

# Meeting 02 • 1 April 2010 • Thursday

Version:  
4/1/10

People: Fischer; Ireton; Konrad; Moore; Pease; Salinas

## Today

(X') = anticipated time in minutes

(0001) etc.=item in document collection (will be explained in class)

Key to notes added AFTER the class meets:

√ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention & will be resumed at next / subsequent meeting(s)

- = a topic / activity that was proposed but not carried out - will be taken up later

~~Struckthrough text like this~~ = a topic / activity that was proposed but ~~not included is not going to be taken up after all~~

*Italic text like this* = comments after the meeting

Week 1: Main Topic(s): Introduction to the Course, of course; our group; What is 'CBI'? Adjusting this year's version to SpeakEasy

### materials:

Chapter 1 of Stryker/Leaver (photocopy in first meeting, 0410b in course collection, for use until books arrive);

examples from my courses:

German 320 / 415 / 515 Business Simulation Course and its related "SpeakEasy Company Website"; also my ACTFL Conference presentation (November 2008);

GER 399 "Science Fiction Radio Drama Production" and its earlier version, the "Papa Joe" Project;

the "Humboldt Project", and its earlier versions, FLL 399 (2006W) and GER 427/527 (2006F); also my PSU SING presentation (October 2008);

examples of other courses and projects elsewhere: Levine's second-year simulation courses (0172, 0705); Ryan-Scheutz & Colangelo's beginner-level (!) drama production (0019); the "Big Book" activity for middle-schooler FLES (0407); Rice University business Spanish course, and a faculty profile of someone (German prof) who would probably take quite naturally to CBI; new efforts to teach reading better in PPS, and local business-support meetings for Hispanic would-be entrepreneurs (see handout from previous meeting)

(10') So what IS 'CBI', in greater detail? Stryker/Leaver's initial chapter (0410b). Have we ourselves encountered/ done CBI in FL/ESL - as teachers? as learners (adult, child)? as parents? How does this relate to the "standard" pedagogies of language teaching? ••0120

(20') Some examples of CBI - see above, "materials", especially "SpeakEasy". What does it "take" to "do" CBI? (materials, environments, traits)

(20') What (will) this class (will) do? Reading, reflection, discussion, reports, writing, small & large project(s) (individual, ?group?), field trips and outreach, grant-seeking? Problem in previous versions of the course: the one-meeting CBI lesson, the first major assignment, was particularly troublesome. People felt they needed more context (at the course level). But maybe we can use SpeakEasy as that initial context.

(45') SpeakEasy maintenance, discussion to include Brett Condron (doing by-arrangement SE maintenance). Possible initial module: arranging to supply cards to the PSU University Place (motel) Gift Shop. But how DO you say "smudge-resistant environmentally friendly transparent card sleeves with tabs so the cards can be hung on a rotating display carousel"? And what about the business agreement - consignment? Pre-purchase with vendor discount?

(10') upcoming: see section immediately below; check: 1) where stuff is on the course website; 2) visits to websites for SpeakEasy and Humboldt Project; 3) your access to professional journals, especially FLA; if time: group drafts the scoring guide for the reflection. The reflections should reach me by the end of the weekend. Samples of reflections about Levine and Scheutz/ Colangelo

### Upcoming class meeting(s): #3 & #4 (6 & 8 April)

- 1) Implications of the (a?) CBI pedagogy: simulation or real thing? explicit grammar instruction? extent of learner consciousness of the pedagogy? how to get them to "get it"? use of L1? getting the focus away from the instructor? assessment?
- 2) Pedagogical foundations: language and content standards; standards for other subject areas;
- 3) details of the Humboldt Project (Earth Week soon!)
- 4) Project 1, with work samples from previous groups.

### Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page.  
 CBI Project 1: An instructional module for a single classroom meeting (but WAIT until the assignment is officially activated).

### Announcements

**From:** Jill Dillon <bjdillon@pdx.edu>  
**Subject:** Cards  
**Date:** April 1, 2010 8:25:27 AM PDT  
**To:** fischerw@pdx.edu  
 ▶ 1 Attachment, 1.4 KB

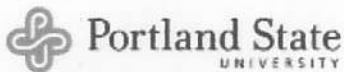
Professor Fisher,  
 My General Manger just read an article regarding the cards your class is making by Speak Easy students. Since University Place is affiliated (owned) by the University , we thought it would be a great connection to have some of your cards in our Gift Shop.

At the Hotel we have a small gift shop and was wondering about the possibility of selling some of your student's cards.

Please let me know who I might contact regarding this.

Jill

--



Jill Dillon  
 Front Office Manager  
 University Place  
 Portland State University

Phone: (503) 221-0140 ext 4120  
 Fax: (503) 226-6260  
[bjdillon@pdx.edu](mailto:bjdillon@pdx.edu)  
[www.uplace.pdx.edu](http://www.uplace.pdx.edu)

Revised 1/13/10

### **International Learning Outcomes**

(Internationalization Council/Institutional Assessment Council Subcommittee)

#### Knowledge:

K.1 Demonstrates knowledge of global issues, processes, trends and systems (i.e. economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).

