

Subject	Languages Other Than English (LOTE)
Course Title	§114.46. Seminar in Languages Other Than English, Advanced (One-Half to One Credit), Adopted 2014.
<p>(a) General Requirements. Students shall be awarded one-half to one credit for successful completion of this course. All products and presentations must be in the target language. A prerequisite to enroll into this course is a minimum performance level of Intermediate Mid to Advanced High on the American Council on the Teaching of Foreign Languages (ACTFL) scale. The student may take this course with different course content for a maximum of three credits. The course shall be conducted in the target language.</p>	
<p>(b) Introduction.</p>	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. ACTFL identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) The student enrolled in a seminar course in a modern language will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will speak, write, read, and listen, as appropriate, in the target language for a variety of audiences and purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his or her papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of the target language as applicable.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(i) generate relevant questions with instructor guidance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(ii) generate researchable questions with instructor guidance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(iii) generate relevant questions with instructor approval
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(iv) generate researchable questions with instructor approval
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(i) communicate with accuracy in order to participate fully in conversations on a variety of topics in formal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(ii) communicate with accuracy in order to participate fully in conversations on a variety of topics in informal settings from multiple perspectives

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(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(iv) communicate with accuracy in order to participate effectively in conversations on a variety of topics in informal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(v) communicate with fluency in order to participate fully in conversations on a variety of topics in formal settings from multiple perspectives
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Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(C) comprehend language from within the cultural framework, including the use of nuance and subtlety	(i) comprehend language from within the cultural framework, including the use of nuance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(C) comprehend language from within the cultural framework, including the use of nuance and subtlety	(ii) comprehend language from within the cultural framework, including the use of subtlety
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(D) produce formal and informal correspondence on a variety of social, academic, or professional topics	(i) produce formal correspondence on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(D) produce formal and informal correspondence on a variety of social, academic, or professional topics	(ii) produce informal correspondence on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(E) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics	(i) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(F) pose relevant questions from the research findings or conclusions for further study	(i) pose relevant questions from the research findings or conclusions for further study
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(A) collect a variety of visual images such as photographs, paintings, political cartoons, and other media	(i) collect a variety of visual images such as photographs, paintings, political cartoons, and other media

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(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(B) compile written ideas and representations	(i) compile written ideas
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(B) compile written ideas and representations	(ii) compile written representations
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(C) interpret information and draw conclusions from a wide range of sources	(i) interpret information from a wide range of sources
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(C) interpret information and draw conclusions from a wide range of sources	(ii) draw conclusions from a wide range of sources
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(i) identify bias in written material
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(ii) identify bias in oral material

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(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(iii) identify bias in visual material
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(E) use writing and speaking skills for reflection and exploration	(i) use writing skills for reflection
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(E) use writing and speaking skills for reflection and exploration	(ii) use writing skills for exploration
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(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(E) use writing and speaking skills for reflection and exploration	(iv) use speaking skills for exploration
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(F) cite sources appropriately	(i) cite sources appropriately

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(G) present a portfolio</p>	<p>(i) present a portfolio</p>