

27500 (12/16/09)

Guidelines:

This is an upper-intermediate culture-based language course designed to follow the four-semester language sequence and to act as a bridge to advanced courses on literature and culture. While language skills are still being developed, this course engages students intellectually by using challenging, authentic materials* and focusing on the exchange of ideas. Through the reading, discussion, and analysis of these materials, students will develop more sophisticated expository writing and oral expression as well as critical and abstract thinking skills.

*Authentic materials: writings whose original intended audience was envisioned as well-educated native speakers of the target language. Examples of such materials would include authentic journalistic stories or essays, contemporary or classic literary texts from a variety of genres (prose/poetry), college-level texts, and the like. However, in some instances, annotated versions of these materials (i.e., with explanatory footnotes added to the original material) would be appropriate.

Being a content-driven culture driven course, topics could include, but are not limited to questions from the domains of sociology, economics, politics, history, art, music, literature, film, and religion. For example, courses have focused on particular geographic regions, pop culture and current events.

This course should include regular reading, writing and oral practice assignments. Regular reading assignments could include but are not limited to genres such as narratives, poetry, newsprint, scholarly articles and scripts. For writing, the course should include 3-5 essays (suggested 8-12 pages formally graded) with bibliography when appropriate, and of shorter length (2-3 pages each) to develop stronger writing skills in students. Oral practice should be regularly assessed with 3-5 graded formal oral assignments.

Grade distribution:

Written Practice Assessment (formal and informal essays)	20-30%
Oral Practice Assessment (class discussions, questions, oral exercises, oral presentations)	20-30%
Class Participation & Preparation	20-30%
Final exam (quizzes and other exams)	20-30%

Listening:

Students will be able to understand most points of extended speech and lectures on cultural topics, continue to improve their ability to follow more complex arguments, be more at ease with standard speech from various media (film, television, web, etc.), and begin to recognize nuances of meaning.

Reading:

Students will be able to read authentic materials. The length of the readings will be determined in part by the degree of difficulty of the material, but will always be appropriately intellectually challenging.

Speaking:

Students will be able to converse with fluency and spontaneity not only on topics that are familiar or of personal interest but also on a variety of intellectual topics, such as immigration, politics, and history. They will be able to combine and link thoughts in sustained discourse, articulate complex ideas and opinions, and make persuasive arguments with increasing accuracy.

Writing:

Students will be able to write short essays on a range of topics related to the targeted language culture and of general interest. They will improve their ability to combine and link paragraphs, using a variety of verb tenses and moods. They will further develop the accuracy and organizational coherence of their writing such as developing a thesis and sustaining an argument or viewpoint, developing reflective writings or creating original personal responses.

Cultural Awareness:

Students will be able to demonstrate knowledge of cultural topics introduced in class, including aspects of history, geography, literature, and popular culture. They will develop a better understanding of the target language and culture(s) through authentic materials, and will gain more profound insight into the relationship between the two.

Reflectivity:

Students will be able to reflect in the target language on their own progress and language-learning goals and objectives. They will be able to define and refine their personal learning style and develop successful learning strategies. They continue to gain confidence in their ability to document progress and articulate goals.