K.2 Demonstrates an understanding of his/her culture in global and comparative context –that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

K.3 Demonstrates an understanding of how his/her field (academic/professional) is viewed and practiced in different international contexts.

#### Skills:

S.1 Uses diverse cultural perspectives and frames of reference to think critically and solve problems.

S.2 Uses information from other languages and other countries:

- to enhance learning in other academic areas
- as a window to cultural understanding
- to enhance language and cultural knowledge

S.3 Interprets issues and situations from more than one cultural perspective.

#### Attitudes:

A.1 Can articulate differences among cultures; demonstrates tolerance for the diverse viewpoints that emerge from these differences.

A.2 Demonstrates an ongoing willingness to seek out international or intercultural opportunities.

## DRAFT

### Sustainability Learning Outcome

#### Outcome Definition as Approved by Faculty Senate

Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.

#### Proposed Outcome Definition

Students will understand and appreciate the importance of integrating economic, environmental and social perspectives in order to create a more sustainable future locally and globally.

#### Rationale

*Understanding sustainability is essential to join the international discourse and work cooperatively in the closely interconnected world of the new millennium. PSU is a leader in local, regional, and global knowledge creation and practice of sustainability, and therefore has the opportunity and challenge to publicly support, inform and lead students and communities in creating a sustainable future, and can provide a place for students who have this inclination to get an education.*

#### Specific Outcomes:

- Students will be able to describe the environmental, economic and social aspects of sustainability and how they are interrelated.
- Students will be able to explain how sustainability relates to their lives and how their actions impact sustainability.
- Students will learn how to apply concepts of sustainability locally and globally by engaging in the challenges and solutions of sustainability in a broader context.

Sustainability Subcommittee

Revised 03/05/2010

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## PSU German students learn business

Articles - April 2010



Cards made by SpeakEasy students.

Sixteen Portland State University students sit in a classroom, taking notes as German professor Bill Fischer details the day's assignment in German and professor Maggie Elliott retranslates in French. Fischer tells the students that during their presentations for the class's annual Exposition and New Product Rollout there needs to be a "high point" in their speeches to capture audience attention.

Student Brett Condron questioned the idea of incorporating excitement into the presentations, saying speeches about sales and marketing strategy can't help but be boring. "Have you ever seen a shareholder meeting?" Condron asks.

"But we're a small, hungry firm," Fischer responds.

This isn't just any foreign language class. Fischer calls the class "SpeakEasy." It's a third-year German course conducted as a student-run business startup company. "This is far more difficult than putting verb charts on a board," Fischer says.

Speaking in German and French, students are in charge of a small business that designs, manufactures and sells multilingual greeting cards. Their products include Valentine's Day, Christmas, birthday and thank-you cards that are printed on paper made from recycled elephant dung. Their message is expressed in all 23 languages taught at PSU, plus Dutch, and the cards cost between \$1.50 and \$3.

Business is booming.

"We've already exceeded everything we thought was practical," says Condron, who is the equivalent of the company's chief financial officer.

The class sells the cards once a week from an on-campus booth. Sales during the spring academic quarter (about half completed) are at \$600. "Since we have a real presence, more people have been finding out about us," Condron says.

Students first sold cards to friends and family. "It was like being a new Avon sales representative," Condron says.

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*We are an 'S' Corp in Oregon and as such are subject to the personal tax rates (11%). This is also the rate for capital gains taxes which is also a c...*

**A public option possibility**

*They must know we "DO NOT WANT THE GOVERNMENT TO RUN OUR HEALTHCARE" IT IS TIME TO "VOTE THEM OUT"*

**Jobs Watch: Moving into Oregon**

*"Otherwise you end up with a premature exodus of your key people"... You mean they might leave before you have a chance to ceremoniously announce to ...*



Fischer began the class in 2001 when he incorporated business and occupational language into a third-year German course and decided to craft the class into a workplace environment. It took seven years to develop a product.

The first was small, portable vocabulary cards packed in plastic carrying cases, with early capital between \$750 and \$1,000 coming out of Fischer's pocket. "Quality control was horrendous," Fischer says.

The class switched to producing cards in 2009. A student suggested using a sustainable paper product, which Fischer says amounted to instant advertising. "There was an immediate return," he says.

Sales increased by 600%. Production has doubled as marketing efforts increased in late February, and Condron hopes that in two years sales will increase to \$10,000 per quarter.

There's more at stake than gaining practical language skills. Foreign language programs are getting cut from university department offerings because of budget cuts and the perception that foreign languages are not useful.

Fischer hopes that part of the profit can help lessen the impact of institutional budget cuts. "We're frightened that German [classes] won't survive if we don't adapt to the times," Fischer says.

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EVENTS

100 Best Green Companies

Oregon Business magazine will announce its second annual 100 Best Green Companies to Work For in Oregon at a June 1 luncheon at the Portland Downtown Hilton.

For more information and to register for the event, go to Oregon100Best.com.

Iron Chef benefit for kids

Reigning Portland Iron Chef Adam Sappington (The Country Cat) will take the stage to defend his title against contender Chef Andrew Garrett (Cafe Nell) and the culinary artistry begins.