Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring;

Gateway check: **Before the assignment can be scored,** the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept." Marks ALL selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	one week after the activity in class
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	less than two weeks
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than 3 weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: _Jeremy Bellm_

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:
(example: three years of French in high school – great teacher, OK book, I learned a lot)

2 years of spanish at PSU, tedious webCT but learned it.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Extreme amounts of WebCT workbook exercises

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

Proficiency means what you can 'DO' with the language, not what you can 'say' or know about it.

   How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

   If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	(more different than not)	I had no prior opinion about this feature	more similar than not	very similar

   What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	(very positive)

   Comments and questions about this feature

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Speaking, and learning to speak

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

yup

Looks like there is only german to english word lists.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

It appears to not have the translations to english

yup again! ✓ for same reasons

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(more different than not — circled)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(more different than not — circled)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(somewhat positive — circled)

Comments and questions about this feature

5. Are there explanations of German grammar in our course materials?

Yes

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(very similar — circled)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(very similar — circled)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(somewhat positive — circled)

Comments and questions about this feature

6. List the 3 major factors or areas of coursework that count in grading in our course.

Homework, ~~or~~ written tests, verbal tests   + projeck

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | (very similar) |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | (very similar) |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | (somewhat positive) | very positive |

Comments and questions about this feature

Other comments and questions

Return this form to any first-year German instructor.

Presenter _____ Scorer __WBF__ Date _9/def of_ Total Score _S.3_ Grade _A_

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

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the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?	
	_1.5_	_1.8_	_1.0_	_1.0_	
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (YES), dialog translation (NO), grammar explanations (YES), and grading (tests, projects, short assignments).	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about next class (or sends message about it)	before next class	
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, meeting (or sends message)	next class	
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept", with NO positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment. _3 oct_	4 comments out of the possible 7	
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	one week after the activity in class	
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than two weeks	
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	less than 3 weeks	
				sometime after that	

Language Learning Preferences & Preconceptions Survey

Name: _Kevin Elton_

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

Two years of german in high school, OK teacher, learned some phrases and 3 verb conjugations You'll do that, + more, in this course –

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Some use of online activities

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

The ability to use language to communicate dynamically with your surroundings not memorizing word lists or conjugations (but you'll know words and be able to adjust verbs.)

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative | somewhat negative | It doesn't matter to me. | somewhat positive | (very positive)

Comments and questions about this feature

The goal of proficiency is very helpful for those intending to spend time in Germany. I hope that the course is successful with this

We have a good track record.

Get ready for that "Dream Trip" project. Start thinking who can help pay your way.

3 Oct 08 (faint)

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?

Good Thinking

The chief activities are intended to be dialogues, first on wie, bitte? and then between people in class. Also, decoding and contextualizing signs and spoken german

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: "more similar than not" / "this" underlined)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: "more different than not")

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

(circled: "somewhat positive")

Comments and questions about this feature

I like that there are pictures designed to be one of the key points in the course materials Thanks! Those pics were a lot of work (and fun).

3. Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?

Look again. It's G→E

Yes! under Main Glossary and in survival vocabulary. However, these are not intended to be the main feature

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: "more similar than not")

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: "more different than not")

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

(circled: "somewhat positive")

Comments and questions about this feature

I like that the vocab lists are not the first thing to see. It gives you an opportunity to figure out what the word is for yourself

Good learning strategy.

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?**

No, but glossarys are available with the model dialogs and sound clips are available

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

Again. I like that this course gives the opportunity to figure out the dialogue through context.

5. **Are there explanations of German grammar in our course materials?**

Yes, in the reference grammar section also in the grammar glossary and on Context Resources: Structures

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

The section there explains grammar is not very extensive, the examples of grammar are quite helpful

Thank you! you understand what we're trying to do.

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

The 3 major factors for grading are tests, projects and short weekly assignments

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

I tend to test well, so this grading scale should work well for me

Other comments and questions

Return this form to any first-year German instructor.

Presenter _____ Scorer _WhP_ Date _9/8/08_ Total Score _5.8_ Grade _A+_

E.M.

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

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Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translation (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about next class meeting (or sends message about it)	before next class (or sends message)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	one week after the activity in class
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	less than two weeks
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than three weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Very thoughtful. How about lunch or coffee soon, on my dime? 3 Oct 08

0636-12

Language Learning Preferences & Preconceptions Survey

Name: E. M.

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here: 3 years German in High School.

(example: three years of French in high school – great teacher, OK book, I learned a lot)

It was a mixed ability class, so we never learned more than the lowest student ability. It also has been 4 years since I took this class hmm — hard to say whether you

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

could move to 201,

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

If you're considering it, talk to me.

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

   The ability to functionally utilize whatever knowledge of the language you have.

