

Meeting 12 • 06 May 2010 • Thursday

Version:
5/6/10

People: Fischer; Ireton; Konrad; Moore

Today

(X) = anticipated time in minutes

(0001) etc.=item in document collection on CD-ROM

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 green text like this = comments after the meeting

Week 6: Team-Based Learning (TBL); Thinking toward project #2/#3: a hefty CBI activity with long-term possibilities (course? cooperation within a large program outside?)	
materials:	
	TLE article about German and physics combining to produce an environmentalism course (0785))
	(50') SpeakEasy maintenance - see below
	(20') More thoughts about Projects 2 & 3, using CBI-course work samples (0737bcdef, 0738abcdef) and the TLE article (0785)
	(10') Start discussion of team-based learning (see handout from 11 May)
	(10') The summer 2010 "Humboldt" SINQ: 1) Some ideas for a course conducted in English. 2) How can we re-think those ideas for L2 CBI?
	(10') Group determines timelines for the two remaining activities: 1) contributions to the SpeakEasy "Box"; drafts and final versions of Project #2/#3
	(50') SpeakEasy maintenance: The sales kit; the "Box" for the fall group (what will be in it, who will create it, and what will be the identities of the "who's" that create it?). Maggie's curriculum plan (draft 5 May 2010)

long-term w/ jaguars and Electric Eels

flowing in and the draining out be restored, or will the fear that the lake might dry up be proved justified?

I have no doubt that from remotest times the whole valley was filled with water. Everywhere the shape of the promontories and their steep slopes reveals the ancient shore of this alpine lake. We find vast tracts of land, formerly flooded, now cultivated with banana, sugar cane and cotton. Wherever a hut is built on the lake shore you can see how year by year the water recedes. As the water decreases, you can see how islands begin to join the land while others form promontories or become hills. We visited two islands still completely surrounded by water and found, under the scrub, on small flats between 4 and 8 toises above the water-level, fine sand mixed with helicites deposited by waves. On all these islands you will discover clear traces of the gradual lowering of the water.

The destruction of the forests, the clearing of the plains, and the cultivation of indigo over half a century has affected the amount of water flowing in as well as the evaporation of the soil and the dryness of the air, which forcefully explains why the present Lake Valencia is decreasing. By felling trees that cover the tops and sides of mountains men everywhere have ensured two calamities at the same time for the future: lack of fuel, and scarcity of water. Trees, by the nature of their perspiration, and the radiation from their leaves in a cloudless sky, surround themselves with an atmosphere that is constantly cool and misty. They affect the amount of springs by sheltering the soil from the sun's direct actions and reducing the rainwater's evaporation.

Upcoming class meeting(s): #13 & #14 (11 & 13 May)

- 1) Continue Stryker /Leaver (or Kasper)
- 2) Outline your project 2/3, and give me a one-page sketch next week.
- 3) Read about team-based learning (0164, 0191, 0192).
- 4) Read about how German & physics combined to produce an environmentalism course (0785 and handout from meeting #11, 4 May);

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.

Announcements

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Misc.

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3. CURRICULUM

a. Course goals & objectives

<i>Goal</i>	<i>Objectives</i>
1) Learners will be able to work effectively in a team by stating and supporting an opinion, taking part in discussions and solving problems as they arise.	a) Learners will establish departments of the company. In weekly meetings they will select, discuss, defend, and analyze the goals, projects and progress of their team.
1) Learners will recognize and demonstrate language and cultural proficiency in the L2 (French and/or German) focused on business practice	a) Learners will identify and produce target language vocabulary and structure through readings, writing assignments and partner work. They will evaluate and analyze cultural situations in the business setting.
2) Learners will develop professional skills in the target language	a) Learners will demonstrate professional listening and speaking skills in company and departmental and company meetings. b) Learners will demonstrate professional writing/reading skills in out of class assignments related to the business.
3) Learners will document their professional and linguistic credentials	a) Learners will write and revise a letter of motivation and a bilingual résumé/CV.
4) Learners will be able to demonstrate in the target language what they have learned in the course.	a) Learners will participate in the company exposition at the end of the term, using the target language to illustrate the key points of the course and company's progress.

Company goals: (note: these are not graded aspects of the course, and are subject to change as the term progresses)

1. Company will clear a profit of \$1500
2. Employees will establish a long-term company structure (HR, production, marketing/sales, website, administration, succession plan) described in departmental portfolios
3. Employees will produce and sell greeting-card products
4. Employees will brainstorm ideas for later products
5. Employees will revise the company website, marketing materials and bookkeeping system
6. Employees will recruit allies and sources of inspiration and ideas (other student-run companies, outside no-cost consultants, PSU administration)
7. Employees will showcase the company and course at the Spring Exposition and New Product Rollout

b. Scope and Sequence

<i>Week</i>	<i>Topic/s</i>	<i>Company/Content focus</i>	<i>Language/Culture focus</i>	<i>Course Goals/ Addressed</i>	<i>Company Goal addressed</i>
1	Intro to class/company	-Assignment of departments -Employee interviews/letter of motivation -Trilingual Plenary meeting	“What is a business?” “Structure of the company” “business writing”	1, 2, 3, 4	2
2	Begin product line #1	-Establish department functions/goals/timelines -Product sales research #1 -Product idea pitch -Trilingual Plenary meeting	“Conducting a successful meeting” “sizing up the competition”	1, 2, 3	2, 3
3	Department/product group work	-Create department/employee profiles -strategies for product launch #1 -focus on marketing/sales, website & bookkeeping -Trilingual Plenary meeting	“Essentials of marketing” Business/culture reading #1	1, 2, 3	3, 5
4	-Prep for launch #1 -Ideas for product #2	-Trilingual Plenary meeting -Copyright issues/intellectual property -Competing company/website research -Trilingual Plenary meeting	“Ethics and intellectual property” “Research and Development”	1, 2, 3	3
5	-Product launch #1 -Departmental/product group work	-Employee progress reports -New product ideas/development -Trilingual Plenary meeting	“The culture of business” Business/culture reading #2	1, 2, 3	1, 3, 4
6	Departmental/product group work	-Department meetings -Update on timelines/goals/objectives of departments & company -Trilingual Plenary meeting	“Business on the international level: cultural comparisons”	1, 2, 3	3
7	-Expo planning -Product line #2 launch	-Department meetings -Employee progress report #2 -Outreach for allies discussion -Trilingual Plenary meeting	“Communication: e-mail, letters and face-to-face” Cultural comparisons, continued	1, 3	1, 3, 6

8	Expo planning	-Department meetings -Company expo planning/discussion Trilingual Plenary meeting	«How to run an effective presentation»	1, 3	3
9	Expo planning	-Final department group meetings -CV writing/revision -Establish groups for expo presentation -Outreach for allies -Trilingual Plenary meeting	« Writing a curriculum vitae »	1, 2, 3, 4	3, 6
10	Future of the company	-Discussion of future: what needs to be done, what could be done, what should be done -Expo planning -Company party -Final Employee report -Trilingual Plenary meeting		1, 3, 5	1, 3, 4
11	Final presentation : Company Exposition			5	1, 3, 7