone; verify participation, NOT CONTENT, to professor for credit)
- Multiple choice with space for comments

1. Mid-term technology
2. Mid-term class
3. End-term technology
4. End-term IDEA re: class

24 WRITTEN PARTICIPATIONS IN DISCUSSION BOARD = 180

- 50 words in Spanish with diacritic marks, etc. for observations
- 25 words in Spanish with diacritic marks, etc. for responses
- Theme and medical news bites factually-oriented
- Hypothetical: personal view (may be actual opinion or devil's advocate)

4 THEME OBSERVACIONES @ 10 = 40
4 RESPONSES TO OBSERVACIONES OF OTHERS @ 5 = 20
4 MEDICAL NEWS OBSERVACIONES @ 10 = 40
4 RESPONSES TO OBSERVATIONS OF OTHERS @ 5 = 20
4 HYPOTHETICAL SITUATIONS OPINIONS @ 10 = 40
4 RESPONSES TO OPINIONS OF OTHERS @ 5 = 20

4 ORAL EXAMS @ 50 = 200

- Submit video recording in Spanish via Tegrity
- Must use correct pronunciation, vocabulary, grammar, etc.

1. pronunciation:
   - individual submission, may use notes (must have eye contact)
   - repetición oral del vocabulario usado como ejemplo de cada una de las letras en la hoja sobre el alfabeto (anatomía)

1. autobiografía:
   - individual submission,
   - may use notes for taping (must have eye contact),
   - submit written version as well; Typed, double-spaced.
   - 100 words, +/- 10% (use word count, as indicated on the heading), completely in Spanish
   - and using all diacritic marks, accents, spelling, grammar, style, content, etc.

1. ¿Cómo te llamas (usando la costumbre hispana de incluir los dos apellidos)?
2. ¿Cuál es tu nivel (freshman, etc.)?
3. ¿tu especialización profesional (biología, etc.)?
4. ¿tu experiencia médica personal (sufír un derrame a la edad de 20)?
5. ¿tu experiencia médica profesional (hice una misión médica en Honduras)?
6. ¿tu interés médico profesionalmente (enfermería)?

1 medical history interview:
paired with a classmate from the class (who may pretend in his/her answers)
may use notes for tapering (must have eye contact),
submit written version as well; Typed, double-spaced.
one student is physician, other student is patient
100 words, +- 10% each (use word count, as indicated on the heading), completely in
Spanish and using all diacritic marks, accents, spelling, grammar, style, content, etc.

1. ¿Cómo se llama (usando la costumbre hispana de incluir los dos apellidos)?
2. ¿Por qué visita al médico hoy [cuál(es) es/son la(s) queja(s) en general?]
3. ¿Cuáles son los síntomas?
4. ¿por cuánto tiempo?
5. ¿Tiene Ud., o un familiar, una historia de esto o algo parecido antes? Explique.

1 accident: paired with a different classmate from the class
paired with a classmate from the class (who may pretend in his/her answers)
may use notes for tapering (must have eye contact),
submit written version as well; Typed, double-spaced.
one student is 911 operator, later the EMT, other student is caller, later either the patient
(if conscious) or caller
100 words, +- 10% each (use word count, as indicated on the heading), completely in
Spanish and using all diacritic marks, accents, spelling, grammar, style, content, etc.
911/caller.

1. ¿Cuál es la emergencia (fuego, choque, etc.)?
2. ¿Dónde está el paciente (dirección y descripción)?
3. ¿Cuáles son los detalles de la situación con observaciones, síntomas, etc.? EMT/patient or caller
4. ¿Cuáles son los detalles de la situación con observaciones, síntomas, etc.? EMT/patient or caller
5. Preguntas específicas (¿le duele respirar? etc.)

ORAL PRESENTATION GRADE RUBRIC

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>Your presentation was effective. There is a clear statement of ideas and smooth transitions. Your main idea was stated clearly and provided relevant details</th>
<th>EXCELLENT GOOD SATISFACTORY FAIR POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY</td>
<td>You used an array of vocabulary in an accurate manner.</td>
<td>EXCELLENT GOOD SATISFACTORY FAIR POOR</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>You used grammar functions accurately and demonstrated control of language structures with few errors.</td>
<td>EXCELLENT GOOD SATISFACTORY FAIR POOR</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>PRONUNCIATION</td>
<td>Your pronunciation and intonation sound natural and enhance communication.</td>
<td>EXCELLENT GOOD SATISFACTORY FAIR POOR</td>
</tr>
<tr>
<td>FLUENCY</td>
<td>You spoke clearly and continuously without hesitation and few pauses in speech. Kept good eye contact.</td>
<td>EXCELLENT GOOD SATISFACTORY FAIR POOR</td>
</tr>
</tbody>
</table>

5 WRITTEN EXAMS @50 = 200

Submit via appropriate dropbox
Must use correct pronunciation, vocabulary, grammar, spelling, accents, etc. in Spanish
Typed, double-spaced.

1 syllabus exam:
short answer in English
see course documents

1 case history from an actual photo/picture:
100 words, +/- 10% (use word count, as indicated on the heading), completely in Spanish and using all diacritic marks, accents, spelling, grammar, style, content, etc.
Typed, double-spaced.
(template)
You will choose and provide a copy of an actual photo or picture from a medical site and write the short case study about it. You may use phrases rather than complete sentences.

