

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
Modern Languages and Literatures Department

RHETORICAL SYLLABUS

I. Universal Goals

- A. Learning individual and community mediation through a language other than one's native language or the community's dominant language
 - 1. Broaden the potential student population served by International Languages and Literatures by recognizing that our curricular content pertains to all disciplines
 - 2. Ability to distinguish critically between various modes of linguistic, metalinguistic, and paralinguistic mediation
 - 3. Oral vs. written speech modes and various registers, styles, tones

- B. Social praxis
 - 1. Present International Languages and Literatures to the public effectively through lobbying, translating and publishing of works written in all international languages, and accessing both the public and internal academic groups.
 - 2. Reflect on meaning of communication
 - 3. Attain understanding through cognition, experience and performance
 - 4. Emphasize the contributions to intellectual debates that arise from the international community

- C. Language and social/cultural structures
 - 1. Link between grammatical choices and meanings
 - 2. Grammar as "contextual frame" (e.g., heritage studies)
 - 3. Culture as "grammatical frame"
 - 4. Cultural studies as an entry into the center of the Cal Poly curriculum
 - 5. Broad range of issues relating to cultural constructs

- D. Language and all cultural modes and levels
 - 1. Distinguish between universal and particular
 - 2. Stimulate and exercise the imagination and creativity
 - 3. Achieve dynamic personal awareness
 - 4. Prepare for career and personal self-realization
 - 5. Attract multi-ethnic student populations
 - 6. Address theoretical and affective differences between negative stereotyping and personal and cultural identities

- E. Guidelines for completion of Minimum levels of language-cultural-literary competencies for secondary language in Modern Languages and Literature Department's (FLL) BA in Languages and Literatures

- F. Articulated sequences

1. Instruction for language from Kindergarten to BA/BS degrees
 2. Coordination for lower-division and upper-division classes in the undergraduate curriculum
- G. Educational targets
1. Define goals for content, objectives, and methodology
 2. Be responsive to practical needs of graduates in a rapidly changing world
 - a. contribution of different programs in international languages and literatures in the USA
 - b. financial viability
 - c. responsiveness to needs for future members in the profession
 - d. different intellectual emphases
 - e. different student populations
 - f. job placement
 - g. technological areas including data and communications
 3. Develop a cadre of effective leaders in international languages and literatures
 4. Develop a professional culture which upholds a professional ethos that focuses on the public welfare and the welfare of all members of the profession, regardless of educational level and academic specialization

II. First-Year: First plateau of elementary language acquisition

- A. Ability to communicate with non-native individuals and groups in simple sentences (subject/verb/object) and objective knowledge of salient grammatical features plus command of essential cultural differences *qua* universal knowledge and in target language/culture
1. Lexia: groups of words in different contexts
 2. ACTFL Level 2- (novice to intermediate low levels)
 3. Completion of minimum prerequisite levels for entrance into the Modern Languages and Literatures Department BA in Languages and Literatures
 4. Culture
 - a. essential geography
 - b. greeting gestures and non-verbal communication
 - c. current leaders
 - d. simple songs and lyrical poems
 - e. technology and the internet
 - f. notion of variation within target language
- B. First Quarter
1. Begin language competencies
 - a. contextualized language situations: comfort zone
 - b. greetings
 - c. beginning verb tenses
 - d. basic syntactic order for target language
 - e. basic phonetics
 2. Cultural competencies

- a. simple lyrical poems and songs
 - b. geographical locations
 - c. holidays
 3. Entry-level narrative writing tasks (700 words minimum)
- C. Second Quarter
1. Language competencies
 - a. contextualized language situations: problem solving
 - b. contextualized role playing
 - c. past and simple future structures
 - d. intermediate syntactical order
 - e. continuation of basic phonetics
 2. Cultural competencies
 - a. develop simple poems and songs
 - b. introduce cultural diversity within target language
 - c. traditions and customs via various media
 3. Entry-level/intermediate narrative writing tasks (800 words minimum)
- D. Third Quarter
1. Language competencies
 - a. contextualized language situations: complex communicative skills
 - b. initiate active interaction
 - c. completion of presentation of all basic grammatical structures
 - d. advanced syntactical order
 2. Cultural competencies
 - a. development of poems and short stories
 - b. recognition of significant cultural figures in target language
 - c. presentation of basics of intercultural gender roles
 - d. presentation of art media
 3. Intermediate-low narrative writing tasks (2,000-2,500 words minimum)

III. Second-Year: Second plateau at intermediate level of language and culture acquisition

- A. ACTFL level 2+ (intermediate mid to intermediate high range)
1. uncomplicated, simple conversations on general topics
 2. some ability to use communicative strategies with native speakers including some circumlocution
 - a. evidence of connected discourse
 - b. ability to ask and answer questions
 3. transition phase of communicative competence from sympathetic listener (language teachers) to unsympathetic listeners (native speakers with little exposure to non-native speakers)
- B. First Quarter
1. Intermediate language competencies: review of half of principal grammatical topics in target language
 2. Intermediate cultural competencies
 - a. various prominent historical events

