Davis and Elkins College
Course Syllabus v. Dec 4, 2023

Course Number - Title: World Language 200 - (WLAN 200)
Department: English and Foreign Language
Instructor: Mr. Brad Martin
Office/Class Hours: Mondays 8:00am-4:00pm by request (In-person or virtual)
Phone/Email: Cell: 304-516-3366   E-mail: martinj@dewv.edu

Academic Term: Spring 2024
Days/Time: Mondays – 8:00am-4:00pm–60-minute 1:1 meetings by appointment*
                                    (see calendar - page 3)   *virtual as needed
Credit: 1 hour Credit (with possibility of 3, 6, 9 or 12 additional credit hours in the target language)
Course Fees:

> **STAMP 4s Language Proficiency Online Assessment - $24.90** (paid online by student one month before test)
> **Optional Remote Proctoring for STAMP 4s - $25**
> (Remote proctoring only if in-person proctoring is not feasible or by student preference - paid online by student)

Course Description: 1 semester hour
The course provides an environment for students to learn what proficiency is and how it is acquired, using diverse resources to develop their proficiencies and set progress goals and a training plan in collaboration with a language coach. Individualized check-up sessions are required with a focus on specific content in a specific target language (TL), including Spanish, French, German and others. Students' proficiencies will also be regularly assessed with immediate feedback. Emphasis in WLAN 200 will be on actively developing proficiency in all four skills: reading, listening, speaking and writing.

Learning Outcomes: By the end of this course, students will demonstrate a more in-depth awareness of what proficiency is and how it is acquired. The main focus will be on developing proficiency by engaging with a variety of resources, setting goals, managing exposure to the target language and applying acquired language to personal expression.

Students will be responsible for taking the STAMP 4s assessment in April, 2024 as part of World Language 200. If a longer sequence is desired, arrangements beyond the current academic year can be discussed with the instructor/coach.

Required Apps and Materials:

WhatsApp   (WA)   You are to use WhatsApp for most communications in the course. All communications must be relevant to your learning. Most communications will be 1-to-1 with the instructor/coach. Opportunities will be given for communicating with other students in the course. As much as possible, it is encouraged that communications be in the target language and may be either written or spoken and may include images, screen shots, links, documents, video and audio messages.

Spiral Notebook - Writing submissions and note-taking

The standard size 8.5 x 11" lined page notebook should be exclusive to this course. You will need to bring it to each in-person meeting. (If virtual, be prepared to show it on camera.) You are to write a dated HEADING for each entry. Don't write header ahead of time! Use separate pages for notes and writing practice. The OUTPUT pages are exclusively for WRITTEN OUTPUT entries and corrections (see pages 5-6).

What Do I Need To Do?

1. Communicate with the Language Coach, Brad Martin. The primary medium will be **WhatsApp**. Download the app and provide Mr. Martin with your cell number.

2. Get a SPIRAL NOTEBOOK. Dedicate it to only this course. Bring it with you to all in-person 1:1 meetings with Mr. Martin. You will receive **LOG** sheets for the entire semester at your first 1:1 in-person meeting. Keep the LOG sheets in your notebook. Bring your NOTEBOOK and LOG sheet to all in-person meetings.

3. BY THE BEGINNING OF WEEK 1, you should have received a SCHEDULED 1:1 in-person MEETING TIME. If you have not sent Mr. Martin you schedule, do so ASAP.

4. According to the SEMESTER CALENDAR (see next page in syllabus), you will meet with Mr. Martin SIX times in person. You will be responsible for TWO WRITTEN and TWO SPOKEN submissions through WhatsApp. These submissions will be from the previous week indicated on the CALENDAR. Mr. Martin will give follow-up feedback at the next 1:1 In-Person meeting or no later than 11:59 pm of Friday of the following week if no 1:1 is scheduled.

5. At the "Week 1 In-Person Meeting" (either Monday or Tuesday, January 15 or 16) your proficiency in your "target language" (TL) will be assessed and, with Mr. Martin's help, set a reasonable goal and learning plan for the following nine weeks. Your level-placement will be made in both Writing and Speaking. Beginning Week 11, the course will enter into the Testing Window.