(1) required heading elements
A. nombre completo de estudiante, e.g., Debra D. Andrist
B. título completo de la tarea (del sílabus diario), e.g., case study
C. cómputo numérico de palabras en el comentario, e.g, 327

(2) Identification del sitio, URL e.g.,
http://www.bing.com/videos/search?q=cirugia+plastica&qvtr=cirugia+plastica&FORM=VDRE

(3) Nombre de paciente y descripción física: e.g., Fulano Tal, desconocido joven indígena de aproximadamente 25 años, llevado al hospital público por ambulancia

(4) Queja principal y descripción: e.g., multiples heridas por accidente motociclista
(5) Historia y método de determinarla, e.g., observación visual: fractura vieja mal arreglada de la ulna del brazo derecho, cicatriz reciente de 3 cm en la mejilla derecha

(6) resultados del examen físico, e.g., fracturas, laceraciones y posible herida cerebral

(7) pruebas recetadas y resultados, e.g., radiografías múltiples: 3 fracturas de la tibia de la pierna izquierda; electroencefalograma: hematoma y coágulo en el lobo frontal izquierdo

(8) Diagnóstico, estado y pronóstico: múltiples traumas exteriores e interiores; muy crítico; guardado

(9) Plan de tratamiento, e.g., reparación quirúrgica y enyesamiento para la pierna, limpieza y antibiótico tópico para las laceraciones, desmobilización de la cabeza y coma inducida por drogas, posible cirugía para aliviar la presión cerebral

1 core pre-test & 1 core post-test (grades averaged together)
multiple choice
see course documents

I diagnosis from an art work or a literary work in Spanish
100 words, +/- 10% (use word count, as indicated on the heading), completely in Spanish and using all diacritic marks, accents, spelling, grammar, style, content, etc.
Find a painting/picture/sculpture, etc. of a “patient” (can be from any artist, any period, etc.); include same with the essay

(1) required heading elements
   A. nombre completo de estudiante, e.g., Debra D. Andrist
   B. título completo de la tarea (del sílabus diario), e.g., case study 1 notes: Representation of the body, illness, injury & treatment in pre-historic & indigenous art
   C. cómputo numérico de palabras en el comentario (5-9), e.g., 327

(2) Identification of artist/art work/date or writer-genre/literary selection, e.g., Julio Cortázar, cuento, La noche boca arriba

(3) Nombre de paciente y descripción física: e.g., Fulano Tal, desconocido joven indígena de aproximadamente 25 años, llevado al hospital público por ambulancia

(4) Queja principal y descripción: e.g., múltiples heridas por accidente motociclista

(5) Historia y método de determinarla, e.g., observación visual: fractura vieja mal arreglada de la ulna del brazo derecho, cicatriz reciente de 3 cm en la mejilla derecha

(6) resultados del examen físico, e.g., fracturas, laceraciones y posible herida cerebral

(7) pruebas recetadas y resultados, e.g., radiografías múltiples: 3 fracturas de la tibia de la pierna izquierda; electroencefalograma: hematoma y coágulo en el lobo frontal izquierdo
(8) Diagnóstico, estado y prognosis: multiples traumas exteriores e interiores; muy crítico; guardado

(9) Plan de tratamiento, e.g., reparación quirúrgica y enyesamiento para la pierna, limpieza y antibiótico tópico para las laceraciones, desmobilización de la cabeza y coma inducida por drogas, posible cirugía para aliviar la presión cerebral

1 treatment/surgery description in Spanish
100 words, +- 10% (use word count, as indicated on the heading), completely in Spanish and using all diacritic marks, accents, spelling, grammar, style, content, etc.
From the specialty in which you declared interest in the oral autobio, choose a diagnosis and describe the treatment/surgery indicated in detail, with follow-up.
See case history and diagnosis assignments.

5 CULTURAL, LINGUISTIC, AND PREFERABLY MEDICAL, EXPERIENCES AND REPORTS @ 10 = 50

For each cultural activity write a typed, double-spaced 8-10 sentence paragraph (minimum 80 words) in Spanish with diacritic marks, etc. about a topic of your choice related to the Hispanic, preferably medical, cultural aspects. Submit in drop box by the due date in the syllabus. Include “who, what, why, where, when and how.” Typed, double-spaced.

Acceptable experiences:
- Attend/Participate in Department cultural events and activities. Calendar available in course documents.
- Search online (or library) any topic of your interest in Spanish (newspapers, magazines, blogs, etc.). Online resources (URLs) available in course documents.
- 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 SHSII NGL.
- Attend/participate in related cultural events and activities: museum exhibitions, concerts, presentations, etc. When in doubt about the applicability of an event/activity, ask the professor prior to attending/participating.
- Investigate on-line medical sites in Spanish. Include the URL and a synopsis of what the site contains.

2 SERVICE LEARNING EXPERIENCES AND REFLECTIONS @25 =50

Attend/participate in two different approved service learning activities outside of class
Acceptable experiences: volunteering at a blood drive or a medical mission or to visit a patient (preferably Spanish speaking) in a retirement home, etc.)
prepare a maximum 50-word “show & tell” presentation/explanation in correct Spanish for the appropriate “BUZÓN.” Include “who, what, why, where, when and how” and what you learned about the subject, the situation and yourself. Typed, double-spaced.
1 FINAL EXAM PAPER = 220

IT IS MANDATORY THAT EVERY STUDENT SUBMIT THE FINAL EXAM TO THE DROPBOX ON THE SCHEDULED DAY AT THE SCHEDULED TIME.

PAPER/PROJECT

CHOICE OF A OR B AND TOPIC OR TYPE OF EXPERIENCES MUST BE PRE-APPROVED BY PROFESSOR NO LATER THAN NOV. 1.