   How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

   | no similarity at all | more different than not | I had no prior opinion about this feature | (more similar than not) | very similar |

   If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

   | no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

   What is your initial response to this feature of OUR course? Circle ONE response.

   | very negative | somewhat negative | It doesn't matter to me. | somewhat positive | (very positive) |

   Comments and questions about this feature

   I, think, that communicating is the main goal of any language, effectively utilizing whatever skills I may have in a certain language is one of the main goals I have for the course.

   If you want to do German beyond this year, & maybe for career, let's talk.

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?** *Practicing speaking with others*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | **(very similar)** |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | **(more different than not)** | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | **(very positive)** |

Comments and questions about this feature *Speaking with others is in my eye one of the most important things to fully grasping the language*

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?** *No, there are not English-to-German vocabulary lists*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | **(more different than not)** | I had no prior opinion about this feature | **(more similar than not)** | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | **(more different than not)** | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | **(somewhat positive)** | very positive |

Comments and questions about this feature
From my prior experience with German class, the sentences and vocabulary are confusing when used in a direct translation

Absolutely right.

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?** *No there are not translations to English*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
			(circled)	

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
	(circled)			

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
			(circled)	

Bless you!

Comments and questions about this feature *I find that I gain a better understanding if I know the context of the conversation, direct translations leave me contemplating the sentence structure far more than is necessary*

5. **Are there explanations of German grammar in our course materials?**

Yes there are explanations of grammar

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
				(circled)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
			(circled)	

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
			(circled)	

Comments and questions about this feature

Explanations on grammar help me out once a basic vocabulary has been built up. Prior classes have emphasized structure before there has been a context with which to apply it.

Thank you —

you understand this better than many teachers (and many senior professors at in the Ivy League).

6. List the 3 major factors or areas of coursework that count in grading in our course.

Major Tests, Projects, Weekly assignments

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | (very similar) |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | (more similar than not) | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | (somewhat positive) | very positive |

Comments and questions about this feature

I like that there is a good mixuture of things that factor into the grade. I am not as good of a test-taker as I feel I should be, and this helps balance this out. Maybe you'll be a good test-taker on ~~our~~ our tests.

Other comments and questions

I feel that this course will be a great way for me to get back into German. I also feel that the way that this course is presented will help me learn a lot faster than I had previously learned other foreign languages. I am also excited to learn more about the culture and eventually gain enough proficiency to be functional when I go to visit my cousin (Vienna) and sister (Salzburg).

Let me put you in touch with a guy who did first-year a couple years ago so that he could finally talk German with his beloved grandmother in Austria. He did it! She died this past summer, but she got to talk to him in her (now, this!) language.

Return this form to any first-year German instructor.

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the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored,** the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

Part 1 (30%) Understand the materials and policies (short fill-in answers)		Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)		Part 3 (20%) Active learning	Part 4 (20%) on time?
	1.8		1.8	.2	1.0
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

3 Oct

4 Oct

Language Learning Preferences & Preconceptions Survey

Name: _S. U._

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

4-years of high school german, Unfortunatly the teacher had a very poor style and I did not learn much at all.   *I'm sorry! We're working hard to train our people better.*

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

My HS German teacher was very nice, but not competent

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

I think it means the ability to survive and communicate somewhat, if you were put into a German Speaking enviroment.   *to do what you need*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.   *(proficiency applies to*

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

me too, when I use German)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course? *Learning and communicating German through interaction with a partner and/or proffessor.*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   more similar than not   **(very similar)**

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   **(more similar than not)**   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   somewhat positive   **(very positive)**

Comments and questions about this feature

3. Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials? *NO, but there are German to English glosseries in each context that go over the vocab needed &. each chapter*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   **(more similar than not)**   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   **(more similar than not)**   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   somewhat positive   **(very positive)**

Comments and questions about this feature

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?** *Yes, if you click on the Dialog glossary function you can find out what each word means in English.*

Yes, but no direct translations

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   (I had no prior opinion about this feature)   more similar than not   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   (more different than not)   I had no prior opinion about this feature   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   somewhat positive   (very positive)

Comments and questions about this feature *I really like the function of the dialogs, they allow you to see a simple but effective conversation in progress*   *Try the Dialog Roleplays (Context Activities)*

5. **Are there explanations of German grammar in our course materials?** *Yes, in the main Resources function you can find explanations of grammar through the grammar ~~reference~~ index. And via Context Resources; Structures*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   (more similar than not)   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   (more similar than not)   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   (somewhat positive)   very positive

Comments and questions about this feature

6. List the 3 major factors or areas of coursework that count in grading in our course.

Major Tests = 50% of grade   Projects = 25%   and assignments are 20%, minul assignments = 5%

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   (more similar than not)   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   (more different than not)   I had no prior opinion about this feature   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   (It doesn't matter to me.)   somewhat positive   very positive

Comments and questions about this feature

Other comments and questions

Return this form to any first-year German instructor.

