

Second Language (Modern)

Modern Languages: Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish

Student Learning Outcomes (Communication): Students will demonstrate an ability to negotiate meaning in the target language in familiar contexts. **(Culture):** Students will demonstrate cultural competence in the target culture.

The Value of Second Language (Modern)

Second-language learning is a multi-faceted intellectual endeavor that promotes enhanced communication skills in both the native and target language and that fosters cross-cultural communication and understanding. Second-language learners analyze the nature of language through comparison between the target language and their own language. Second-language learners also evaluate

information and diverse perspectives that are available through the language and its cultures and engage in critical analysis of culture and identity; they are therefore more readily able to participate in multiple, multicultural communities and are, as a result, adaptable to the challenges of a changing world.

Supporting Skills

Communication

1. Students will demonstrate appropriate verbal control of form, vocabulary, and fluency in the target language.
2. Students will manipulate and vary learned vocabulary and expressions in the target language in order to orally express diverse aspects of personal experience.
3. Students will maintain conversation in the target language by asking and answering questions.

Culture

1. Students will demonstrate an understanding of the target culture in English or the target language.
2. Students will engage in cross-cultural analysis in English or the target language.

Course Content Criteria

1. Courses in this category are characterized by a consistent and active use of the target language by students and the instructor.
2. Courses in this category utilize secondary content as a vehicle for language instruction.
3. Courses in this category socialize students into the target culture.
4. Courses in this category utilize multi-modal material, authentic material, and non-verbal cues to promote proficiency in the target language.
5. Courses in this category promote not only reflection about the target language or culture but also active metacognition on the part of the student.
6. Courses in this category require students to read and write in the target language (although not always in class).
7. Courses in this category include an assessment assignment that requires students to demonstrate each of the modes in the Second Language Assessment Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper.

Glossary

1. **Active use:** Involves spontaneous, meaningful, contextualized communication by students that is facilitated by the instructor and course materials.
2. **Authentic material:** Objects and materials from everyday life (in the target cultures and languages) used for instruction.
3. **Complex:** In this context, demonstrating use of structures and vocabulary above the level expected in the course; this could include the ability to manage multiple tenses or time frames, or the use of elevated vocabulary or grammatical structures.
4. **Cross-cultural analysis:** Comparison across cultures that yields an understanding of the similarities and differences between the studied cultures.
5. **Cultural competence:** An ability to communicate and effectively interact with people across cultures. It is based on a nuanced understanding of the similarities and differences between one's home culture(s) and a target culture or target cultures.
6. **Cultural practices:** Patterns of social behaviors and interactions, such as table manners, gestures, the use of space, and formal versus informal discourse.
7. **Cultural products:** The tangible or intangible creations that reflect cultural perspectives and practices, such as a piece of artwork, a piece of literature, a monument, a dish, a dance, a tradition, or an oral tale.
8. **Form:** The inflection of words, be they nouns, verbs, adjectives, or pronouns.
9. **Metacognition:** Awareness and understanding of one's own thought processes, and in this context, an awareness and understanding of the processes required to acquire, comprehend, and produce a second language.
10. **Negotiate meaning:** An ability to communicate meaningfully and to understand the meaning of others in a variety of interpersonal contexts, including, but not limited to, interactions with people one does not know, interactions with people one knows well, and interactions with professionals with whom one comes into contact (such as doctors, professors, waiters, and travel agents).
11. **Secondary content:** Content (e.g. films, authentic texts, history) that is used in second-language instruction to support the learning of the primary content, which is vocabulary, grammar, phonetics, and culture.
12. **Target culture:** The culture(s) of study in a second-language course.
13. **Target language:** The language of study in a second-language course.

Second Language Assessment Rubric: Communication Modern Languages

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Demonstrate appropriate verbal control of form, vocabulary, and fluency.	Communicates accurately using connected sentence-level discourse in present time; accuracy decreases as language become more complex.	Communicates accurately when using simple sentences.	Communicates with a moderate degree of accuracy when using simple sentences.	Communicates with a moderate degree of accuracy using memorized language; accuracy decreases when trying to express own meaning.	Is unable to communicate accurately.
Manipulate and vary learned vocabulary and expressions in order to orally express diverse aspects of personal experience.	Demonstrates a capacity to describe and narrate familiar everyday contexts in detail by combining, varying, and elaborating upon memorized vocabulary.	Demonstrates a moderate capacity to describe and narrate familiar everyday contexts in some detail by combining, varying, and elaborating upon memorized vocabulary.	Demonstrates a limited capacity to describe and narrate familiar everyday contexts with substantial reliance on memorized vocabulary.	Relies completely on memorized vocabulary and present-tense structures to describe and narrate familiar everyday contexts.	Is unable to describe and narrate familiar everyday contexts.
Maintain conversation by asking and answering questions.	Consistently maintains conversation using appropriate questions and responses; sometimes elaborates responses and/or asks relevant follow-up questions.	Consistently maintains conversation using appropriate questions and responses.	Generally maintains conversation by answering and reacting appropriately to questions; asks largely formulaic questions.	Demonstrates some ability to maintain conversation using primarily formulaic questions and responses.	Is unable to maintain conversation.