CHOOSE A OR B

A. interpretive written research paper based on clinical, historical, literary or studio art content with medical and/or ethnic critique

INTERPRETATIVE WRITTEN RESEARCH PAPER GUIDELINES
Typed and double-spaced
Six-eight pages in Spanish—approximately 1800-2400 words 10%+-
ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE. Use parenthetical documentation.
EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE. Each error costs a point; be sure to edit!
Components:
I. Introduction.
   A. Background info about the work, author, etc., ONLY if it relates to the thesis (be sure to cite sources).
   B. Thesis of the paper (what question you are trying to answer or your opinion).
   C. Critical approach (how you intend to deal with the thesis of the paper).
II. Critical approach (be sure to cite sources).
   A. Which approach.
   B. How it works.
   C. How it is applied.
III. Application of approach: Cite the primary source and at least 3 secondary ones (books and journal articles) in the paper.
IV. Discussion of application of approach.
   A. Interpretation of findings.
B. Conclusions in view of findings.
   V. Summary/conclusions of critics.
   VI. Bibliography: List the primary source and at least 10 secondary sources—at least one book and at least 5 articles, not necessarily present in Newton Gresham--about your author/primary work/critical approach

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

Or
CHOOSING THIS OPTION MUST BE PRE-APPROVED BY PROFESSOR NO LATER THAN NOV. 1.

B. Descriptive paper on 10 reality-based learning experiences

You will participate in 10 pre-approved-by-professor service/internships/volunteer learning experiences or pre-approved-by-professor series of 10 visits to institutions (museums like Houston’s Museum of Medicine, MFAH, Menil Collection, CMA, etc.) focusing on medical topics; undergrads minimum of 20 hours, grads minimum of 30 hours.

DESCRIPTIVE PAPER GUIDELINES
Typed and double-spaced

Six-eight pages in Spanish—approximately 1800-2400 words 10%+-

ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE. Use parenthetical documentation.

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE. Each error costs a point; be sure to edit.

Components
I. Introduction.
A. Background info about, history of the agency, institution (why it exists, etc.)
B. Purpose of your experiences (what you intended to observe, prove, etc.)
C. Relation of the agency/institution and your experiences to gender/ethnic issues

II. Description of your experiences
A. Chronology and content of your experiences
B. Interpretation of your experiences based on issues.

III. Conclusions about gender/ethnicity based on your experiences
IV. Your supervisor’s observations about your experience or an agency/institutional representative observations about at least one of your experiences

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

WRITTEN ASSIGNMENT GRADE RUBRIC

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**SHSU ON-LINE, E-COLLEGE**

SHSU On-line, e-College 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**

MODERN LANGUAGE LEARNING STRATEGIES:

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)

**Practice listening:**
- Attend/participate in Department activities
- Watch television: news reports on UNIVISION, or other Spanish channels.
- 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 (Writing Center is a good help)
Write out exercises
Reviewing 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 text tapes extra times or get other tapes
Repeat
Do exercises in accompanying workbooks
Use computer programs:
  - Language Lab
  - Library
  - Personal software available

**USE YOUR RESOURCES:**
WRITING CENTER (tutoring)
SAM CENTER (advising)
LIBRARY: (research, documentation) WE HAVE AN EMBEDDED LIBRARIAN FOR YOUR CONVENIENCE! live chat, website, research database, workshops, tours, research services

**OTHER SOURCES:**
http://espanol.education.yahoo.com/
http://www.elcastellano.org/diccio.html
SEPARATE DAILY SCHEDULE SUBJECT TO ADAPTATION ACCORDING TO STUDENT ACCOMPLISHMENTS/NEEDS

SPN 2312.03 MEDICAL & HEALTH PROFESSIONS EMPHASIS
CRN #82139
FALL 2012

Professor: Dr. Debra D. Andrist andrist@shsu.edu 936-294-1414 FAX 936-294-4144
Office ABIV 315A. Virtual office hrs: usually M-Th 10-12, M 2-4, TTh 2-3 CDT/CST with exception of unexpected meetings & appointments when I cannot guarantee availability—or by face-to-face appointment. Email generally answered within 24 hours with exception of Saturday and Sunday when response may be delayed. Phone calls not recommended.

SPECIFIC COURSE POLICIES AND INFORMATION

ONE OVERALL AND OFFICIAL ESSENTIAL COURSE (IDEA EVALUATION) OBJECTIVE

DEVELOPING SKILL IN EXPRESSING ONESELF ORALLY OR IN WRITING

One-line, e-college
3 CREDIT HOURS
FYI: EQUIVALENT OF APPROXIMATELY 16 WEEKS OF THREE 50-MINUTE CLASSES PER WEEK, OR MEETINGS=40+ HOURS IN CLASS; PLUS EQUIVALENT OF 16 WEEKS OF THREE STUDY HOURS PER WEEK=40+ HOURS OUTSIDE CLASS; PLAN ON SPENDING A TOTAL (MINIMUM) OF 80 HOURS ON THIS CLASS OVER THE SEMESTER OR ABOUT AN HOUR PER DAY, INCLUDING WEEKENDS

“DAILY” SYLLABUS/ASSIGNMENTS

GRADE-COMPONENT ASSESSMENTS AND DUE DATES IN RED; DUE MIDNIGHT OR EARLIER ON DAY LISTED; NO CREDIT THEREAFTER

ASSIGNMENTS BY DUE DATE IN BLACK, WHICH PREPARE FOR GRADE COMPONENT ASSESSMENTS BY DUE DATE IN RED

WEEK 1 [Aug. 30-31 (classes start Thursday)]
Theme: INTRO & THE HUMAN BODY/ANATOMY

THURSDAY
SEE & LISTEN
Welcome video by professor
INTRODUCCIÓN Y MUESTRA
http://www.uwlax.edu/languages/med-spanish/index.htm

READ
Three syllabi
Document on plagiarism
Document on (typing) international characters
2 documents on the brain

ASSESSMENT
INITIAL ASSESSMENT: WRITTEN EXAM #1: SYLLABUS
Submit completed syllabus exam to drop box by midnight Thurs., Aug. 30

ATTENDANCE AND PARTICIPATION
MAKE APPOINTMENT VIA EMAIL FOR INDIVIDUAL FACE-TO-FACE OR PHONE
MEETING WITH PROFESSOR TO BE COMPLETED NO LATER THAN THURS., SEPT. 13