6. Starting "Week 1," you will be expected to maintain the NOTEBOOK and the LOG. and The minimum word or second count of your OUTPUT SUBMISSIONS will depend on your current PROFICIENCY LEVEL. This is specified on page 6 of this syllabus.

7. For weeks 1-10, you are required to send PHOTOS of your WRITTEN RESPONSES for the previous week with "laundered" (Google corrected) results as well. (See page 6) THESE ARE <u>DUE BY 11:59 pm on the Sunday at the end of the week</u>.

8. READ this SYLLABUS thoroughly. Become acquainted with the <u>PROGRAM website</u> and the <u>TARGET LANGUAGE website</u> relevant to you. Pay particular attention to Calendar navigation and Submission guidelines. Familiarize yourself with the Target Language website and primary Structured Learning Program (most likely, Duolingo) for easy navigation.

9. WATCH the "Level Up with P2P" ORIENTATION TUTORIAL VIDEO on YouTube. There will be a link on the program website.

Semester Calendar: WLAN 200   Spring 2024   v. Jan 15, 2024

Week	Mon or Tue 1:1 / 1 hour	1:1 or Virtual Sunday Submission	Week's Practice Period
1	**Jan 15** (in person)	**1:1** Syllabus, Placement and Goals	**Wk. 1**: Mon 1/15 - Sun 1/21 - 4 dates
2	**Jan 22** (in person)	**1:1** Wk 1 **LOG + 2x S/W**	**Wk. 2**: Mon 1/22 - Sun 1/28 - 4 dates
3	**Jan 29** (in person)	**1:1** Wk 2 **LOG + 2x S/W**	**Wk. 3**: Mon 1/29 - Sun 2/4 - 4 dates
4	Feb 5-11 **(Log + 2x S/W)**	**Virtual -** Wk 3 **LOG + 2x S/W**	**Wk. 4**: Mon 2/5 - Sun 2/11 - 4 dates
5	Feb 12-18 **(Log + 2x S/W)**	**Virtual -** Wk 4 **LOG + 2x S/W**	**Wk. 5**: Mon 2/12 - Sun 2/18 - 4 dates
6	Feb 19-25 **(Log + 2x S/W)**	**Virtual -** Wk 5 **LOG + 2x S/W**	**Wk. 6**: Mon 2/19 - Sun 2/25 - 4 dates
7	Feb 26-March 10 **(Log + 2x S/W)** **Virtual** Wk 6 **LOG + 2x S/W**		**Wk. 7**: Mon 2/26 - Sun 3/10 - 4 dates (2 weeks)
	Spring Break (March 2-10)		
8	**Mar 11** (in person)	**1:1** Wks 3-4-5-6-7 **LOG + 2x S/W**	**Wk. 8**: Mon 3/11 - Sun 3/17 - 4 dates
	MID-TERM PROGRESS REPORT - Average of Weeks 1-7		
	BEGIN SIGN-UP AND PURCHASE OF APRIL STAMP TEST		
9	**Mar 18** (in person)	**1:1** Wk 8 **LOG + 2x S/W**	**Wk. 9**: Mon 3/18 - Sun 3/24 - 4 dates
10	**Mar 25** (in person)	**1:1** Wks 9 **LOG + 2x S/W**	**Wk. 10**: Mon 3/25 - Sun 3/31 - 4 dates (test prep)
11	**Apr 1**	**STAMP Testing*** (or test prep)	STAMP test in Naylor Center or Test Practice
12	**Apr 8**	**STAMP Testing****	STAMP test in Naylor Center
13	**Apr 15**	**STAMP Testing****	STAMP MAKE-UP test in Naylor Center
14/15	Apr 22 - May 3	**STAMP Results and Reporting - email**	

* Students who are SENIORS, classified A2+ or potential transfers must take STAMP this week - Week 11 (all others may also)

** All other undergraduate and non-transfer students must take STAMP by this week - Week 12

 *** Only for undergraduate and non-transfer students who could not schedule a STAMP test for excusable reasons during the Weeks 11 or 12 testing window. This is a MAKE-UP WEEK ONLY.

