

## **Global Languages and Cultures Master Syllabus**

### **Citizenship**

The Citizenship cluster promotes critical awareness and engagement with today's complex global issues. Courses in this cluster emphasize the study of the world through its history, cultural diversity, and contemporary economic, political, and social contexts. Language instruction and study abroad experiences help students bridge academic study with the skills and habits of mind needed to face the challenges of our increasingly interdependent world. The aim of the cluster is to foster social responsibility in our students and prepare them to act in service to the common good. Students completing this cluster should have an enhanced sense of their identity as citizens of a global community.

### **Core Goal Served in this Category**

Goal 6: To prepare and dispose our students to be responsible citizens in our increasingly interdependent world

### **Core Learning Outcomes**

A student successfully completing a course in Global Languages and Cultures will be able to

1. Demonstrate knowledge of the interrelatedness of local and global issues (Core Goal 6.4)
2. Engage critically with one's own and other cultures (Core Goal 6.5)

### **Catalog Description**

A student who develops college-level intercultural competency can interact with members of various cultures in a productive and sensitive manner. Interaction with others is the foundational principle of classes in this category of the Core, as the Languages and Cultures courses integrate language instruction with the study of culture. Through interactive speaking exercises, reading and listening in the target language, and comparisons between the student's native culture and the cultures studied in the course, students will expand their communicative abilities in the target language, enhance their appreciation of the cultures studied, explore the relationships between local and global concerns and develop the intercultural competency needed to face the challenges of an increasingly interdependent world.

### **Intangibles / Aspirations / Additional Core Outcomes to be Addressed**

In addition to the outcomes assessed in this category, other Core outcomes might be developed and addressed. Skills, competencies, and dispositions relevant to the subject of languages might also be cultivated in this category.

- Develop students' skills in writing, speaking, critical inquiry/analysis, and information literacy/technological competency (Core Goal 1)

- Explore thoughtful, sophisticated, and workable solutions to local and global problems (Core Goal 6.6)

### Course-Level Outcomes

A student successfully completing a course in Global Languages will be able to do the following in a context appropriate to their proficiency level:

1. Demonstrate comprehension of authentic readings appropriate by identifying the main idea and supporting details and drawing inferences, making comparisons, predicting, and / or problem solving;
2. Identify facts and complete activities requiring higher order thinking skills (inferring, comparing, predicting, problem-solving, etc.) after listening to authentic materials appropriate to their proficiency level;
3. Write on course-related topics in the target language with a degree of complexity and accuracy appropriate to their proficiency level without the aid of dictionaries, grammar texts or other outside resources;
4. Speak extemporaneously in the target language on course-related topics with a degree of complexity and accuracy appropriate to their proficiency level without the aid of dictionaries, grammar texts or other outside resources;
5. Make inferences about cultural perspectives, beliefs and/or values based on the products and practices of the target culture and compare these perspectives with those of the student's native culture.

### Activities / Methods / Assessment<sup>1 2</sup>

**Activities:** At a minimum all language courses will include the following activities in addition to the assessments indicated below:

- At least one activity in which students define *intercultural competency* and *culture* in the context of the course and apply these definitions as they study the products, practices, and perspectives of the target culture. Definitions should be based on at least one current cultural theory and students should gain a rudimentary understanding of the theory. As an example, one might have students explore the notion of cultural ecology: Are cultures shaped by natural forces acting on a primarily receptive group of human beings or do humans act on their environments in a way that results in cultural evolution? As a third possibility, is culture a combination of these concepts. Looking at Day of the Dead, for example, the exact nature of this celebration is a combination of Spanish and indigenous elements. Did the celebration evolve as a result of the conquest acting on a receptive indigenous culture? Did the indigenous culture adapt to the circumstances created by the conquest? To what extent was it a combination of both?
- At least one activity in which students respond to a problem (economic, political, social, etc.) in the target culture by completing a written or oral task either to a)

propose and evaluate a potentially workable solution to the problem while contrasting the problem and solution with similar proposals in the native culture or b) identify, describe, and evaluate a solution proposed by the target culture, while contrasting the problem and solution with similar circumstances in the native culture.