FRIDAY
READ & REVIEW & PRACTICE (VOCABULARY)
Human body in
http://www.medicalspanish.com/medical-vocabulary.html

SEE & LISTEN
ASSIGNMENT: Video: Newton Gresham Library Films on Demand: The Human Body Video
Clip Collection

READ & REVIEW & PRACTICE (PRONUNCIATION)
2 documents on the alphabet
1 documents on the categories of vowels (vocales), which will help with writing accents
1 document on pronunciation exercises

SPEAK (MINIMAL PRODUCTION)
ASSessment: ORAL EXAM 1
Use Tegrity tool to record into appropriate drop box, yourself reading aloud the list of alphabet
sample vocabulary pronunciation words (anatomía, etc.) by midnight Mon., Sept. 3
See grading rubrics for oral work

READ
ASSIGNMENT:
http://www.armoredpenguin.com/wordsearch/Data/best/spanish/cuerpo.humano.01.html

REVIEW GRAMMAR
http://studyspanish.com/tutorial.htm
Unit 1

WRITE
http://www.armoredpenguin.com/wordsearch/Data/best/spanish/cuerpo.humano.01.html

ASSESSMENT: DISCUSSION BOARD SUBMISSION: THEME OBSERVATIONS & RESPONSE #1 DUE BY MIDNIGHT FRI., AUG. 31

See grading rubrics for written work

CULTURE
YOUTUBE: EL ESQUELETO BAILARIN SKELETON DANCE 3D ANIMACION
http://www.youtube.com/watch?v=eFYNDeYTkno&feature=related

Personal progress report #1 due by midnight

WEEK 2 [Sept. 3-7 (Labor Day)]
THEME: BODY, PEDIATRICS

ATTENDANCE AND PARTICIPATION
APPOINTMENT VIA EMAIL FOR INDIVIDUAL FACE-TO-FACE OR PHONE MEETING WITH PROFESSOR MUST BE COMPLETED NO LATER THAN THURS., SEPT. 13

MONDAY
ASSESSMENT
DON'T FORGET ASSESSMENT FROM LAST WEEK: Use Tegrity tool to record into appropriate drop box, yourself reading aloud alphabet words by midnight Mon., Aug. 29

READ & REVIEW & PRACTICE PRONUNCIATION (SPEAK)
http://practicingspanish.com/backtobasics1.html

SEE & LISTEN
Video: Newton Gresham Library Films on Demand: Common Childhood Illnesses: Diagnosis & Treatment

See document and personally visit “Beneath the Surface of the Human Body exhibit” in the LSC gallery, Gaddis Geeslin Gallery. There is a lecture at 5 pm and a reception on Thurs., Sept. 6, 6-7 pm and another lecture at 5 pm on Sept. 12.

TUESDAY
READ
http://es.wikipedia.org/wiki/Pediatr%C3%ADa

WEDNESDAY
REVIEW GRAMMAR
http://studyspanish.com/tutorial.htm
Unit 2

THURSDAY
WRITE
ASSESSMENT: Discussion board submission about your personal childhood illnesses by midnight Fri., Sept. 7

FRIDAY
ASSESSMENT: DISCUSSION BOARD MEDICAL NEWS BITE SUBMISSION & RESPONSE #1 DUE BY MIDNIGHT FRI., SEPT. 7

CULTURE
YOUTUBE: Masajes Shalala para bebés
http://www.youtube.com/watch?v=CMwHHBDI.x5g&feature=fvsr

Personal progress report #2 due by midnight Fri., Sept. 7

WEEK 3 (Sept. 10-14)
THEME: PEDIATRICS

CULTURAL, LINGUISTIC, AND PREFERABLY MEDICAL, EXPERIENCES AND REPORT #1 DUE THIS WEEK

ATTENDANCE AND PARTICIPATION
APPOINTMENT VIA EMAIL FOR INDIVIDUAL FACE-TO-FACE OR PHONE MEETING WITH PROFESSOR MUST BE COMPLETED NO LATER THAN THURS., SEPT. 13

MONDAY
READ & REVIEW & PRACTICE PRONUNCIATION
http://practicingspanish.com/vid-vocab-rash.html

SEE & LISTEN
Video: Newton Gresham Library Films on Demand: NOW with Bill Moyers: Kids & Chemicals

TUESDAY
READ
http://www.cincinnatichildrens.org/visit/spanish/default.htm

ASSESSMENT: ORAL EXAM 2
Use Tegrity tool to record into appropriate drop box, telling your autobiography, by midnight Tues., Sept. 11
WEDNESDAY
REVIEW GRAMMAR
http://studyspanish.com/tutorial.htm
Unit 3

THURSDAY
WRITE
ASSESSMENT: DISCUSSION BOARD SUBMISSION: THEME OBSERVATIONS & RESPONSE #2 DUE BY MIDNIGHT FRI., SEPT. 14

Discussion board submission of core knowledge pre-test by midnight Mon., Sept. 17

FRIDAY
CULTURE
YouTube: Vivian teve más - Terapia de la Risa en el Hospital de Chancay
http://www.youtube.com/watch?v=VkkbEm-8V7k

Personal progress report #3 due by midnight

WEEK 4 (Sept. 17-21)
THEME: GYNECOLOGY

MONDAY
READ & REVIEW & PRACTICE
Female reproductive system in
http://www.medicalspanish.com/medical-vocabulary.html

DON'T FORGET Discussion board submission of core knowledge pre-test from last week by midnight, Mon., Sept. 17

TUESDAY
SEE & LISTEN
Video: Newton Gresham Library Films on Demand: Overcoming Infertility

ASSESSMENT: WRITTEN EXAM 2: CASE HISTORY
Submit completed syllabus exam to drop box by midnight, Wed., Sept. 19

WEDNESDAY
READ
http://www.armoredpenguin.com/wordsearch/Data/best/spanish/cuerpo_humano_01.html