Presenter _____ Scorer WBF Date 91 of of Total Score 4.7 Grade Bt 063c-21

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: **Must show an explanation of "proficiency"** (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: _B. S._

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

No previous language?

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

   Being proficient is being able to communicate clearly in the language (reading, writing speaking, listening)

   How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	(very similar)

   If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	(very similar)

   What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	(very positive)

   Comments and questions about this feature

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Hands on practice with the language with audio and visual examples. Speaking

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
			(circled)	

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
			(circled)	

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
			(circled)	

Comments and questions about this feature

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

No, only German to English.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
		(circled)		

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
		(circled)		

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
			(circled)	

Comments and questions about this feature

It makes it more difficult to refresh your memory, if you cannot remember the German word for something. (I understand the policy, though.)

Thank you! It was a tough decision for

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

No, there are not.   *Same reason as #3*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   **I had no prior opinion about this feature**   more similar than not   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   **I had no prior opinion about this feature**   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   **somewhat negative**   It doesn't matter to me.   somewhat positive   very positive

Comments and questions about this feature

5. Are there explanations of German grammar in our course materials?

Yes, in Wie bitte? under Grammer Index.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   **I had no prior opinion about this feature**   more similar than not   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   **I had no prior opinion about this feature**   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   somewhat positive   **very positive**

Comments and questions about this feature

06 36-25

See course description + scoring guide

6. List the 3 major factors or areas of coursework that count in grading in our course.

Comprehension, Timelyness, Activeness (participation)

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: "more similar than not")

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: "very similar")

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(circled: "very positive")

Comments and questions about this feature

Other comments and questions

Return this form to any first-year German instructor.

Presenter __I. Cellins__ Scorer __WBF__ Date __9/4/06__ Total Score __Sr.2__ Grade __A__

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: Knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored,** the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey	Name: _I,C_

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:
(example: three years of French in high school – great teacher, OK book, I learned a lot)

2 years of Spanish in high school - multiple teachers, was easy to learn

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.) _N/A_

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

Being able to have competence using the language whether reading, writing, speaking, and listening, what you can DO with language

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
			(more similar than not)	

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
	(more different than not)			

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
			(somewhat positive)	

Comments and questions about this feature

I enjoy class not using text book is different to me, but very welcome

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Active learning/participations   *Speaking*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

Actively participation is a great way to involve people

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

yes in main glossary   *No - not E →G*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	(very positive)

Comments and questions about this feature

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?**

Yes to be filled   *No*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

(no similarity at all)	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	(somewhat positive)	very positive

Comments and questions about this feature

5. **Are there explanations of German grammar in our course materials?**

yes

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	(very positive)

Comments and questions about this feature

helpful for when problems can occur

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

Speaking, writing, understanding

see course description about grades

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	(somewhat positive)	very positive

Comments and questions about this feature

Can't know the language without it

Other comments and questions

The class is very enjoyable and informative, I enjoy the setup and the instructor

CD-Rom is extremely helpful better so than most books

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers) 1.8	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales) 1.8	Part 3 (20%) Active learning) 1.0	Part 4 (20%) on time? 1-2
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	Before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

You're very thoughtful, and your survey will help me to teach the class. Feel free to ask more language questions!

Language Learning Preferences & Preconceptions Survey

06|08|08

0636-32

Name: ~~Jenna Davies~~ J.D.

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

2 years American Sign Language (1/2 year indep. study) – really great teacher, but irrelevant subject to study for my career goals, so I did not continue

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

N/A

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

   What we can do with the language, not what we know about it

   How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

   If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	(more different than not)	I had no prior opinion about this feature	more similar than not	very similar

   What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	(somewhat positive)	very positive

   Comments and questions about this feature

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

speaking in German! Dialogue - "survival" at first; Repetition - to make sure we say it correctly

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: more similar than not)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: more different than not)

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

(circled: somewhat positive)

Comments and questions about this feature

Do you still have no clue? I'll bet you do!

I like the idea of learning by immersion - but it is difficult to catch on if I have no clue what is being said or asked of me from the start

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

No, but there are "German-to-English" Glossaries available, i.e., "Dialogue Glossary" and "Main Glossary"

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: more different than not)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: more different than not)

More about this in class

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

(circled: somewhat negative)

Dangers of E→G list: dependency; 1) uses wrong word without knowing it's wrong 2) gets very slow

Comments and questions about this feature

We'll give you plenty of words

How do I figure out how to say something specific in German if I don't know where the English equivalent is found; AND I'm not allowed to use a dictionary or translator?