### ***Methods***

- Direct engagement with natives of the culture being studied (for example: video chats, guest speakers, pen pals, language partners...). The length, frequency, and type of these experiences is determined by the level of language study.
- Emphasis on speaking, reading, listening, and writing activities that promote proficiency in a communicative context rather than a focus on detailed grammar explanations and grammar-translation methodologies.
- Techniques of the flipped classroom approach in which students are required to read material and study vocabulary outside of class so that class time can be used to practice communicative skills and to develop greater intercultural competency.
- Activities and approaches that are in keeping with the ACTFL World Readiness Standards.

### ***Assessments: Students will:***

- Assessment 1: Read authentic material in the target language on a significant issue of the target culture that has a related concern in US and/or local culture to a) answer content questions using both higher- and lower-order thinking skills (Department Outcome 1) and b) evaluate the ways in which the two cultures respond to the concern (Core Outcome 6.4).
- Assessment 2: Listen to authentic material, appropriate to their level of proficiency, for which cultural knowledge is required for full comprehension to a) respond to questions using both higher- and lower-order thinking skills (Department Outcome 2), and b) compare and contrast the material with a similar scenario in the native culture (Core Outcome 6.5)
- Assessment 3: Given a prompt in either English or the target language related to a course topic, respond through an authentic written task in the target language appropriate to their level of study without the aid of dictionaries, grammar texts or other outside resources. (Department Outcome 3)
- Assessment 4: Given a prompt in either English or the target language, engage in an extemporaneous conversation based on course topics and the students' proficiency level (Department Outcome 4)
- Assessment 5: Use information from a reading or listening exercise to a) identify a product or practice, b) draw and support inferences, based on the identified products and

practices, about a perspective held by the target culture, and c) compare the perspective of the target culture to the student's native culture (Department Outcome 5)

- Assessment 6: Indirect assessment for all Department and Core Outcomes through an end-of-semester student survey asking them to assess their learning in these areas.

## **Courses**

### **FREN 101: French Beginning Culture and Communication I (3)**

For students with no previous experience in French. Course develops cultural understanding and linguistic proficiency for communication in rudimentary social situations. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion (in English) of a problem or concern affecting those cultural groups. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 50% of the time.

### **FREN 102: French Beginning Culture and Communication II (3)**

Prerequisites: FREN 101 or the equivalent of one year of high school French. Course reviews structures and vocabulary for communication in rudimentary social situations. It develops ways to extend descriptions to communicate simple settings related to broad social topics such as family, school, etc. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion of a problem or concern affecting those cultural groups and analysis (in English) of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 50% of the time.

### **FREN 103: French Beginning Culture and Communication III (3)**

Prerequisites: FREN 102 or the equivalent of two years of high school French. Course reviews and expands on creating descriptions in order to discuss current events. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 50 to 75% of the time.

### **FREN 104: French Intermediate Cultures and Communication I (3)**

Prerequisites: FREN 103 or the equivalent of three years of high school French. Course introduces communicating in various time frames and offering opinions on current events and issues. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural

competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 75-90% of the time.

#### FREN 105: French Intermediate Culture and Communication II (3)

Prerequisites: FREN 104 or the equivalent of three or more years of high school French. Course reviews communicating in various time frames. Develops communication for expressing complex opinions on historical, political, and social concerns. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of French and Francophone cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of French and Francophone peoples can be applied to other cultural experiences. Course conducted in French 90% of the time.

#### GERM 101: German Beginning Cultural and Communication I (3)

For students with no previous experience in German. Course develops cultural understanding and linguistic proficiency for communication in rudimentary social situations. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion (in English) of a problem or concern affecting those cultural groups. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding Germanic peoples can be applied to other cultural experiences. Course conducted in German 50% of the time.