4 documents by Gillespie
THURSDAY
REVIEW GRAMMAR
http://studyspanish.com/tutorial.htm
Unit 4

WRITE
ASSESSMENT: DISCUSSION BOARD MEDICAL NEWS BITE SUBMISSION & RESPONSE #2 DUE BY MIDNIGHT FRI., SEPT. 21

FRIDAY
CULTURE
YOUTUBE: Semanas 9-12: El bebé en el vientre materno
http://www.youtube.com/watch?v=4sqTmG1nLM&playnext=1&list=PL45A5F4C24F3DC270

Personal progress report #4 due by midnight, Fri., Sept. 21

WEEK 5 (Sept. 24-28)
THEME: ENDOCRINOLOGY, DIETETICS

MONDAY
READ & REVIEW & PRACTICE
http://practiceingspanish.com/

SEE & LISTEN
Video: Newton Gresham Library Films on Demand: Pediatric Diabetes

CULTURE
http://www.ndep.nih.gov/media/fs_HispLatino_Sp.pdf

TUESDAY
SPEAK
ASSESSMENT: ORAL EXAM 3
Use Tegrity tool to record into appropriate drop box, yourself and another doing a medical history interview, by midnight Tues., Sept. 25

WEDNESDAY
READ
http://es.wikipedia.org/wiki/Endocrinolog%C3%ADa

THURSDAY
REVIEW GRAMMAR
http://studyspanish.com/tutorial.htm
Unit 5
WRITE
ASSESSMENT: DISCUSSION BOARD SUBMISSION: THEME OBSERVATIONS & RESPONSE #3 DUE BY MIDNIGHT FRI, SEPT. 28

FRIDAY

Personal progress report #5 due by midnight

SEMANA 6 (1RO.-5 DE OCTUBRE)
TEMA: PLANIFICACIÓN FAMILIAR

CULTURAL, LINGUISTIC, AND PREFERABLY MEDICAL, EXPERIENCES AND REPORT #2 DUE THIS WEEK

LUNES
VER Y ESCUCHAR
YOUTUBE: MITOS E IMAGINARIOS SOBRE LA PLANIFICACIÓN FAMILIAR
http://www.youtube.com/watch?v=VrTk6OSxpE8
CULTURA
YOUTUBE: CENTRO DE SALUD LATINO: PLANIFICACIÓN FAMILIAR
http://www.youtube.com/watch?v=I-nk2kYi-qE

MARTES
HABLAR
Discutir informalmente los temas de la semana con sus amigos y su familia

NOTA: ENTREGAR EL EXAMEN ESCRITO #3: DIAGNOSIS PARA LA MEDIANOCHE, MIÉRCOLES, 2 DE OCTUBRE

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Planificaci%C3%B3n_familiar

JUEVES
REPASO DE GRAMÁTICA
http://studyspanish.com/tutorial.htm
capítulo 6

ESCRIBIR
NOTA: DISCUSIÓN DE LA NOTICIA MÉDICA Y REACCIÓN A LAS DE OTROS #3 PARA LA MEDIANOCHE, VIERNES, EL 5 DE OCTUBRE

Reseña del progreso personal #6 para la medianoche el viernes, 5 de octubre

ENTREGAR EVALUACIÓN DE LA TECNOLOGÍA PARA LA MEDIANOCHE LUNES, EL 8 DE OCTUBRE
ENTREGAR EVALUACIÓN DEL CURSO PARA LA MEDIANOCHE, LUNES, EL 8 DE OCTUBRE

SEMANA 7 (8-12 DE OCTUBRE)
TEMA: ODONTOLOGÍA

SERVICE LEARNING EXPERIENCE AND REFLECTION #1 DUE THIS WEEK

LUNES
ENTREGAR EVALUACIÓN DE LA TECNOLOGÍA PARA LA MEDIANOCHE LUNES, EL 8 DE OCTUBRE

ENTREGAR EVALUACIÓN DEL CURSO PARA LA MEDIANOCHE, LUNES, EL 8 DE OCTUBRE

VER Y ESCUCHAR
YOUTUBE: IMPLANTE (CIRUGÍA) DENTAL CON OZONO
http://www.youtube.com/watch?v=I6Dvtilryk

CULTURA
YOUTUBE: A LAVARSE LOS DIENTES
http://www.youtube.com/watch?v=bmhF_u-kReM
YOUTUBE: BIPER Y SUS AMIGOS: CEPILLO LOS DIENTES
http://www.youtube.com/watch?v=hdXw0UXyU

MARTES
HABlar
NOTA: EXAMEN ORAL #4
Usar Tegrity para grabar el reportaje del accidente por tú mismo y otro compañero de clase (no el mismo como antes) para la medianoche, el martes, el 9 de octubre

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Odontología

JUEVES
REPASO DE GRAMÁTICA
http://studyspanish.com/tutorial.htm
capítulo 7

JUEVES
ESCRIBIR
NOTA: AÑADIR SU DISCUSIÓN DE OBSERVACIONES Y SUS REACCIONES A LAS DE OTROS SOBRE EL TEMA #4 PARA LA MEDIANOCHE, VIERNES, EL 12 DE OCTUBRE

Reseña del progreso personal #7 para la medianoche
SEMANA 8 (15-19 DE OCTUBRE)
TEMA: ONCOLOGÍA

LUNES
LEER Y REPASAR Y PRACTICAR
http://www.slanguage.com/funspan_medical.html

VER Y ESCUCHAR
YOUTUBE: ONCOLOGÍA RADIOTERÁPICA
http://www.youtube.com/watch?v=w1Xlf97mbgY
CULTURA
YOUTUBE: TV PÚBLICA ARGENTINA: MÉDICOS POR NATURALEZA: LA ONCOLOGÍA
http://www.youtube.com/watch?v=xJvLjn4KMtM
10:39

MARTES
HABLAR
Discutir informalmente los temas de la semana con sus amigos y su familia