Not always prohibited; but often dangerous

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

NO – translations through "Dialogue Summary" and "Dialogue Glossary" give English equivalents to specific words

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	**very similar** ⟲

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	**more different than not** ⟲	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	**somewhat positive** ⟲	very positive

Comments and questions about this feature

Why aren't English translations included? → *People strongly tend to skip the German & just read the English. They miss an important stage of learning.*

5. Are there explanations of German grammar in our course materials?

Yes – but not excessive.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	**more similar than not** ⟲	very similar

Also, the summaries and

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	**more similar than not** ⟲	very similar

6→ε lists are there, and they do provide important stages of learning

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	**somewhat positive** ⟲	very positive

Comments and questions about this feature

I looked through it, but it got confusing since I didn't know what all the German words meant. If it helps, fine. But if not, don't use it. Most of what you need is in those dialogs

[handwritten at top, faint]: ...very thoughtful, and your ... help me ... the class.

6. List the 3 major factors or areas of coursework that count in grading in our course.

1. Written assignments (emails, writing tests, etc)
2. Oral tests/assessments   3. Projects

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(very similar circled)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(very similar circled)

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

(somewhat positive circled)

Comments and questions about this feature

[handwritten, right margin]: That's the problem! Word for word is a dangerous belief. That's not how languages work.

Other comments and questions

I am willing and very able to engage in the "learning by speaking" in class method of teaching. My concern though, as an extremely visual learner, is that without being able to see the english translations of certain phrases word for word, I might fall behind in comprehension of what is going on in class. I am extremely grateful for the Wie, Bitte CD in that it provides some alleviation for that, to an extent. Perhaps it will just take getting

Return this form to any first-year German instructor.

used to and more familiar with this method, as well as with the content of Wie, Bitte.

Presenter **WBF** Date **20 of 08** Total Score **6** Grade **A+**

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning	Part 4 (20%) on time?
6 Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5 Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	Marks ALL 6 of the scales for "prior concept" (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4 Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3 Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2 Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1 Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: C. P.

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:
(example: three years of French in high school – great teacher, OK book, I learned a lot)

2 Years of German in High School. But that was in my freshman and Sophomore Year so I don't remember most of it. The teacher was just fine and we used books mostly.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

In terms of Computers, we didn't much. She showed us a few websites but we mostly used books.

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

It means giving you the skills and confidence to use this language in everyday life. (or also at higher levels — but it's all about communication)

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	**very similar**

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	**more different than not**	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	**very positive**

Comments and questions about this feature

It sounds like this course will be very informative, more informative than any other language class I've been in.

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

We'll be going through "Wie, Bitte" quite a bit. Also we'll be using "wie, Bitte" to practice speaking in class. We'll be using other things like dictionaries or perhaps audio tapes but mainly we'll be using "wie Bitte."

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

(no similarity at all)	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

(no similarity at all)	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	(somewhat positive)	very positive

Comments and questions about this feature

This will be very different from what I'm used to doing in other language classes. However, I can tell that this will be a better and easier experience.

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?** No because there materials may keep me from what I really need to know. Tests will not be based on filling in the blanks or seeing if we know the "technical terms."

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	(more different than not)	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	(more different than not)	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	(somewhat positive)	very positive

Comments and questions about this feature

This course seems to focus more on natural learning than just memorizing technical terms. I'm glad that we're doing more of the natural learning, I believe that's where the "real" learning comes from.

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?** ⬤, what it mostly does is gNe you a situation or scenerio, and then tells you what to say in that situation, or react to what someone says.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

I think this is a better way to memorize and understand words and sentences needed for everyday situations.

5. **Are there explanations of German grammar in our course materials?** It In "Wie, Bitte" there is a key called "reference grammar". It gives some explanations there. There is also a grammar index. and "structures." presentations (menu: Context resources")

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

It is very different from what I'm used to, but it seems easy to get used to and it may in fact make language learning easier.

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

- Tests = 50% of your overall grade,
- Projects = 25%
- assignments = 20%

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

The grading is fair and it makes sense. Tests should be the most important because tests actually show if you understood the material and are able to use what you learned for the outside world.

I disagree partly, but I think you understand the idea of assessment very well.

Other comments and questions

Overall, this CD-Rom promises to be easier than textbooks. It's interactive, you can actually hear "how" it's said which will work wonders for oral tests. "Wie Bitte" will be handy as well as other course materials that we'll use in class. The grading seems fair because tests let us show how much we understand this language which is good. That's what we're here for, to learn and understand German.

Return this form to any first-year German instructor.

Presenter: _____ Scorer: WBF Date 7 Oct 05 Total Score 3.8 plus On-time factor 0636-41 Grade ___

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored,** the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2–5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about next class (or sends message about it)	before next class
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey   Name: ~~Samantha Kinsley~~ *sk*

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:
(example: three years of French in high school – great teacher, OK book, I learned a lot)

Four years of Japanese in high school – Established a great starting point in the language

One year of Japanese at PSU – Really emphasized context.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

N/A

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

    Proficiency is what you can do with a language, not what you know about it.

    How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	**very similar**

    If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	**very similar**

    What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	**very positive**

    Comments and questions about this feature

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Dialogue and communicating with Someone directly in front of you.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

and for a reason!

