Linguistics 114, 115, 116
Master/Apprentice Study of a Less Commonly Taught Language

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Description:
LING 114, 115, and 116 provide context-rich beginning language instruction, in close collaboration with a native speaker, of a language otherwise not taught at OSU. By the end of the sequence, you should exhibit a level of communicative proficiency approaching the Intermediate Low level in each of the target skill areas. In order to accommodate the needs of off-campus mentors, each course offers variable credits (1-4 credits per term).

Each hour of credit requires at least ten hours of direct interaction with the instructor plus up to an additional 2-3 hours of personal study time per hour spent with the instructor. The amount of time spent per week on the class depends on the arrangements made with the language mentor. This meeting schedule as well as the amount of credit offered for each enrollment period must be agreed upon in a contract signed by the student, OSU faculty supervisor, and language mentor prior to registration. You must take 4 credits (40 contact hours) of one language before moving on to the next course in the sequence.

Any course in the LING 114, 115, 116 sequence may be taken for credit up to three times provided that a different language is studied each time. This sequence may be used by French, German, and Spanish majors toward meeting the CLA language requirement. It may also be used toward the language requirement for the Language in Culture Certificate. These courses are not for students who have previous proficiency in the target language. For a classroom-based experience, enroll instead in the LING 111, 112, 113 sequence.

Under most circumstances, it is the students' responsibility to locate an appropriate language mentor for the LING 114, 115, 116 sequence and secure his or her cooperation. This may seem unhelpful, but we respect the sovereignty of Oregon's tribes and we don't believe it is the role of the university to make judgments about the linguistic proficiency tribal members. Also, as a general rule, OSU does not cover honoraria, travel costs, or other incidental expenses.

Objectives:
In the first-year master/apprentice 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 objectives for each course will be determined in consultation with your mentor and 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 will show their mastery of the course objectives in the following ways:
  - formulate an individual language learning plan with your mentor that addresses each component of the National Standards and that includes at least 33 hours of work per credit (at least half of that time must be spent working directly with your mentor)
  - complete and document mastery of the objectives included in your learning plan
- maintain a record of how you spent each hour working on the course
- compile proof of mastery of the objectives in your learning plan in a portfolio that includes organizational and interpretive material for your instructor (table of contents, tabbed dividers, written reflections and explanations, etc.)
- complete an interview with the instructor and mentor at the end of each course in which you demonstrate your ability to assess your work and plan your strategies for improvement by displaying your portfolio and propose, in writing, a final course grade that is supported by the documentation in your course portfolio

**Course Materials:**

**Proficiency Guidelines:**
The proficiency target for the end of this sequence is a rating of Intermediate Low on the ACTFL scale. Learners at this level can create language as opposed to just repeating back learned phrases or reciting memorized lists. Topics mastered at this level include simple information about self and family, work, and the immediate environment. Intermediate Low students should be able to describe and define objects, ask and answer simple questions, etc., but with only limited accuracy. Native speakers may not understand an Intermediate Low student very well unless they are used to dealing with learners. For more information on proficiency standards, please consult your instructor.

**Grading:**
Final course grades will be based on the level of proficiency reached on your learning objectives. You will need to demonstrate increased proficiency throughout the term in a variety of assignments. All assignments should be documented and saved for possible inclusion in your portfolio. At the end of the course, you will need to arrange a meeting with your mentor and instructor to present evidence of the degree to which you mastered your objectives. During this meeting, you should provide a written summary of your proficiency along with a proposed letter grade for the course. You should discuss this grade with your mentor ahead of time. If the instructor and mentor determine during the final interview that your final 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 interview. The final decision for the course grade rests with the official instructor of record.

We expect and encourage you to revise and correct assignments throughout the course. However, you are not permitted to resubmit for credit any assignments or projects that were done for a previous class or instructor. The inclusion of “recycled” homework may result in disciplinary action. For complete details on OSU’s academic honesty policy, please see the web page at: http://oregonstate.edu/admin/stucon/achon.htm

**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. This would be a high A grade.
- **Strong.** Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and learning strategies. This would be in the A- to B+ range.
- **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. This would be a grade of B to B-
• **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. This is a C grade.
• **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. This would be a grade in the D range.
• **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. This is not passing.

**Daily Assignments:**

Language classes taught using a master/apprentice approach are not like other courses. You will be expected to work closely with the native speaker who is supervising your progress to make sure that his or her expectations are met. Although you may not be required to turn in written work, tapes or other projects 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**