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Oncolog%C3%ADa

JUEVES
REPASO DE GRAMÁTICA
http://studyspanish.com/tutorial.htm
capítulo 8

ESCRIBIR
NOTA: ENTREGAR EL EXAMEN ESCRITO #4: DESCRIPCIÓN DE TRATAMIENTO/CIRUGÍA PARA LA MEDIANOCHE, VIERNES, 19 DE OCTUBRE

Reseña del progreso personal #8 para la medianoche, viernes, 19 de octubre

SEMANA 9 (22-26 DE OCTUBRE)
TEMA: UROLOGÍA, DERMATOLOGÍA, OPTAMOLOGÍA

CULTURAL, LINGUISTIC, AND PREFERABLY MEDICAL, EXPERIENCES AND REPORT #3 DUE THIS WEEK

LUNES
READ & REVIEW & PRACTICE
Male reproductive system, eye in
http://www.medicalspanish.com/medical-vocabulary.html
VER Y ESCUCHAR
YOUTUBE: DERMATOLOGÍA LASER Y ALTA TECNOLOGÍA PARA EL CUIDADO DE SU PIEL
http://www.youtube.com/watch?v=wAV5HmLWiOQ
YOUTUBE: OPERACIÓN DE CIRUGÍA OCULAR LÁSER
http://www.youtube.com/watch?v=NkmV-zWD0N1
YOUTUBE: ¿Qué es el cáncer del prostata?
http://www.youtube.com/watch?v=BAaSN7lVlwy
CULTURA
YOUTUBE: NOTA DERMATOLOGÍA
http://www.youtube.com/watch?v=7kamCJyiYUM
YOUTUBE: LA CIRUGÍA PLÁSTICA EN LOS FAMOSOS
http://www.youtube.com/watch?v=JBS-3JppQd8

MARTES
HABLAR
Discurir informalmente los temas de la semana con sus amigos y su familia

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Urolog%C3%ADa
http://es.wikipedia.org/wiki/Dermatologia
http://es.wikipedia.org/wiki/Oftalmologia

JUEVES
REPASO DE GRAMÁTICA
http://studyspanish.com/tutorial.htm
capítulo 9

VIERNES
ESCRIBIR
NOTA: ENTREGAR DISCUSIÓN HIPOTÉTICA Y Y LAS REACCIONES A LAS OPINIONES DE OTROS #1: LAS INVESTIGACIONES ONCOLÓGICAS DE STANISLAW R. BURZYNSKI, MD, PhD, PARA LA MEDIANOCHE, VIERNES, EL 26 DE OCTUBRE

Reseña del progreso personal #9 para la medianoche, el 26 de octubre

SEMANA 10 (29 DE OCTUBRE-2 DE NOVIEMBRE)
TEMA: TECNOLOGÍA, ETS, ORTOPEDIA

LUNES
READ & REVIEW & PRACTICE
Foot, hand, joints, muscles, skeleton in
http://www.medicalspanish.com/medical-vocabulary.html
VER Y ESCUCHAR
YOUTUBE: Star Wars: Where Science Meets the Imagination: The Health Museum (Houston)
http://www.youtube.com/watch?v=ct4l-7ZO_Fs
YOUTUBE: CENTRO DE MEDICINA NUCLEAR EN TRUJILLO
http://www.youtube.com/watch?v=bhukSuFo2M8
CULTURA
YOUTUBE: UNABTV: TECNOLOGÍA MÉDICA
http://www.youtube.com/watch?v=gipN1bR8Jw
YOUTUBE: DE RONDA TELENOTICIAS: CENTROS ESPECIALIZADOS
http://www.youtube.com/watch?v=kvKtznEM8s8

MARTES
HABLAR
Discutir informalmente los temas de la semana con sus amigos y su familia

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Tecnolog%C3%ADas_sanitarias
http://es.wikipedia.org/wiki/Medicina_nuclear
http://es.wikipedia.org/wiki/Body_Worlds

JUEVES
ESCRIBIR
Paper final

Reseña del progreso personal #10 para la medianoche

SEMANA 11 (5-9 DE NOVIEMBRE)
TEMA: GERENTOLOGÍA, BIOÉTICA, MEDICINA FORENSE

LUNES
READ & REVIEW & PRACTICE
Patient information, hospital areas in
http://www.medicalspanish.com/medical-vocabulary.html

VER Y ESCUCHAR
YOUTUBE: LA VEJEZ
http://www.youtube.com/watch?v=BUG_xvtnSFO
Video: Newton Gresham Library Films on Demand: A Death of One’s Own
CULTURA
YOUTUBE: ¿QUÉ ES LA VEJEZ?
http://www.youtube.com/watch?v=0vlJ7TieE92

VER Y ESCUCHAR
Video: Newton Gresham Library Films on Demand: *Thinking Globally, Acting Locally on Your Environment*

Video: Newton Gresham Library Films on Demand: *Sick in America*

**MARTES**

**HABLAR**

Discutir informalmente los temas de la semana con sus amigos y su familia.