Not English to German, but German to English

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?**

No, they are in German.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

5. **Are there explanations of German grammar in our course materials?**

yes

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

6. List the 3 major factors or areas of coursework that count in grading in our course.

Major tests, Projects, and weekly assignments.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature

Other comments and questions

Return this form to any first-year German instructor.

Presenter _____ Scorer _WbF_ Date _9 Oct 08_ Total Score _4.6_ Grade _Bt_

[handwritten box: AnTseM]

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers) — 1.2	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales) — 1.8	Part 3 (20%) Active learning) — 1.2	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, meeting, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: A. P.

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

Probably ours is the right course.

(example: three years of French in high school – great teacher, OK book, I learned a lot)

High school

(15) years ago → 2 years of French, as well as 2 years of German in High School. I remember more German, even though the teacher was a tad nuts.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.) I wi chose German

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

N/A

Now for your responses to your tour of our course materials: *Very good so far, thorough*

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

proficiency means functional use, and the ability to communicate under any circumstance, at any level

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | **I had no prior opinion about this feature** | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | **more different than not** | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | **very positive** |

Comments and questions about this feature

I enjoy the course materials very much. It's on board with the students varying paces. But that will change later – some will lag behind, others push ahead.

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Speaking to each other, using basic phrases. Using the language in a practical manner.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: I had no prior opinion about this feature)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: more different than not)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(circled: somewhat positive)

Comments and questions about this feature

much but not most, and class is important because it shows how

I wonder if mostly our learning is to take place outside of class?

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

I don't know ~~(crossed out text)~~ *Some, sort of. Not a lot though there are dictionaries of sorts, but sentences are self explanatory + there are summaries. But no E-G lists*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: more different than not)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: more different than not)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(circled: somewhat positive)

Comments and questions about this feature

I don't know how we could create more class time. But people could get together outside class to speak

This is overall a great CD, but I do wish language learning was more in-class. I feel very behind now that I've caught on to mostly being online/alone.

It looks that way in early units, with the summaries, but that's because the language is so simple then

4. In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?

yes, there are English translations to a lot of the sentence structures, and dialog

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | (somewhat negative) | It doesn't matter to me. | (somewhat positive) | very positive |

Comments and questions about this feature

I like the translations.

5. Are there explanations of German grammar in our course materials?

Yes,

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | (It doesn't matter to me.) | somewhat positive | very positive |

Comments and questions about this feature

n/a

0636-50

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

Prepare skills. Vocabulary, content, proficiency.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

n / A

Other comments and questions

I am actually feeling quite lost in this course, and fear I'm wasting tuition. I really want to learn, but I'm behind the computer times and struggle quite a bit with the online reliance.
Hopefully I'll catch up because apparently, it is the same for all learnable languages at PSU. It isn't

Let me know!

Return this form to any first-year German instructor.

Presenter ___ E.K.E ___ Scorer WNt ___ Date 10 Oct 08 ___ Total Score S.8 ___ Grade A+ 0636-51

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies - (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about next class item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e. does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: EK

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

*two years Spanish, high school, decent book and workbook, native speaker teacher, only written tests, good cultural background integrated into lectures

*one term Czech, PCC Community Learning class, native speaker teacher, no book, some worksheets, lots of in-class activities, lots of cultural background

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

yes!

*I understand proficiency to mean being able to use and understand the language (in everyday,) real-life situations – includes speaking, reading, and writing. These situations mean finding a hotel room, ordering dinner, casual conversation, etc. These situations do not include writing an academic paper in German or reading Nietzsche in German.

could also be at higher levels, as both when I use the language for much higher levels, yes (and I mean well beyond that of advanced undergraduates.)

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | **more similar than not** | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | **more different than not** | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | **somewhat positive** | very positive |

Comments and questions about this feature

*I had trouble adjusting to the idea of learning language for proficiency rather than for grammar when I took the Czech language course after orienting myself to learning Spanish more academically. I still find myself rooted in the academic method as I've been using *Wie, Bitte?* I am beginning to get the hang of and enjoy the new way.

My own experience was similar — German in high school by parroting tapes + being told about grammar. then more grammar + high — French with some tape + parroting know culture. in college but also practical speaking + writing!

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

   *According to the course introduction, the primary activity in class will be speaking with partners and small groups.

   How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

   If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

   What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

   Comments and questions about this feature

   *I was a little overwhelmed by this during this first week, but it will definitely push me to stay caught up and use *Wie, Bitte?* independently and consistently.

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

   *None that I could find.

   How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

   If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

   What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

   Comments and questions about this feature

exactly!

*I was a little frustrated when I was browsing the software and found some things that were not translated. I figured some things out and trust that we will get to everything within class. If I am really stuck at home I figure I can either email you or find an online translator for an approximation. *could be interesting*

[handwritten right margin: The ready-provided translations can greatly hinder learning — the crutch is so tempting]

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?**

   *No, just a summary and glossary.

