Description:
LING 111, 112, and 113 are 4-credit courses that provide beginning level classroom-based instruction of a language otherwise not taught at OSU. Classes meet four hours per week. Skill areas addressed include reading, writing, speaking, listening and culture. This course is not for students who have previous proficiency in the target language. The class may be repeated for different languages for a maximum of 12 credits. You must take the courses in order for each language you study. This sequence may be used by Spanish, French, and German majors toward completion of the CLA language requirement. Depending on the language taught, it may also count toward the language requirement for the Language in Culture Certificate. For a master-apprentice approach, enroll instead in the LING 114, 115, 116 sequence.

Objectives:
In the first-year language sequence you will be expected to work toward a level of proficiency consistent with an ACTFL rating of Intermediate Low or better. Although the specific communication topics for each course will be determined in consultation with your instructor, they will be consistent with the National Standards Project's emphasis on Communication, Cultures, Connections, Comparisons, and Communities. These standards address not only tools needed for interpersonal, interpretive, and presentational modes of language use, but also the skills required to become a culturally competent lifelong learner.

Outcomes:
Students in LING 111, 112 and 113 will show their mastery of the course objectives in the following ways:
► manage your learning experience by compiling a well organized, personalized, complete and creative portfolio for each course
► formulate, complete, and document personal language goal plans for each course
► complete and document reading, writing, speaking, listening, grammar and culture activities, assignments and assessments as instructed
► incorporate language learning strategies presented in the textbook in all individual, pair and group activities and assess your mastery of these strategies in frequent informal reflective writing
► assess and document in-class participation on a daily basis according to the guidelines provided
► demonstrate collegiality by arriving on time and prepared for group work and by completing all peer revision assignments well and on schedule
► show engagement with the subject matter by finding creative ways to integrate your personal interests and abilities with the subject matter of the course
► engage in self-assessment activities for each unit in which you compare your work with course objectives and guidelines, identify specific weaknesses and strengths, suggest strategies for improvement, and determine what your grade should be in the course based on your mastery of course objectives
► complete an interview with the instructor at the end of each course in which you present your work in a coherent, organized fashion and propose a final course grade that is supported by the documentation in your course portfolio
► meet any additional expectations your instructor provides you in his or her supplemental syllabus materials
Course Materials:
Course text. (Will vary based on the language being taught).
Multimedia computer with fast network access for on-line materials (LAM Center).
Three-ring binder to be used exclusively for this course.

Proficiency Guidelines:
Material in LING 111, 112, and 113 is organized around communication goals or tasks that are adapted from national second language education standards.

Grading:
Final course grades will be based on the level of proficiency reached in each of the six focus areas. You will need to demonstrate increased proficiency throughout the term in a variety of assignments done both in and out of class. All assignments, regardless of whether they have been reviewed by your peers or instructor, are to be kept in a personal portfolio. At the end of the term the complete portfolio will be presented to your instructor as part of a comprehensive course evaluation interview. A course grade will be assigned based on a written self-evaluation and the supporting evidence of your proficiency provided in the portfolio.
We expect and encourage you to revise and correct previous assignments throughout the course, but you are not permitted to resubmit for credit any reading reports, listening activities, writing assignments, etc. that were done for a previous class or instructor. The inclusion of “recycled” homework may result in disciplinary action. You may access the complete policy on academic integrity on the web at http://www.oregonstate.edu/admin/stucon/achon.htm

Final Evaluations and Self-Assessments:
Our goal is to teach you to evaluate your own work and direct your own progress. This will help you become an effective lifelong language learner. Your instructor will rely very heavily upon your own evaluation of the work contained in the final portfolio when assigning a course grade. If your instructor determines during the final interview that your self assessment reflects an inadequate understanding or inappropriate application of the scoring criteria, you may be asked to reflect further on the final grade your work merits and return for a second, brief interview. If either party (instructor or student) is left unsatisfied with the accuracy of the student’s self evaluation after the final interview, your portfolio may be retained and submitted to a panel of language instructors who will make a binding decision about the final grade.

Talking About Proficiency:
It can be helpful to have a standard vocabulary to use when writing reflections or talking with your instructor about your progress. Please use these words to assess your work.

• **Excellent.** Exceeds expectations. Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions.
• **Strong.** Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and learning strategies.
• **Proficient.** Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and strategies and reflects considerable care and commitment.
• **Developing.** Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths, but tends to have more weaknesses overall.
• **Beginning.** Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.

• **Exploring.** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

**Daily Assignments:**

Language classes are not like other courses where you can ignore homework, skip class, and still master the course objectives. Daily preparation is essential, and your final score will take into account your daily participation. To show that you meet course expectations, you will need to be present for the whole period, speak only the target language, work productively in group and paired exercises, and have any assigned homework from the text or workbook finished before class. Missing more than three class hours per quarter (including time that you arrive late or leave early) may result in a significant drop in your final score. Although you may not be required to turn in workbook exercises or other materials to your instructor other than when the portfolios are checked, it is your responsibility to keep up.

**Student Services:**

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

**Bibliography:**

The structure of this course is probably unlike what you have encountered before. It is, however, based on strong educational research. If you are interested in learning more, you may wish to look through some of the following books:

**Standards and Assessment**


**Education in a Community Setting**


**Second Language Teaching Methods**