Grading:

Your GRADE will be calculated as follows:

Weeks with a required 1:1 meeting will be scored on a 100-point scale including submitted homework (2x Written; 2 x Spoken) and the in-person meeting.   See RUBRIC (page 7).   **(Weeks 1,2,3,8,9,10)**   Note: During the 1:1 meeting on Week 8, primary feedback on the PREVIOUS week, "Week 7" will be given, though Weeks 3,4,5,6 may be discussed as well. Students not testing Week 11 will have assigned "test prep."

"Virtual" Weeks in which only logged input and output submitted by WhatsApp (2x Written; 2 x Spoken) will be scored on a 100-point scale. (Weeks 4,5,6,7)   See RUBRIC (page 7)

The MID-TERM grade will be the AVERAGE of Weeks 1-7; the FINAL grade will be the AVERAGE of weeks 1-11. (The lowest score week will be dropped.)

Important Websites: Program, Testing and Target Languages

Program Website: *This will be your reference site for program and course information. Use as reference.*
    p2p-dewv.weebly.com *(information on program and links to language websites)*

Target Language Websites: *ONE of these will be your primary go-to site*
        spanishp2p.weebly.com *(links to Spanish resources)*
        frenchp2p.weebly.com *(links to French resources)*
        german-p2p.weebly.com *(links to German resources)*
        lct-p2p.weebly.com *(Less-Commonly-Taught (LCT) language resources: Italian, Japanese, Korean, Russian, ASL etc*)*

Testing Website: *This will be your reference site for information on the STAMP test. Use as reference.*
        avantassessment.com *Important - Under RESOURCES: Sample Tests, Writing Examples, Video Tutorials*

Structured Learning Programs: (SLP) (web and app)

Although there are MANY structured language learning programs, I recommend Duolingo and Mango for novices (Levels 1-4 on the American ACTFL proficiency scale or A1 on the European CEFR proficiency scale). THE DUOLINGO SUITE OF RESOURCES WILL BE OUR MAIN SLP. Mango is secondary. NO SLP is perfect. Each has their respective pros and cons. Ideally, an SLP should give you opportunities to practice the four skill areas tested on the STAMP test - Reading, Writing, Listening, Speaking. Different SLPs vary concerning emphasis on these skills. No SLP will take you into a higher level proficiency (intermediate or advanced) unless you ACTIVELY ENGAGE. **How to actively engage is the primary focus of this course.**

Duolingo - Learn (DUO-L) - Divided into SECTIONS, UNITS, LEVELS (circles), LESSONS

See the corresponding "DUO-L" page on your Target Language website listed above

Duolingo - Stories (DUO-S) - Only Spanish, French, German, Italian, Portuguese currently (+ Upper Level Japanese - Sections 3-4) Stories are embedded

See the corresponding "DUO-L" page on your Target Language website listed above
NOTE: Students are encouraged to use the interactive STORIES (BOOK icon) within DUO-L, but there are also PDFs of all the stories available on the Target Language websites.

Mango Learning (MAN) - Divided into UNITS, CHAPTERS, LESSONS (Secondary SLP)

See the corresponding "MAN" page on your Target Language website listed above

Duolingo - Radio (DUO-R) - Only Spanish Sections 3-6 currently (embedded)

See the corresponding "DUO-L" page on *spanishp2p.weebly.com*

Duolingo - Podcasts (DUO-P) - Only Spanish and French - Found where most podcasts are found. Best for Intermediate and above.

See the corresponding "DUO-P" page on *spanishp2p.weebly.com or frenchp2p.weebly.com*

Other options as underlined alternatives to Duolingo and Mango would include Pimsleur, Babel, Mondly, Rosetta Stone, Rocket Languages, Busuu, and others. ALL have a PAYWALL of some sort, no matter what they claim or how much "free" content they give. Students are free to explore and suggest alternatives, though that may limit my engagement. These are also listed on the RESOURCES page of the language websites.