**MIÉRCOLES**

**LEER**

http://es.wikipedia.org/wiki/Bio%C3%A9tica
http://es.wikipedia.org/wiki/Eutanasia
http://es.wikipedia.org/wiki/Terapia_g%C3%A9nica

**MIÉRCOLES**

**LEER**

http://es.wikipedia.org/wiki/Gerontolog%C3%ADa

**JUEVES**

**VIERNES**

**ESCRIBIR**

NOTA: ENTREGAR DISCUSIÓN HIPOTÉTICA Y LAS REACCIONES A LAS OPINIONES DE OTROS #2: EL CONCEPTO CULTURAL DE CUANDO SE HACE "VIEJO" PARA LA MEDIANOCHE, VIERNES, EL 9 DE NOVIEMBRE

**SEMANA 12 (12-16 DE NOVIEMBRE)**

TEMA: GASTROENTEROLOGÍA, TERAPIA FÍSICA

**CULTURAL, LINGUISTIC, AND PREFERABLY MEDICAL, EXPERIENCES AND REPORT #4 DUE THIS WEEK**

**LUNES**

**READ & REVIEW & PRACTICE**

Digestive system, internal organs, pain in
http://www.medicals spanish.com/medical-vocabulary.html

**VER Y ESCUCHAR**

**YOUTUBE: DR. MURRA SACA, CUBA, GASTROENTEROLOGÍA**
http://www.youtube.com/watch?v=j0PW1xjwYHY

**YOUTUBE: TERAPIA FÍSICA PARA LAS PERSONAS QUE HAN SUFRIDO UN DERRAME CEREBRAL**
http://www.youtube.com/watch?v=Spn-v-1Zztg
CULTURA
YOUTUBE: TERAPIA FÍSICA USP
http://www.youtube.com/watch?v=ZmRL8qzq1o0

MARTES
HABLAR
Discutir informalmente los temas de la semana con sus amigos y su familia

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Gastroenterolog%C3%ADa
http://es.wikipedia.org/wiki/Fisioterapia

JUEVES
ESCRIBIR
PAPER FINAL

SEMANA 13 [19-23 DE NOVIEMBRE (Thanksgiving)]
TEMA: CARDIOLOGÍA, TERAPIA PSICOLÓGICA/PSIQUIÁTRICA

SERVICE LEARNING EXPERIENCE AND REFLECTION #2 DUE THIS WEEK

LUNES
READ & REVIEW & PRACTICE
Heart, vital signs, specialists in
http://www.medicalspanish.com/medical-vocabulary.html

VER Y ESCUCHAR
YOUTUBE: DOCUMENTAL. LA NUEVA CARDIOLOGÍA
http://www.youtube.com/watch?v=EGCw63liydk
YOUTUBE: LA PSQUIATRÍA. INDUSTRIA DE LA MUERTE
http://www.youtube.com/watch?v=fjdFje4XRDw
CULTURA
YOUTUBE: A CORAZÓN ABIERTO
http://www.youtube.com/watch?v=GNmi7BS5zeA&feature=related

MARTES
HABLAR
Discutir informalmente los temas de la semana con sus amigos y su familia

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Cardiolog%C3%ADa
http://es.wikipedia.org/wiki/Psiquiatr%C3%ADa
http://es.wikipedia.org/wiki/Orientaci%C3%B3n_psicolog%C3%ADa
1 documento sobre la enfermedad y el arte

JUEVES
ESCRIBIR
Paper final

VIERNES
ENTREGAR DISCUSIÓN HIPOTÉTICA Y LAS REACCIONES A LAS OPINIONES DE OTROS #3 DE LA PSQUIATRÍA V. LA PSICOLOGÍA EN TÉRMINOS DE TERAPIA: SI TUVIERA QUE ESCoger PARA SU PROPIA TERAPIA ¿CUál DE LAS DOS ESCogerÍA? PARA LA MEDIANOCHE, VIERNES, EL 23 DE NOVIEMBRE

PARA LUNES
ENTREGAR EVALUACIÓN DE LA TECNOLOGÍA PARA LAS 8 DE LA MAÑANA, LUNES, EL 21 DE NOVIEMBRE

ENTREGAR EVALUACIÓN POR IDEA PARA LAS 8 DE LA MAÑANA, LUNES, EL 21 DE NOVIEMBRE

SEMANA 14 (26-30 DE NOVIEMBRE)
TEMA: LA CURANDERÍA, LA MEDICINA ALTERNATIVA

LUNES
NO SE OLVIDE DE
ENTREGAR EVALUACIÓN DE LA TECNOLOGÍA PARA LAS 8 DE LA MAÑANA, LUNES, EL 21 DE NOVIEMBRE
NI DE
ENTREGAR EVALUACIÓN POR IDEA PARA LAS 8 DE LA MAÑANA, LUNES, EL 21 DE NOVIEMBRE

VER Y ESCUCHAR
READ & REVIEW & PRACTICE
Folk & herbal in
http://www.medicalspanish.com/medical-vocabulary.html
YOUTUBE: HIERBAS MEDICINALES
http://www.youtube.com/watch?v=gu8G731amCA
YOUTUBE: HIERBAS MEDICINALES: TALENTOS PERUANOS
http://www.youtube.com/watch?v=h9x0i8ZUXaU
YOUTUBE: FERIA DE HIERBAS MEDICINALES
http://www.youtube.com/watch?v=tcx7PqMYVEk
YOUTUBE: DILBERT: CARAMELLOS HIERBAS MEDICINALES
http://www.youtube.com/watch?v=eehc34Ji-xE
CULTURA
YOUTUBE: SANACIÓN Y CURANDERÍA
http://www.youtube.com/watch?v=0Z1TIMj8EjI
YOUTUBE: CURANDERA YAQUI
http://www.youtube.com/watch?v=uwojMprVv-w&playnext=1&list=PL733345728CC601B8

YOUTUBE: THE CURANDERA
http://www.youtube.com/watch?v=SoJUzuu0BF4

YOUTUBE: MEDICINA POPULAR GARÍFUNA (INDÍGENA Y AFRICANA) EN HONDURAS
http://www.youtube.com/watch?v=GWDld8cOO8

MARTES
HABLAR
Discuss informalmente los temas de la semana con sus amigos y su familia

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Medicina_alternativa
http://es.wikipedia.org/wiki/Curandero
http://es.wikipedia.org/wiki/Santer%C3%ADa