[handwritten right margin: Danger of E → G word lists is over-confidence in one-for-one equivalence]

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

*Honestly, I was a little confused by this. Before I noticed the glossary and summary on the side I thought there was going to be a need for a lot of searching around through the software to figure things out if I wanted to look ahead. It was a little discouraging.

[handwritten right margin: That's why we have these activities — want people to look early + closely]

5. **Are there explanations of German grammar in our course materials?**

   *Yes, under "Main Resources": "Survival Grammar", "Common Errors", and "Grammar Index." *+ context resources; structures*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | **(very positive)** |

Comments and questions about this feature

*Under "Main Resources", what is "Reference Grammar"?

*I like having the option to explore/clarify/learn grammar independently.

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

   *Tests 50%, Projects 25%, Assignments 20%

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | **(very similar)** |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | **(very similar)** |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | **(very positive)** |

Comments and questions about this feature

*I really appreciate the option of being able to raise scores on individual assignments. This takes a lot of stress off, but still makes me want to do well the first time.

Other comments and questions

- The CosmoLexicon sounded really interesting but I couldn't get it to work.

- It would be cool if there were recordings of individual letter and letter combination sounds, paired with a German word prominently featuring that letter/combo, that were not common in English.

  [handwritten: Maybe - but can lead to over emphasis on fine pronunciation points + fear about one's accent]

- I like being able to take what is being said in class be able to listen to it as much as I want outside of class. This is very helpful as it addresses a problem I have had with previous language classes (when I study at home, I've forgotten how to pronounce many words).

- It would be nice to be able to download the audio files to my iPod to listen to on the bus ride to class. Maybe I can now, but it wasn't obvious.

[handwritten: I'm planning to do that, but it will take some work. On your desk you can go to folder "media" then look for (2 there) "dea_web" or such. Those by Kontext II — file names that are like "1004 all.mp3" are the dialogs as single file...]

[handwritten right margin: Whole those like 100403.mp3 are the individual speaker lines. "1004" = Kontext 10, dealog 4.]

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored,** the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies - (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about next class message about it)	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, meeting (or sends message)	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"), Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: ~~Jennifer O'Brien~~

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here: *2 yrs of French in high school – cool teacher, no book, it was fun, learned a lot)*
(example: three years of French in high school – great teacher, OK book, I learned a lot)

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

Proficiency is how to use the language and our ability to use the language rather then just memorizing it or talking about it (grammar, comparisons to English, ek)

> How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | (very similar) |

> If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | (more similar than not) | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | (It doesn't matter to me.) | somewhat positive | very positive |

Comments and questions about this feature

None...yet

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Getting a brief overview of what we should be studying outside the classroom. SPEAKING

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: I had no prior opinion about this feature)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: more similar than not)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(circled: It doesn't matter to me.)

Comments and questions about this feature

None...yet (Very neutral at the moment and nothing comes to mind)

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

I found German words with English meanings (glossary). If anything, its German-to-English yup!

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: I had no prior opinion about this feature)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(circled: more similar than not)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | (It doesn't matter to me.) | somewhat positive | very positive |

Comments and questions about this feature

N/A

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?**

Dome yes.   NO.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | (I had no prior opinion about this feature) | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | (more similar than not) | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | (It doesn't matter to me.) | somewhat positive | very positive |

Comments and questions about this feature

N/A

5. **Are there explanations of German grammar in our course materials?**

Yes

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | (I had no prior opinion about this feature) | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier

experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(more similar than not is circled)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(It doesn't matter to me. is circled)

Comments and questions about this feature

N/A

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

uh... Read course description or assignment scoring guide.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(I had no prior opinion about this feature is circled)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(It doesn't matter to me. is circled)

Comments and questions about this feature

I couldn't find where this would be

Other comments and questions

See last page

0636-61

You might have seen a pattern with my circled answers. I did NOT circle those to get through the assignment faster, but because that's how I feel about the similarities/differences of this class to French. Also the "It doesn't matter" was circled a lot because I can adjust to things so "It doesn't matter" That's nice!

Thanks for your forthright response

Return this form to any first-year German instructor.

Presenter _____ Scorer **WBF** Date **11 Of Of** Total Score **5 rf** Grade **A+** 0636-62

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

MR Marsh (handwritten at top)

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2–5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning (marks learning)	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about next class message about it)	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name **M R**

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:
(example: three years of French in high school – great teacher, OK book, I learned a lot)

*I took two years of Spanish in high school (I'm 28 now), and I don't really remember too much about it. I remember having pretty lackluster teachers, and I didn't feel the need to go on after those two years. From what I remember, the book was very basic, and the classes were geared toward learning from the book, which I don't do well in regard to language. I'd much rather spend most of my time speaking it.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

* It seems to me that proficiency means having adequate knowledge of the language to get by in day-to-day conversation with a native speaker. Not to be able to rattle off what a bunch of words mean, but to engage in conversation comfortably. *Proficiency exists at many levels, but it always means ability to communicate, For GER 10X it does mean day-to-day use of the language.*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	(more different than not)	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	(very positive)

Comments and questions about this feature

* I love that the absolute goal is everyday speaking. Any course I've had in the past has focused more on learning verbs, etc. (boring stuff) than actually being able to use the language right off. Kudos!