Homework Submissions - Logging the INPUT
(left side)

On the weekly LOG sheet, the left side is for INPUT (practice Reading and Listening with some practice Speaking and Writing included in Duolingo and also possibly Mango).

1. Be sure to DATE every day's activity Write the WEEK NUMBER (from the calendar).

2. Most logged practice activity will be using either a Duolingo level (circle) or story (another circle).

3. Logging "DUO-L"- After DUO write "L" for a complete "level up" (closing of the circle consisting of 3-6 "lessons" - parts of the circle). After the "L" write the THREE NUMBERS corresponding to the **SECTIONS, UNITS, LEVELS.** For example, 2.4.1 would indicate Section 2, Unit 4, Level 1. You are very much encouraged to LEVEL UP, (complete the circle) but if on a given day you only make it as far as Lesson 2 of Level 1, (a "lesson" usually takes 4-6 minutes) then the example would have a fourth number = 2.4.1.2

4. Logging "DUO-S"- After DUO write "S" for a completed story. As there are usually only 2-3 stories each UNIT, it's only necessary to write the **SECTION. UNIT.** numbers, then the TITLE of the story in English. Space is tight. You may only have room for the first two or three words of a long title. Write small but clearly. For example, in DUO Spanish, Section 2. Unit 1, there is a story entitled "I Need a New Video Game." You could write: (DUO)-**S 2.1. I Need a...** Write more if you have room.

5. Logging "MAN"- After MAN (scratch through (alt)/Pers) write three numbers for the **UNIT. CHAPTER.LESSON** from Mango. Same format as Duolingo; they just use different terminology.
For example, if you've worked with Spanish Mango Unit 4, Chapter 2, Lesson 7, it's 4.2.7. If you should happen to work with one of Mango's "Specialty Units" - Indicate MAN, cross through DUO, then write the Specialty Unit on the larger space provided. For example, if you worked with Spanish Medical, write "Medical" then two numbers (chapter and lesson).

6. Logging "DUO-R"- This "Radio" call-in "show" (usually 2-3 minutes each) is currently only for more intermediate and above **Spanish** learners on DUO. After DUO write "R". Like the Stories, write the **SECTION. UNIT.** numbers, then the TITLE of the story in English.

7. Logging "DUO-P"- This is currently only for more intermediate and above **Spanish and French** learners on DUO. After DUO write "P" and then the episode number.

8. Logging "Pers"- This is when the PROMPT for your OUTPUT (writing or speaking) is NOT based in any way on the content of a Duolingo or Mango (or other SLP) lesson. It's your personal journal of the day in the target language. Scratch through DUO

9. Logging "alt"- If you use some other SLP besides DUO or MAN, circle "alt", cross through the other options and write an abbreviation. We can discuss how and why to do this at 1:1 in-person meetings. Students identified as A2+ at the beginning of the semester will have more options to explore.

10. Logging "Engagement"+ Time: On the lower left part of the Input side of the LOG, is a space for giving a value of 0, 1, 2 or 3 to your "Engagement" with the learning material.
        - "3" day would look something like this: 25-40+ minutes working on DUO (or other), speaking out loud with the program and writing notes in your notebook. You should complete at least 1 (or 2!) levels, learn from the increasingly fewer errors you make, create at least one PROMPT card; spend time writing or speaking an OUTPUT submission, etc.
        - a "1" day: minimal (but some!) contact with the language. Maybe a "lesson" or two, (not a "level"), a few notes, no output, limited 4-skills practice.   A "0" day = no contact.
        - a "2" day: more than a "1"day; less than a "3" day...
After the forward slash (/) write the approximate time spent. (Ex: :20 = minutes)

Homework Submissions - Logging the OUTPUT
(right side)

On the weekly LOG sheet, the right side is for logging the OUTPUT (Speaking and Writing submissions sent through WhatsApp to the instructor/coach).

