

Pres WBF Date 17 Oct '10 Total Score SS Grade AT abv

Scoring Guide for Assignment "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%) Understands 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."	1-2 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

Language Learning Preferences & Preconceptions Survey

5 October 2010

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 high school Spanish, one year of high school French, same teacher for both languages; decent book but poor teacher, I don't remember much from either class aside from very basic or obscure words and phrases. ✓

Two years of Japanese with private tutor, no book, but a fantastic teacher, I learned a lot, though I've sadly forgotten much of it after a few years without practice.

(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?

at whatever level

Ability to use the language to communicate; the basic necessities of the German language usable in conversation; proficiency in reading and writing, but with an emphasis on speaking and understanding the German language. ✓

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

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

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

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

Comments and questions about this feature

Ok, as long as you don't substitute (looking + thinking for listening + speaking)

The predominance of the work done in class is vocal, and while I have no objections, I really do like seeing the words/phrases in print, as I'm more of a visual learner. I like to write both the correct spelling along with the phonetic in my notebook to refer to at later dates, and to use as a study guide. ✓

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?

To practice using the language with other German students, engage in conversation, and explore the language and materials with the help of both classmates and the professor. ✓

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

There was much more in-class bookwork in previous courses, as well as more writing. As I stated above, writing is an important factor in my learning, but I also understand and appreciate the 'hands-on' method of interacting with others while using the language. While there was some of this in previous classes, there was very little. }

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

None that I could find on the Wie Bitte disk



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

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at all	not	feature	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.

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

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

Comments and questions about this feature

While I don't think it's always a good resource, I appreciate the ability to quickly look up a word in English to find its translation in other languages. I'm aware that language learning is not "word-for-word," but there can be a lot of overlap, particularly with commonly seen vocabulary words (like tomorrow, or apple). I fear this might prove problematic. The disk does organize vocabulary by category with makes it easier to find, but an English word search would be preferable, in my opinion.

I use full suggestions, though hard to implement without furnishing up a lot of false positives

4. In our course, spoken German is often taught with model dialogs. The Wie, bitte? dialogs are accompanied by dialog glossaries and dialog summaries. Are there also complete English translations of the dialogs?

The dialogue summary and glossary includes helpful links to vocabulary and short descriptions of what is being talked about, though there are no complete translations of the dialogues.



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similarity	different than	opinion about this	similar than	similar
at all	not	feature	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

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

As language is not word-for-word, attempting to put a full translation could be a dangerous resource, so it's understandable why it was not included. The disk links to the necessary vocabulary and gives a short description of the situation, which makes it easy to learn without attempting to translate everything word-for-word.

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

Yes, but only in moderation. The grammar index shows the grammar included in each section, and has a bit about how to use it properly below. The main focus, however, is not so much on grammar, as learning the basics 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

me too! Oops! "I doo" (Both are correct, but at different registers.) I think about grammar every minute of class.

I adore grammar, and am always eager for the opportunity to learn it, and use it correctly. I find it difficult when learning a language, to be taught one way, and then have to backtrack

and learn it a new way in order to include correct grammar. I appreciate including grammar from the beginning, though I do understand that it's not the most important thing to keep in mind when learning a new language. Despite not much grammar being taught in class, I will probably go through the grammar index on multiple occasions.

Check out the Reference Grammar

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

Classroom performance, study activities, projects; Evaluations and quizzes; and formal evaluations of speaking, reading, writing and listening are the three main factors that count in grading. ✓

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Comments and questions about this feature

Everything I would predominantly expect of a language course. I will, however, admit to being a poor language learner, so I hope I am able to keep up with the rest of the class.

Your comments on p. 1 suggest the opposite