



Bowles CIED 4013
Capstone Course for Foreign Language Licensure
Fall 2013
Project Descriptor for Interpretive Listening Assignment

ACTFL 1b: Understanding Linguistics

Candidates understand and can describe the structure, function, and meaning of target language discourse. They understand and describe target language features for producing coherence (i.e., connection between and among sentences) in spoken and written discourse (e.g., expressions such as *first, next*), and pragmatic features of target language discourse (e.g., the intended meaning of a question can often be an indirect command as in “*Don’t you think it’s too cold to have the window open?*”). They understand and can identify the sociolinguistic features of the target language; that is, ways in which target language discourse can be tailored for a particular person or cultural or social context. Sociolinguistic features include formal/informal forms of address and politeness conventions (honorifics in the case of Japanese).

Directions:

Watch a video from your TL (excerpt from movie, YouTube, newscast, for example). Look for pragmatic and sociolinguistic features of TL discourse (politeness, forms of address, coherence, turn-taking, hedging, dialects, social markers, register, jargon, slang, e.g.).

Write a report in English with a brief introduction to the task, the analysis of the sample (body of the paper), and what you have learned from this assignment that is useful to you as a language learner and teacher (conclusion).

Interpretive Listening Project Rubric
ACTFL standards: 1b

<u>Assessment</u>	Approaches standard	Meets standard	Exceeds standard
Criterion: Discourse, sociolinguistic, and pragmatic knowledge	Candidates are aware of the pragmatic and sociolinguistic features (e.g., politeness conventions, formal/informal forms of address) of target language discourse. They are aware of the target language features for creating coherence in extended spoken and printed texts.	Candidates identify the pragmatic and sociolinguistic features (e.g., politeness conventions, formal/informal forms of address) of target language discourse. They identify target language features for creating coherence in extended spoken and printed texts.	Candidates explain pragmatic and sociolinguistic features (e.g., politeness conventions, formal/informal forms of address) of target language discourse. They explain how these discourse features convey contextual and cultural meaning and how they vary based on setting, goal of communication, and participants. They explain target language features for creating coherence in extended spoken and printed texts.
Criterion: Sociolinguistic variation	Candidates recognize that varieties of the target language exist.	Candidates identify key features of varieties of the target language in terms of gender and dialectal differences and provide examples to students.	Candidates describe the system of rules that govern differences among varieties of the target language and explain the factors that affect these differences such as geography, culture, politics, level of education, gender, and social class. They engage students in investigating target language varieties through a variety of means including technology.
Overall Presentation for organization and coherency	Paper is disorganized, poorly structured with little coherency, and little editing. Writer may use slang and informal discourse.	Paper is organized, with some coherency and editing. Writer makes effort to follow requirements for academic writing.	Paper is well-organized, coherent, edited, and exhibits standards expected for academic writing.
Submission deadline:	Submission is more than two class sessions late.	Submission is more than one class session late.	Submitted by due date.