↳ You'll learn verbs (vocabulary) + verb forms (grammar), but so that you can speak (and write) for communication

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?

* It seems to me that most of the time will be spent actually speaking the language (via repetition? – this helps enormously). Very little time will be spent talking about German language (unless it's absolutely necessary).

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	(more similar than not)	very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	(more different than not)	I had no prior opinion about this feature	more similar than not	very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	(very positive)

Comments and questions about this feature

* I'm most interested in practice, as it makes perfect, and so this approach is great for me. I remember in high school Spanish we had to come up with our "Spanish name", which struck me as a waste of time – another thing to remember! Glad to not see that in German.

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

* Nope, if you want that you need to get a translation dictionary, which probably won't help much anyway (at least in 1st year).

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

* I'm glad that this is the case, because it seems like it would be a crutch. This is supposed to be challenging, and with a translation guide like that, it would be harder to actually know how to order words within a sentence, and would just confuse the student probably.

Right on the money!

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?**

* No, there are single word translations, but not for entire dialogs.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   **(I had no prior opinion about this feature)**   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   somewhat positive   **(very positive)**

Comments and questions about this feature

* Another good one, since it doesn't give students a crutch, an easy way out. It forces thinking about what one is hearing or reading much more than a direct translation.

5. **Are there explanations of German grammar in our course materials?**

* Yes, quite detailed, too.   *I like to think I've streamlined them (except in the Reference Grammar, which is for the 'grammar obsessives').*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   more similar than not   **(very similar)**

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   **(more similar than not)**   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   somewhat positive   **(very positive)**

Comments and questions about this feature

* This is very important, obviously, so it's great to have that resource if needed.

6. List the 3 major factors or areas of coursework that count in grading in our course.

projech

* Exams, assignments, and presentations.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   (more similar than not)   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   more different than not   (I had no prior opinion about this feature)   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   It doesn't matter to me.   (somewhat positive)   very positive

Comments and questions about this feature

* This setup seems logical, as all three together form a nice whole. Combines writing, reading and speaking (the three main focuses, it seems). Good balance.

And you'll be listening a lot too!

Other comments and questions

* I'm really excited about this year of learning German, and I'm already learning a lot, compared to what I knew before. Thanks!

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning	Part 4 (20%) on time?
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Lady-firefly Jade @yahoo.com

5 Oct 08

0636-69

Language Learning Preferences &
Preconceptions Survey

Name: Heather Hughes/ Nadia

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

One year of german, three years ago. I enjoyed the class, great teacher, but I had a lot going on and it was very hard to focus and remember things.

You didn't mark the like/dislike scales, but you still get full credit, fot because your comments do that just fine

yup!

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is proficiency." What does that mean? I am having a hard time pulling up the page; it says to email Professor Fischer. But from your other writings, it is clear that you want us to be able to communicate and function in the language- not necessarily be able to dissect it. I like this idea; it fits into my personal view of what language learning should be. It is also how my german teacher in high school felt, but I think she felt obligated to teach grammar more prominately then you intend to. I think this will be much more effective and practical then the conventional ways of learning languages.

✓

2.What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course? Talking to each other, using the language as much as we can. This isn't necessarily what the first thing of learning a language is to me, but I understand it and I realize it's value. I think in many ways I'd rather read or write something, then speak, so that is why I would prefer to skip speaking, as inefficient as that would be. My hs german class had more writing, but I never got comfortable with speaking german, probably a direct effect. This is going to push me out of my comfort zone, but I'm okay with that. :)

✓

3.Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials? There is a glossary, and ways to translate words within the software and the webpage. However, you highly discourage using either as a first- stop in studying or doing homework. This fits with my perception of language; I dont think that learning another culture should be done by directly translating it into the same correlation of what I'm used to. Although I like this attitude, and intend to not use vocabulary lists for anything beyond basic objects, it scares me because I like vocabulary lists.

no-just summaries and G->E vocab

4.In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs? There is translations of the dialogs, and again you suggest to refrain from looking at the translations as a first-resort. For basic german I think this is appropriate. It is also the line that my HS teacher took.

5.Are there explanations of German grammar in our course materials? There is, but you do not focus on it, and you do not suggest us to focus on it. In your suggstions of how to study, you suggest to look at the grammar alongside the dialouges, and point

out where the dialogues show the grammar. This makes sense to me; abstract rules dont make sense in any language, whether it be german, english or music.