1. Be sure to DATE every day's activity Write the WEEK NUMBER (from the calendar).

2. The PROMPT should be short (not much space), in English and often related to the Input.Preferably, you will "pick" a card at random from a deck of prompts you will have created. (see below)

3. Though you could do both, more generally you are going to either produce a SPOKEN (S) or a WRITTEN (W) "free response" to be submitted via WhatsApp on a given day. Based on an assessment of your current proficiency level in each skill at the WEEK 1, 1:1 meeting, you will be assigned a MINIMUM LENGTH [ML]   (words for W; second for S). Hopefully this ML will increase as you improve during the course, but it will generally be as low as 5-10 and no higher than 75, in increments of 5. Write the ML on the line after either the "S" or the "W". If I see "S - 35" that tells me you created and sent an authentic, prompted spoken submission of 35 seconds via WhatsApp, based on the Input content. "Authentic" in this case means: 1. Not copied and pasted. (W)   2. Not "read" from a paper (S) 3. Having allowed sufficient time between acquiring the vocabulary and responding. (W or S)

Cold PROMPT Card Pack

  A cold prompt is basically a question, scenario or task which evokes a response. One is asked to think quickly with what vocabulary and syntax memory one has at the moment. It can be a word or two or an involved question or task. Think of the names of some famous people you know a lot about or a beautiful place or a delicious food. Just saying that could unleash a lot of commentary. Think about events such "What did I do yesterday?" or tasks such as "How do I write a Journal entry for my World Language class?" Or … What happens in DUO-S #__?

       Generating CP: It is recommended that you keep a CARD PACK of Cold Prompts, best done on separate index cards. They should be in ENGLISH. They can be sourced from anything, but we will focus mainly on three sources: Duolingo Stories, Duolingo Learn, Mango and Personal.   (Abbreviations: DUO-S, DUO-L, MAN, PERS)

FREE RESPONSE: Free Writing (W) or Free Speaking (S)

  A free response is basically a semi-unrehearsed (or totally unrehearsed) response to a cold prompt. While a "Free Response" may be either written or spoken, in this course, process is the same: Practice the vocabulary, grammar, themes, narratives in the course, produce a PROMPT card, **ALLOW SOME TIME (this is KEY!),** then write or speak the response at the ML or greater. NOTE: For "W" please allow space in the notebook for your "laundered" version later.

CORRECTING,   "Laundering" a FW with Google Translate (GT): A FR response gets "laundered" when,
AFTER having written it in your notebook or recorded your voice, you then go to Google Translate, type it into the translator in ENGLISH (or some other language if your first language is not English, but not the target language), then compare the output from GT with your original FR. **Put BOTH your original, submitted FR and the laundered GT versions in writing in your notebook** . Make a comparison and ask why there are differences. CHECK beside the "c__" space to show you have done this "laundering" step.

Scoring Rubric
World Language 200

On Weeks with a 1:1 In-Person Meeting (Weeks 1,2,3,8,9,10)

Free Response Submissions (2 x Written; 2 x Spoken)* - 60 points

(photo of handwritten)*	**W Submission** _____	**(15 points max)**
(photo of handwritten)*	**W Submission** _____	**(15 points max)**
(video message)**	**S Submission** _____	**(15 points max)**
(video message)**	**S Submission** _____	**(15 points max)**

*non romanized scripts may keyboard   * *video preferred/ audio accepted with permission

Point Value Breakdown for each Submission: **Prompt =** _____ **(3 pts max)**

(sending a photo or audio by WhatsApp is a "submission")   **Length =** _____ **(4 pts max)**

Authenticity = _____ **(4 pts max)**

"Laundering" = _____ **(4 pts max)**

Total = 15 pts

Weekly LOG form (4 x INPUT and 4 x OUTPUT)* - 20 points

	Input/Output Entry 1 _____ **(5 points max)**
(writing on the LOG is an "entry")	**Input/Output Entry 2** _____ **(5 points max)**
(a photo of the LOG must also be submitted)	**Input/Output Entry 3** _____ **(5 points max)**
	Input/Output Entry 4 _____ **(5 points max)**

*Output and Log Submissions are all due by Sunday at 11:59 pm of that
   "practice week" - there will be a 20 -point deduction for each day (up to 2 days) for
   late submissions. Entries must be CORRECTLY LABELED to count.
An Input entry and Output entry may be on the same day, but not required. A total of
4 EACH (Input and Output) is minimally required for a week's practice. Of course, more than
four entries is also encouraged but not required. Keep the "streaks" up.