Second Language Assessment Rubric: Culture Modern Languages

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Demonstrate an understanding of the target culture in English or the target language.	Describes accurately, and in detail, cultural products and practices related to everyday life, personal interest, or studies.	Describes accurately, and in some detail, cultural products and practices related to everyday life, personal interest, or studies.	Describes, in general terms, cultural products and practices related to everyday life, personal interest, or studies.	Partially describes, with inaccuracies, cultural products and practices related to everyday life, personal interest, or studies.	Is unable to describe cultural products and practices related to everyday life, personal interest, or studies.
Engage in cross-cultural analysis in English or the target language.	Offers a thorough and detailed explanation of similarities and differences between cultural attitudes and perspectives.	Offers a relatively thorough and somewhat detailed explanation of similarities and differences between cultural attitudes and perspectives.	Offers a partial explanation, that is lacking in detail, of similarities and differences between cultural attitudes and perspectives.	Offers an explanation of either similarities or differences between cultural attitudes and perspectives, or a minimal explanation of both.	Is unable to explain either similarities or differences between cultural attitudes and perspectives.

Second Language (Classical)

Classical Languages: Latin, Classical Greek

Student Learning Outcomes (Communication): Students will demonstrate an ability to discern meaning in the target language in familiar contexts. **(Culture):** Students will demonstrate cultural competence in the target culture.

The Value of Second Language (Classical)

Second-language learning is a multi-faceted intellectual endeavor that promotes enhanced written communication skills, improves linguistic comprehension in both the native and target language, and fosters cross-cultural communication and understanding not only across distance and languages, but also spanning more than 2,500 years of history. Second-language study has

direct cognitive benefits in domains outside of communication, as research has shown that learning a second language improves cognitive function, problem solving, memory, and creativity. Students who study a classical language improve their problem solving and pattern recognition faculties, making them more adaptable to the challenges of a changing world.

Supporting Skills

Communication

1. Students will demonstrate an understanding of form, vocabulary, and narrative in the target language.
2. Students will discern meaning from learned vocabulary and form in the target language in order to create an accurate and idiomatic translation.
3. Students will write short passages in the target language using level-appropriate vocabulary and form.

Culture

1. Students will articulate similarities and differences across cultures.
2. Students will engage in cross-cultural analysis.
3. Students will demonstrate an understanding of how and why target cultures changed over time.

Course Content Criteria

1. Courses in this category are characterized by a consistent and active grammatical analysis of the target language by students and the instructor.
2. Courses in this category utilize secondary content as a vehicle for language instruction.
3. Courses in this category introduce students to political, social, and historical contexts from which the focal texts emerge.
4. Courses in this category utilize audio-visual material and authentic material to promote proficiency in the target language.
5. Courses in this category promote not only reflection about the target language or culture but also active metacognition on the part of the student.
6. Courses in this category require students to read and write in the target language (although not always in class).
7. Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Second Language Assessment Rubric (below). This assessment assignment should be a translation exercises of varying length and complexity.