6. List the 3 major factors or areas of coursework that count in grading in our course. I am having trouble finding specific text on this, but I do see that there will be 2 oral and writing tests, as well as various assignments. I like the variety in this.

see [your description or scoring guide]

Other comments and questions

I am looking into the possibility of adding a minor or major in german, and taking sometime in germany going to a music school. But I'm wondering how useful it is to be fluent in german in US. Just... if I'm going to add that much work/ time, it better be more useful then my music degree. *Well explore this in projects.*

I'm going to be coming to the 10:20 class, and will switch the CRNs in the next two days, assuming they will let me.

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understand the materials and policies (short fill-in answers) 1, 5	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales) 1, 8	Part 3 (20%) Active learning	Part 4 (20%) on time? .8
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary list (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: _Sam Copa_

06 36-72

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

I had a spanish class in high school, but I had a difficult time in it because the teacher was very hard to understand even when she was speaking english. That aside I did like the learning style because she printed text out for each section which included vocabulary and phrases for that section.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

N/A

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**

It means what you can do with the language, not what you say or know. It is the ability to use the language to communicate as you encounter the world around you.

yup!

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | (somewhat positive) | very positive |

Comments and questions about this feature

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?** *Interacting with the people around us and practice the language.*

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(I had no prior opinion about this feature — circled)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(more different than not — circled)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

(somewhat positive — circled)

Comments and questions about this feature

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?** *look again*
Yes there are English to German vocab lists in the glossary of "Wie, bitte?".

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(more similar than not — circled)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

(more similar than not — circled)

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | (somewhat positive) | very positive |

Comments and questions about this feature

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?** ✓ There are no direct translations of the dialog but they can be figured out by looking elsewhere in the program.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | (somewhat negative) | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

5. **Are there explanations of German grammar in our course materials?** ✓ We are focusing little on grammar as of now; however, it can be found on the software for the class.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | (more different than not) | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier

experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: more different than not)

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

(circled: very positive)

Comments and questions about this feature

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

Tests , Projects and weekly assignments

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: I had no prior opinion about this feature)

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar

(circled: more similar than not)

What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive

(circled: It doesn't matter to me.)

Comments and questions about this feature

Other comments and questions

Scoring Guide for Assignment #2 "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: **Before the assignment can be scored**, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.   *1. O*

	Part 1 (30%) Understand the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning	Part 4 (20%) on time?
	1-8	*1-8*		
6	Gives a reasonable statement about proficiency. Identifies speaking as the classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it). *1.8*	Genuine comment about MOST items, and ALSO a final comment; (or else comments about ALL items but no final comment. *3 Oct*	one week after the activity in class
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	less than two weeks
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use").	MOST of 4-level behavior (not just half of it).	3 comments	less than 3 weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

Language Learning Preferences & Preconceptions Survey

Name: _C.S._   0636-77

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

Two years of German in high school – six years ago, in which much attention was given to systems of conjugation. One year of Japanese at PSU. The difficulty of reconciling the language that we learned and the language as it is used made me choose to discontinue with Japanese.

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

1. **The chief linguistic goal of our course is "proficiency." What does that mean?**   *Exactly!*

   Proficiency is the ability to use the language to communicate as you encounter the world around you.

   How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	**(very similar)**

   If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	**(more different than not)**	I had no prior opinion about this feature	more similar than not	very similar

   What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	**(very positive)**

   Comments and questions about this feature

2. **What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Going over ways of communicating in common situations using dialogues and exchanges in "Wie, bitte?" as a guide.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   more different than not   I had no prior opinion about this feature   (more similar than not)   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all   (more different than not)   I had no prior opinion about this feature   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   (somewhat negative)   It doesn't matter to me.   somewhat positive   very positive

Comments and questions about this feature

T. it...

3. **Many beginning language learners want "word-for-word" resources. Are there English-to-German vocabulary lists in our course materials?**

No. _____ German Vocab _____ Mirror _____ Resources list

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all   (more different than not)   I had no prior opinion about this feature   more similar than not   very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

(no similarity at all)   more different than not   I had no prior opinion about this feature   more similar than not   very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative   somewhat negative   (It doesn't matter to me.)   somewhat positive   very positive

Comments and questions about this feature

4. **In our course, spoken German is often taught with model dialogs. Are there English translations of the dialogs?**

NO

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

5. **Are there explanations of German grammar in our course materials?**

Yes, under Main Resources and in Structures under Context Resources

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me. | somewhat positive | very positive |

Comments and questions about this feature

6. **List the 3 major factors or areas of coursework that count in grading in our course.**

Weekly assignments, projects, and exams – both written and oral

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

| no similarity at all | more different than not | I had no prior opinion about this feature | more similar than not | very similar |

What is your initial response to this feature of OUR course? Circle ONE response.

| very negative | somewhat negative | It doesn't matter to me | somewhat positive | very positive |

Comments and questions about this feature

Other comments and questions

Return this form to any first-year German instructor.