Attendance at 1:1 in-person meeting _____ (20 points max)**

**Make-up meetings allowed with college-approved absence or illness with documented
excuse; 1 point deduction for each <u>unexcused</u> minute arriving late (up to 20 minutes)

_____ **100 points max** (each week)

On "Virtual" Weeks with NO 1:1 In-Person Meeting   (Weeks 4,5,6,7)

**The Scoring Rubric is the SAME as above, except each Log Entry
will count a maximum of 10 points. Deductions for late submissions
will be a maximum of 20 points per day (up to 2 days).**

_____ **100 points max**

Language Learning TOOLS: (web and app)

Although there are MANY language learning tools, I recommend the following for novices and low-intermediates (Levels 1-4 on the American proficiency scale (ACTFL) or A1 on the European proficiency scale).   These TOOLS have their respective pros and cons. I recommend using the CONVERSATION function on the mobile app for Google Translate!! A good way to practice and test out your pronunciation is to reverse the order. First translate the word or phrase from English to your TL; then reverse the languages and say your phrase in the TL to see if Google can recognize it and give you an acceptable translation.

Word Reference (app and web) is best for fine tuning the meaning of ambiguous key words, so you get "the right one."
Verbix.com is best for finding the correct verb forms. It is a bit formal and TMI for novices. Talk to your language coach.
Reverso.net is also good for verb conjugations. Spanish learners should use SpanishDict.com, especially for conjugations.

Google Translate (GT) - Suggested for limited PHRASE OR SHORT SENTENCE TRANSLATION

Many languages   (App and Web)

Pro: Quickly does lengthy translations between many languages – improving all the time
Con: Still makes some awkward or inaccurate translations – not always Google's fault – depends on the Input
    BIG CON: Tempts users toward academic dishonesty or laziness – "let Google do all the work!"
Best Practices:
    -Use CONVERSATION function on mobile app - reverse translation with spoken input!
    -Use to "LAUNDER" a "free writing" writing submission to learn in reverse, based on errors
    -OK if used for short translations with a dash of skepticism, nothing LONG – short phrases only
    -Cross check KEY words in Wordreference.com (words can have multiple meanings!!!)
*If GT is used in Student-Instructor TL communications, use (*) to denote word/phrase translation. In the rare occasion the entire message is GT (except for Journal entry "laundering"), a double-asterisk (**) should be used at the end.*

Wordreference.com (WR) – online word translator (App and Web)

Spanish-French-German / LCT : Recommended for SINGLE WORD TRANSLATION only

Pro: Most accurate and authentic WORD-LEVEL translator – dives deep into each word! - Better than GT !!
Con: Only one word at a time – sometimes a 2-3 word idiomatic phrase would be nice
Pro + Con – User must have a sense for variation by context and nuance with words – lots of choices given- Be careful!

Quizlet (Q)   Language Practice Website/App

-Flash Card based learning system includes various modes of practicing vocabulary and Q&A
-Features flash cards (with AUDIO!), Listening, Testing (4 formats), Games
-Closely aligned with DUOLINGO STORIES (adding new 10-question Quizlets all the time)
-As of January, 2023, only FLASH CARDS and the MATCH game are available on free version
-Quizlet offers a premium, Quizlet +, for $48 a year and offers expanded modes and features

It is very important you learn your DAYS OF THE WEEK, NUMBERS 1-100, telling CLOCK TIME and MEASURES OF TIME, which are very important to our discussions of Activities, grading, proficiency levels, scheduling and such. If you are Novice, practice this vocabulary in Quizlet.