PARA LUNES
ESCRIBIR

SEMANA 15 (3-7 DE DICIEMBRE)
TEMA: PSEUDOCIENCIA: FRENÓLOGÍA, ASTROLOGÍA, ETC. EN TÉRMINOS MÉDICOS

CULTURAL, LINGUISTIC, AND PREFERABLY MEDICAL, EXPERIENCES AND REPORT #5 DUE THIS WEEK

LUNES
NO SE OLVIDE DE
ENTRAR DISCUSIÓN DE LOS ASPECTOS MÉDICOS DE LA SANTERÍA PARA LAS 8 DE LA MAÑANA, LUNES, EL 28 DE NOVIEMBRE

NI DE
ENTRAR DISCUSIÓN HIPOTÉTICA DE LAS SUPERSTICIONES MÉDICAS COMO EL MAL DE OJO: ¿Crees que hayan efectos médicos por las supersticiones? PARA LAS 8 DE LA MAÑANA, LUNES, EL 28 DE NOVIEMBRE

VER Y ESCUCHAR
http://www.metacafe.com/watch/693459/sss_2of14_scientific_vs_pseudoscience/
http://www.youtube.com/watch?v=5sJ3CAPIAvg
YOUTUBE: PHRENOLOGY
http://www.youtube.com/watch?v=jgsD0z5UUNw
CULTURA
YOUTUBE: PSEUDOCIENCIA: LA FALSA CIENCIA
MARTES
HABLAR
Discutir informalmente los temas de la semana con sus amigos y su familia

MIÉRCOLES
LEER
http://es.wikipedia.org/wiki/Pseudociencia
http://es.wikipedia.org/wiki/Frenolog%C3%ADa
2 documentos sobre la medicina alternativa y San Antonio

JUEVES
ESCRIBIR
ENTRAR DISCUSIÓN DE PARA LAS 8 DE LA MAÑANA, PARA JUEVES, EL 1RO. DE DICIEMBRE

ENTRAR EL POS- EXAMEN DEL LA SEMANA PASADA PARA LAS 8 DE LA MAÑANA, PARA VIERNES, EL DOS DE DICIEMBRE

NO SE OLVIDE DE ENTREGAR EL POS- EXAMEN DEL LA SEMANA PASADA PARA LAS 8 DE LA MAÑANA, LUNES, EL CINCO DE DICIEMBRE

VIERNES
ENTRAR DISCUSIÓN HIPOTÉTICA Y LAS REACCIONES A LAS OPINIONES DE OTROS #4 DE CÓMO SE DETERMINA LA DIFERENCIA ENTRE LA CIENCIA Y LA PSEUDOCIENCIA PARA LA MEDIANOCHE, VIERNES, EL 23 DE NOVIEMBRE

ESCRIBIR
NO SE OLVIDE DE ENTREGAR EL EXAMEN FINAL PARA LA MEDIANOCHE, LUNES, EL 10 DE DICIEMBRE

DÍA DEL EXAMEN FINAL
NO SE OLVIDE DE ENTREGAR EL EXAMEN FINAL (PAPER) PARA LA MEDIANOCHE, LUNES, EL 10 DE DICIEMBRE
<table>
<thead>
<tr>
<th></th>
<th>3 Excellent</th>
<th>2 Very good/Good</th>
<th>1 Fair</th>
<th>0 Poor</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULTURAL AWARENESS</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>_x2.5</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.</td>
<td>_x2</td>
</tr>
<tr>
<td>CONTENT</td>
<td>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.</td>
<td>The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.</td>
<td>The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.</td>
<td>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.</td>
<td>_x2</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.</td>
<td>There is an adequate range of the vocabulary words with some errors in usage.</td>
<td>There is a limited range of vocabulary words used accompanied by inappropriate use and errors.</td>
<td>There is a small range of vocabulary, erroneous usage and translation-based errors.</td>
<td>_x2</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.</td>
<td>Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.</td>
<td>There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.</td>
<td>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.</td>
<td>_x2</td>
</tr>
<tr>
<td>SPELLING AND</td>
<td>Spelling, punctuation,</td>
<td>There are infrequent</td>
<td>There are frequent</td>
<td>Mistakes in spelling.</td>
<td></td>
</tr>
<tr>
<td>MECHANICS</td>
<td>and capitalization are generally correct.</td>
<td>errors with spelling, punctuation, and capitalization.</td>
<td>errors with spelling, punctuation, and capitalization.</td>
<td>punctuation, and capitalization distort meaning.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>Exceptional (A)</td>
<td>Very Good/Good (B)</td>
<td>Fair (C)</td>
<td>Poor (D)/Unacceptable (F)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30-27</td>
<td>26-24</td>
<td>23-21</td>
<td>20-18 (D) 17-0 (F)</td>
<td></td>
</tr>
</tbody>
</table>
# RUBRIC 2 - ORAL/VISUAL PRESENTATION ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>Date:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CULTURAL AWARENESS</strong></td>
<td>Excellent</td>
<td>Very good/Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>_x2</td>
</tr>
</tbody>
</table>

| **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 |

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

ACTFL is deeply indebted to the many individuals who contributed to the previous editions of the Proficiency Guidelines.

In addition, ACTFL wishes to acknowledge the principal authors and editors of this 3rd Edition of the Proficiency Guidelines: Eleonora Swenden, Daniel J. Conrad, and Robert Vicars; and the invaluable contributions of the project consultants: Mahdi Alos, Karen Breiner-Sanders, Ray T. Clifford, Helen Hamlyn, David Hiple, Judith Liskin-Gasparro, Pardee Lawe, Jr., Cynthia Martin, Karl R. Otto, Jr., Benjamin Rifkin, Mildred Rivera-Martinez, and Erwin Tscharnez.

Finally, ACTFL is most appreciative of the comments and feedback from the many members of the profession who contributed generously of their time and expertise in reviewing earlier drafts of this document.

The ACTFL Proficiency Guidelines 2012 may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.
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.
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.

The ACTFL Proficiency Guidelines 2012 – Speaking may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

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.
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.
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 these 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.
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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