

| | FRN 101 | FRN 102 | FRN 201 | FRN 202 |
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| 1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | Engage/provide and obtain/express: Speak French at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native French speakers. | Engage/provide and obtain/express: Speak French at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native French speakers. | Engage/provide and obtain/express and exchange: Speak French at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native French speakers. | Engage/provide and obtain/express and exchange: Speak French at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native French speakers. |
| 2. Students understand and interpret written and spoken language on a variety of topics. | Comprehend a range of authentic and pedagogically prepared texts in French for which they have been prepared through pre-reading activities; understand French in uncomplicated and controlled contexts; understand French spoken slower than normal pace and some French spoken at normal pace. | Comprehend a range of authentic and pedagogically prepared texts in French for which they have been prepared through pre-reading activities; understand French in uncomplicated and controlled contexts; understand most French spoken slower than normal pace, some French spoken at normal pace and develop skills and coping strategies for filling in the gaps of imperfect comprehension. | Comprehend a range of authentic and pedagogically prepared texts in French for which they have been prepared through pre-reading activities; read some materials designed for the native speaker of French; understand French in uncomplicated and controlled contexts; understand most French spoken slower than normal pace, a significant amount of French spoken at normal pace and increase skills and coping strategies for filling in the gaps of imperfect comprehension. | Comprehend a range of authentic and pedagogically prepared texts in French for which they have been prepared through pre-reading activities; read and understand more materials designed for the native speaker of French; understand French in uncomplicated and controlled contexts; understand French spoken slower than normal pace, a significant amount of French spoken at normal pace and increase skills and coping strategies for filling in the gaps of imperfect comprehension. |
| 3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | Be able to meet a number of practical writing needs in French in a manner comprehensible to native French speakers accustomed to the writing of non-natives. | Be able to meet a number of practical writing needs in French in a manner comprehensible to native French speakers accustomed to the writing of non-natives; write a composition (minimum of 50 | Be able to meet a number of practical writing needs in French in a manner comprehensible to native French speakers accustomed to the writing of non-natives; write a composition (minimum of 75 - | Be able to meet a number of practical writing needs in French in a manner comprehensible to native French speakers accustomed to the writing of non-natives; write a composition (minimum of 100 - |

| | | words) in French. | 100 words) in French. | 150 words) in French. |
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| 4. Students demonstrate: a) a knowledge of foreign culture, its influence on attitudes, perspectives and worldview, and b) an understanding of how these cultural elements compare and contrast with the students' own. | Have a workable concept of French culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors, focusing on Paris and the provinces of northern France. | Have a workable concept of French culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors, focusing on Paris and the provinces of southern France. | Have a workable concept of French culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors; make contrasts and connections between US culture and French culture. | Have a workable concept of French culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors; make contrasts and connections between US and French culinary customs. |
| 5. Students show understanding and insight into the nature of language since the process of language acquisition requires comparing the foreign language with their own. | Gain insights into their own language and culture. | Gain insights into their own language and culture. | Gain insights into their own language and culture. | Gain insights into their own language and culture. |