Verbix.com (VX) online verb conjugator (and more)

Many languages such as: SP, FR, GR, PT, IT, KO, RU, JP etc. (SpanishDict.com preferred for Spanish)

Pro: Best for use as a VERB CONJUGATOR (Speak with language coach about how to best use.)
Con: Gives ALL the conjugations, even those that are "advanced" and/or little used. (Talk to language coach!)

Keyboard (In TL)   Students should use a Keyboard in the Target Language on their phone. They can be found in Settings. The Keyboard should not be used on Homework Submissions and Micro-Assessments because of the word prompting and autocorrection usually built in. However, languages that do not use a romanized alphabet such as Japanese, Korean, Chinese, Arabic, Russian, etc may use the keyboard for all writing activities.

Proficiency Level Self-Assessment User's Grid (PL-Grid)

It is critical in this course that you become aware of the ways that language proficiencies are measured. There are various scales around the world. We will focus on the two most relevant for our purposes - the ACTFL (**American** Council on Teaching Foreign Languages) scale and the CEFR (Common **European** Framework of Reference) scale. The STAMP assessment, which you will take online at the end of your "pathway" within this program, uses the ACTFL scale. They designate numbers 1-9 to correspond to Novice-Low through Advanced-High.

Our focus in this course will be ACTFL levels 3-5, which are the benchmarks used to give you academic credit, ranging from 3 credit hours (3.0 average - Novice High) through 12 credit hours (5.0 - Intermediate-Mid) with Speaking and Writing **double weighted**. (for Western languages using a romanized alphabet)* I will send you a simple PDF SELF-ASSESSMENT GRID (PL-Grid) to guide you as you acquire proficiency in your target language. *Non-Western languages not using a romanized alphabet qualify for credit on a lowered equivalency scale.

We will use BOTH scales in our program! You will find that the Duolingo language learning app and website we will use, is organized around the CEFR, with Sections ranging from A1 through B1. Also, much content on YouTube and other sources is identified for accessibility purposes by its CEFR level.

It is highly recommended to become "fluent" in understanding both scales. You can read more about ACTFL / CEFR Proficiency on the Program Website under "What is P2P?"

Receptive Skills
1. READING AND LISTENING
LPT, RPT or L&Rcat

ACTFL Rating	CEFR Rating
Distinguished	C2
Superior	C1.2
Advanced High	C1.1
Advanced Mid	B2
Advanced Low	B1.2
Intermediate High	B1.1
Intermediate Mid	A2
Intermediate Low	A1.2
Novice High	A1.1
Novice Mid	
Novice Low	

Productive Skills
2. SPEAKING AND WRITING
OPI, OPIc or WPT

ACTFL Rating	CEFR Rating
Superior	C2
Advanced High	C1
Advanced Mid	B2.2
Advanced Low	B2.1
Intermediate High	B1.2
Intermediate Mid	B1.1
Intermediate Low	A2
Novice High	A1
Novice Mid	
Novice Low	

ACTFL Numbers
9
8
7
6
5
4
3
2
1

STAMP (**ST**andards-based **A**ssessment to **M**easure **P**roficiency) This test will be administered in November and April in a proctored environment. This online assessment will have four sections: Reading, Writing (counts double), Listening, Speaking (counts double). The assessment may be taken in more than one sitting. Scores will be given in each section on a scale of 1-9. Credit equivalence will be based on an AVERAGE of the four parts of the assessment, with the Speaking and Writing sections **weighted double**.