Glossary

1. **Accurate:** A translation which is very loyal to and easily rendered from the target language. An accurate translation will extrapolate the intended meaning from the inflected form of the words to communicate a coherent narrative.
2. **Cross-cultural analysis:** Comparison across cultures that yields an understanding of the similarities and differences between the studied cultures.
3. **Cultural competence:** An ability to communicate and effectively interact with people across cultures. It is based on a nuanced understanding of the similarities and differences between one's home culture(s) and a target culture or target cultures.
4. **Cultural practices:** Patterns of social behaviors and interactions, such as table manners, gestures, the use of space, and formal versus informal discourse.
5. **Cultural products:** The tangible or intangible creations that reflect cultural perspectives and practices, such as a piece of artwork, a piece of literature, a monument, a dish, a dance, a tradition, or an oral tale.
6. **Form:** The inflection of words, be they nouns, verbs, adjectives, or pronouns.
7. **Idiomatic:** A good, contemporary English translation. An idiomatic translation will render the classical text into English which is both easily understood and faithful to the meaning in the original language.
8. **Metacognition:** Awareness and understanding of one's own thought processes, and in this context, an awareness and understanding of the processes required to acquire, comprehend, and produce a second language.
9. **Narrative:** The totality of the events, ideas, and characters in a classical text.
10. **Secondary content:** Content (e.g. films, authentic texts, history) that is used in second-language instruction to support the learning of the primary content, which is vocabulary, grammar, phonetics, and culture.
11. **Authentic Material:** Objects and materials from everyday life (in the target cultures and languages) used for instruction.
12. **Target culture:** The culture(s) of study in a classical language course.
13. **Target language:** The language of study in a classical language course.

Second Language Assessment Rubric: Communication Classical Languages

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Demonstrate an understanding of form, vocabulary, and narrative.	Demonstrates a sophisticated level of understanding of paragraph-length texts written in the target language, including texts written in multiple tenses and moods, including an understanding of nuance and inference in the text.	Demonstrates a clear understanding of the basic level of meaning in paragraph-length texts written in the target language, including texts written in multiple tenses and moods, including some understanding of nuance and inferences in the text.	Demonstrates a clear understanding of the basic level of meaning in paragraph-length texts written in the target language, including texts written in multiple tenses, but has difficulty understanding moods.	Demonstrates a limited understanding of paragraph-length texts written in the target language, but has difficulty with tenses other than the present and has difficulty understanding moods.	Is unable to understand paragraph-length texts in the target language.
Discern meaning from learned vocabulary and form in order to create an accurate and idiomatic translation.	Produces highly accurate and idiomatic translations, displaying an exhaustive knowledge of vocabulary and a fluent understanding of grammatical expressions.	Produces largely accurate and idiomatic translations, displaying an extensive knowledge of vocabulary and a comfortable understanding of grammatical expressions.	Produces largely accurate but literal translations, displaying a standard knowledge of vocabulary and a functional understanding of grammatical expressions.	Inconsistently produces accurate but literal translations, displaying a knowledge of vocabulary that is limited to only primary definitions.	Is unable to produce accurate translations. Cannot understand common expressions.
Write short passages in the target language using level-appropriate vocabulary and form.	Writes full length sentences in the target language using a variety of vocabulary and forms.	Writes full length sentences in the target language but has some limitations in vocabulary and form.	Writes full length sentences in the target language but has many limitations in vocabulary and form.	Cannot write full length sentences in the target language, but can write some shorter phrases which require limited vocabulary and form.	Cannot write any phrases in the target language, but can write some singular words and forms within a given phrase or sentence.

Second Language Assessment Rubric: Culture Classical Languages

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Articulate similarities and differences across cultures.	Compares accurately, with great detail and at length, <u>cultural products</u> and <u>practices</u> related to daily life, history, politics, and myth.	Compares accurately, with limited detail and scope, cultural products and practices related to daily life, history, politics, and myth.	Compares, with few inaccuracies, with limited detail and scope, cultural products and practices related to daily life, history, politics, and myth.	Compares, with many inaccuracies, and with limited detail and scope, cultural products and practices related to daily life, history, politics, and myth.	Is unable to identify similarities and differences across cultures.
Engage in cross-cultural analysis.	Offers a thorough and detailed explanation of similarities and differences between cultural attitudes and perspectives.	Offers a general explanation of similarities and differences between cultural attitudes and perspectives.	Offers a partial explanation, that is lacking in detail, of similarities and differences between cultural attitudes and perspectives.	Offers an explanation of either similarities or differences between cultural attitudes and perspectives, or a minimal explanation of both.	Is unable to explain either similarities or differences between cultural attitudes and perspectives.
Demonstrate an understanding of how and why target cultures changed over time.	Successfully narrates in great detail the changes in the target culture, and explains thoroughly and accurately why those changes happened and the effect they had.	Successfully narrates in some detail the changes in the target culture, and explains accurately why those changes happened and the effect they had.	Narrates, in general terms, the changes in the target culture, and explains generally why those changes happened and the effect they had..	Struggles to narrate the changes in the target culture and explain why those changes happened and the effect they had.	Cannot narrate the changes in the target culture or explain why those changes happened and the effect they had.