| | SPN 101 | SPN 102 | SPN 201 | SPN 202 |
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| 1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | Engage/provide and obtain/express: Speak Spanish at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native Spanish speakers. | Engage/provide and obtain/express: Speak Spanish at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native Spanish speakers. | Engage/provide and obtain/express and exchange: Speak Spanish at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native Spanish speakers. | Engage/provide and obtain/express and exchange: Speak Spanish at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native Spanish speakers. |
| 2. Students understand and interpret written and spoken language on a variety of topics. | Comprehend a range of authentic and pedagogically prepared texts in Spanish for which they have been prepared through pre-reading activities; understand Spanish in uncomplicated and controlled contexts; understand Spanish spoken slower than normal pace and some Spanish spoken at normal pace. | Comprehend a range of authentic and pedagogically prepared texts in Spanish for which they have been prepared through pre-reading activities; understand Spanish in uncomplicated and controlled contexts; understand most Spanish spoken slower than normal pace, some Spanish spoken at normal pace and develop skills and coping strategies for filling in the gaps of imperfect comprehension. | Comprehend a range of authentic and pedagogically prepared texts in Spanish for which they have been prepared through pre-reading activities; read some materials designed for the native speaker of Spanish; understand Spanish in uncomplicated and controlled contexts; understand most Spanish spoken slower than normal pace, a significant amount of Spanish spoken at normal pace and increase skills and coping strategies for filling in the gaps of imperfect comprehension. | Comprehend a range of authentic and pedagogically prepared texts in Spanish for which they have been prepared through pre-reading activities; read and understand more materials designed for the native speaker of Spanish; understand Spanish in uncomplicated and controlled contexts; understand Spanish spoken slower than normal pace, a significant amount of Spanish spoken at normal pace and increase skills and coping strategies for filling in the gaps of imperfect comprehension. |
| 3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | Be able to meet a number of practical writing needs in Spanish in a manner comprehensible to native Spanish speakers accustomed to the | Be able to meet a number of practical writing needs in Spanish in a manner comprehensible to native Spanish speakers accustomed to the | Be able to meet a number of practical writing needs in Spanish in a manner comprehensible to native Spanish speakers accustomed to the | Be able to meet a number of practical writing needs in Spanish in a manner comprehensible to native Spanish speakers accustomed to the |

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| | writing of non-natives. | writing of non-natives; write a composition (minimum of 100 words) in Spanish. | writing of non-natives; write a composition (minimum of 200 words) in Spanish. | writing of non-natives; write a composition (minimum of 300 words) in Spanish. |
| 4. Students demonstrate: a) a knowledge of foreign culture, its influence on attitudes, perspectives and worldview, and b) an understanding of how these cultural elements compare and contrast with the students' own. | Have a workable concept of Spanish culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors, focusing on Spain. | Have a workable concept of Spanish culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors, focusing on Argentina. | Have a workable concept of Spanish culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors, focusing on Puerto Rico to make contrasts and connections between US culture and Latin American culture. | Have a workable concept of Spanish culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors, focusing on Mexico to make contrasts and connections between US and customs and traditions.. |
| 5. Students show understanding and insight into the nature of language since the process of language acquisition requires comparing the foreign language with their own. | Gain insights into their own language and culture. | Gain insights into their own language and culture. | Gain insights into their own language and culture. | Gain insights into their own language and culture. |

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| | SPN 203 | | | |
| 1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | Engage/provide and obtain/express and exchange: Speak Spanish at a level comprehensible to a sympathetic listener who is accustomed to dealing with non-native Spanish speakers. | | | |
| 2. Students understand and interpret written and spoken language on a variety of topics. | Comprehend a range of authentic and pedagogically prepared texts in Spanish for which they have been prepared through pre-reading activities; read and understand an increasing number of materials designed for the native speaker of Spanish; understand Spanish spoken slower than normal pace, a significant amount of Spanish spoken at normal pace and increase skills and coping strategies for filling in the gaps of imperfect comprehension. | | | |
| 3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | Be able to meet a number of practical writing needs in Spanish in a manner comprehensible to native Spanish speakers accustomed to the writing of non-natives; write a composition of (minimum of 400 words) in Spanish. | | | |

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| <p>4. Students demonstrate a) a knowledge of foreign culture, its influence on attitudes, perspectives and worldview, and b) an understanding of how these cultural elements compare and contrast with the students' own.</p> | <p>Have a workable concept of Spanish culture and cultural values and be able to appreciate differences in culture such as levels of formality, diversity and geographical factors, including differences in regional vocabulary and pronunciation.</p> | | | |
| <p>5. Students show understanding and insight into the nature of language since the process of language acquisition requires comparing the foreign language with their own.</p> | <p>Gain insights into their own language and culture</p> | | | |