STUDENTS WILL PAY THE COST OF TAKING THE TEST ($24.90) ON AN ONLINE STORE LINK PROVIDED BY THE COACH / TESTING COORDINATOR
For further information: *avantassessment.com*

Course Policies

P2P Eligibility Policy - Spring 2024 Semester

The objectives of this program are as follows:

1. **Qualifying students are to be coached to level up to some degree their proficiency in a chosen target language other than English.**
2. **Qualifying students are to be tested to certify their current proficiency in the chosen target language other than English.**
3. **Students identified as A2+ proficiency at the beginning of the semester are required to assemble an application portfolio for the Global Seal of Bi-literacy in the target language and another language as part of their coursework for WLAN-100/200.**

Guidelines for student qualification:

1. **The chosen target language may not be the official language or one of the official languages of the country* in which the student has lived the majority of his or her life, especially having received an education in that country's school system. * For the purposes of this course, Puerto Rico will be considered a "country."**

2. **For students from the United States, in which there is not an official language, qualification will be determined at the instructor's discretion after a qualification interview conducted no later than the first week of classes in the semester the course is given.**

Attendance: **ALL students must attend each of the SIX scheduled 1:1 in-person meetings** unless officially excused. Excused absences include representing the College, participating in approved field trips, illness, a family emergency, or others as determined by the instructor. Absences immediately before and after holidays are unexcused. **If the student cannot attend the scheduled 1:1 in-person meeting, it is the STUDENT'S RESPONSIBILITY to contact the instructor BEFORE THE SCHEDULED MEETING and either reschedule or arrange an alternative NO LATER THAN ONE CALENDAR WEEK after the absence.** Failure to do so can result in a grade of "0%" for that week.

Acceptable Use Policy (AUP): Davis and Elkins College expects its students to behave in a manner appropriate for civil discourse while using social media. As the "WhatsApp" application is to be used for private (instructor-student) communication as well as private group (groups of students along with and monitored by the instructor) communicative exchanges, students are not to use violent, abusive, hateful, harassing, sexually explicit or profane language (either in English or the Target Language) nor share any graphic material of a violent, disturbing, sexually explicit nature or otherwise inappropriate posts in all communications on the app.

Students should refrain from using the WhatsApp platform for communications not relevant to coursework. Infringements of the AUP can be reported to the Vice President for Academic Affairs/Provost and recommend a penalty.

Academic Honesty: Davis and Elkins College expects its students to pursue their academic careers with integrity. By policy, teachers report instances of cheating* and plagiarism to the Vice President for Academic Affairs/Provost and recommend a penalty, which may be an 0% on the assignment in question or even expulsion from the course or the College. <u>***"Cheating" for this course, generally refers to communications that have been completely translated from an online translator (such as Google Translate) WITHOUT designating the communication with a DOUBLE ASTERISK. (**)**</u>

Davis and Elkins College ensures that no qualified person shall, by reason of a disability, be denied access to, excluded from participation or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitation of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs, and activities (Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990 [ADA]). The College reserves the right to review documentation and determine individual accommodations and services. The College maintains the right to determine the appropriate accommodation based on the student's documentation.

Academic Support: The Naylor Learning Center provides academic support (tutoring and writing support), Disability Services, and the Supported Learning Program. Visit The Naylor Learning Center in Albert Hall, Suite 212, or call (304) 637-1266 for more information. The Naylor Learning Center may not be able to provide Target Language tutoring services, but can provide academic support services such as "staying organized and on the "pathway to proficiency

Davis & Elkins College, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the West Virginia Human Rights Act is an equal opportunity institution that does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, sexual orientation, disability, veteran status, gender identification, or genetic information or any other characteristic protected by federal, state or local law.

If you have a disability and need a reasonable accommodation for equal access to education or services at Davis & Elkins College, please contact Disability Services at (304) 637- 1435. If you believe that you or someone else has been the victim of discrimination or harassment at Davis & Elkins College, you may contact your adviser or the Title IX Coordinator at (304) 637-1244 or the ADA Section 504 Coordinator at (304) 637-1359.

Davis & Elkins College faculty members are designated as "responsible employees" in accordance with guidance from the Office of Civil Rights. As such, D&E faculty must report any observations or disclosures (by a member of the D&E community) of gender-based harassment, gender-based abuse, or gender-based violence or related experiences and incidents shared with them to the Title IX Coordinator.