#### GERM 102: German Beginning Culture and Communication II (3)

Prerequisites: GERM 101 or the equivalent of one year of high school German. Course reviews structures and vocabulary for communication in rudimentary social situations. It develops ways to extend descriptions to communicate in simple settings related to broad social topics such as family, school, etc. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion of a problem or concern affecting those cultural groups and analysis (in English) of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Germanic peoples can be applied to other cultural experiences. Course conducted in German 50% of the time.

#### GERM 103: German Beginning Culture and Communication III (3)

Prerequisites: GERM 102 or the equivalent of two years of high school German. Course reviews and expands on creating descriptions to communicate about current events. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Germanic peoples can be applied to other cultural experiences. Course conducted in German 50 to 75% of the time.

**GERM 104: German Intermediate Cultures and Communication I (3)**

Prerequisites: GERM 103 or the equivalent of three years of high school German. Course introduces communicating in various time frames and offering opinions on current events and issues. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Germanic peoples can be applied to other cultural experiences. Course conducted in German 75-90% of the time.

**GERM 105: German Intermediate Culture and Communication II (3)**

Prerequisites: GERM 104 or the equivalent of three or more years of high school German. Course reviews communicating in various time frames. Develops communication for expressing complex opinions on historical, political, and social concerns. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Germanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Germanic peoples can be applied to other cultural experiences. Course conducted in German 90% of the time.

**SPAN 101: Spanish Beginning Cultural and Communication I (3)**

For students with no previous experience in Spanish. Course develops cultural understanding and linguistic proficiency for communication in rudimentary social situations. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion (in English) of a problem or concern affecting those cultural groups. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 50% of the time.

**SPAN 102: Spanish Beginning Culture and Communication II (3)**

Prerequisites: SPAN 101 or the equivalent of one year of high school Spanish. Course reviews structures and vocabulary for communication in rudimentary social situations. It introduces ways to extend descriptions to communicate in simple settings related to broad social topics such as family, school, etc. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis (in English) of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 50% of the time.

**SPAN 103: Spanish Beginning Culture and Communication III (3)**

Prerequisites: SPAN 102 or the equivalent of two years of high school Spanish. Course reviews and expands on creating descriptions to communicate about current events. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad definitions of culture to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 50 to 75% of the time.

#### SPAN 104: Spanish Intermediate Cultures and Communication I (3)

Prerequisites: SPAN 103 or the equivalent of three years of high school Spanish. Course introduces communicating in various time frames and offering opinions on current events and issues. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 75-90% of the time.

#### SPAN 105: Spanish Intermediate Culture and Communication II (3)

Prerequisites: SPAN 104 or the equivalent of three or more years of high school Spanish. Course reviews communicating in various time frames. Develops communication for expressing complex opinions on historical, political, and social concerns. Activities include engagement with native speakers; in-class conversations; reading, listening, and writing exercises; application of broad cultural definitions to the specifics of Hispanic cultures; discussion of a problem or concern affecting those cultural groups and analysis of proposed solutions. Special attention given to developing intercultural competency, with a focus on the ways in which the processes used for understanding of Hispanic peoples can be applied to other cultural experiences. Course conducted in Spanish 90% of the time.

#### SPAN 115: Spanish for Heritage Speakers (3)

Designed for heritage speakers who are conversational in Spanish but have little or no formal training in reading or writing the language. Course builds on students' current linguistic strengths to develop greater grammatical accuracy, expand vocabulary, and adapt voice and tone to a range of contexts. Activities address what it means to be a bi- or multi-cultural individual living in America today; how students connect with their cultural heritage; what challenges students face on our campus, in town, or across the nation; and how students can celebrate the many ways in which their cultural heritage is a source of strength. A community service component through the McGowan Hispanic Outreach Program is an opportunity for students to strengthen relationships with their community. Special attention given to developing intercultural competency by encouraging students to reflect on the duality of the Hispanic-American identity. Course conducted in Spanish 90% of the time.