- b. uniqueness of political structures in target culture
 - c. various aspects and kinds of popular culture
 3. Writing: minimum of 8 pages of task-oriented written projects in target language
 4. Literature
 - a. 4 literary texts
 - b. 10 literary concepts
- C. Second Quarter
 1. Intermediate language competencies: review of half of principal grammatical topics complementary to III.B.1
 2. Intermediate cultural competencies: continue and expand historical, political, and popular cultural topics from III.B.2
 3. Writing: minimum of 10 pages of task-oriented written projects in target language
 4. Literature
 - a. 6 literary texts
 - b. 25 literary concepts
- D. Third Quarter
 1. Intermediate/advanced language competencies
 2. Intermediate/advanced cultural competencies
 3. Intermediate critical writing and thinking competencies
 4. Introduction to critical reading in literature
 - a. critical terminology, application, and interpretation
 - b. expansion of reading ability and comprehension
 - c. survey of literary modes, genres, historical periods and regions
 5. Fulfillment of GEB C.1 requirement
 6. Writing to demonstrate understanding of literary form and content

IV. Third year: panoramic level of language and culture acquisition

- A. ACTFL level 3 (advanced to advanced high)
 1. Ability to communicate with native and non-native persons in complex structures
 2. Ability to think critically and solve complex problems in the target language
 3. Minimum level of completion for secondary language in Modern Languages and Literatures Department BA in Languages and Literatures
 4. In-depth survey of target culture
 5. In-depth survey of target literature
 6. Intermediate critical analysis and comparison of both literary and cultural topics
 7. Advanced level of writing in target language for multiple tasks
 - a. development of different writing styles
 - b. review of pertinent grammatical structures
 8. Internalization of techniques to advanced research in both the literature and culture of the target language

- B. Language (301/302)
 - 1. Language competencies
 - a. review of pertinent grammatical structures for individual modes of writing to re-enforce deep structures of grammatical understanding
 - b. contextualized group and individual activities to develop a professional vocabulary
 - c. complex syntactical order
 - 2. Writing competencies
 - a. understand different modes of writing including descriptive, narrative, factual, argumentative, and expository writing
 - b. compare different uses of language in particular writing modes
 - c. oral reports on complex or involved topics
 - d. acquisition of tools necessary to fully develop and write a formal research paper
 - 3. Cultural competencies
 - a. In-depth understanding of stylistic uses of language specific to discursive situations
 - b. exploration of controversial and complex topics
 - c. introduction to cultural nuances within and between various microcultures within the general target culture
- C. Literature (305 and others)
 - 1. Writing competencies
 - a. ability to use and defend particular methodological and/or theoretical approaches to particular literary subjects
 - b. ability to sustain an argument, showing clear and effective examples in a formal research paper
 - 2. Cultural competencies
 - a. understand the historical importance of the text being studied/researched
 - b. internalize the idea that literature is not created out of a vacuum
 - c. identify literary movements and periods within the scope of the material being presented
- D. Culture (310/303)
 - 1. Cultural competencies
 - a. understand unique historical particulars of target culture
 - b. identify and compare cultural differences between L1 and L2 cultures
 - c. explore specific canonical and non-canonical figures in target culture
 - d. examine cultural relativism and stereotyping of target culture
 - 2. Oral competency: articulate cultural competency between L1 and L2 cultures
 - 3. Writing competency: sustain arguments with clear and effective examples via formal research paper

V. Fourth and final year of Modern Languages and Literatures Department undergraduate education: specialized level

- A. ACTFL level 4 (advanced high to superior)

1. All language competencies at level to be able to communicate with native speakers in complex speech situations
 2. Minimum number of completed units for primary language in Modern Languages and Literatures Department BA in Languages and Literatures
 3. Specialized, monographic seminars on language, culture, and literature
 4. Synthesis of multiple individual skills and knowledge
 5. Advanced internalization of diversity, multilingualism, and multiculturalism
 6. Pre-professional technical knowledge
 - a. computer applications for foreign languages
 - b. general technical and computer literacy
 7. Technical international communication skills
 - a. knowledge of World Wide Web
 - b. knowledge of language applications in internet
 - c. knowledge about video conferencing
 8. Advanced analytical, expository, and creative writing skills
 9. Preparation for graduate school and professional training
- B. Literature
1. In-depth advanced knowledge of themes, authors, movements, and periods
 2. Advanced literary theory
 3. Knowledge and understanding of alterity (Otherness) of all advanced subjects
- C. Culture
1. Advanced knowledge of social, political, anthropological, humanistic, military, religious, and philosophical aspects of target culture
 2. Culture-specific and intercultural theories
 3. Understanding that all cultures are relative, changing, and dynamic
 4. In-depth discussion of negative aspects of stereotyping
- D. Language
1. Ability to engage in subject-specific conversations with native speakers
 2. Demonstrated appreciation of expressive and allusive power of target language
 3. Ability to pass National Teachers Examination and national PRAXIS examination
 4. Minimum pages during full fourth year of 30 pages of advanced analytical, critical, expository, and creative writing

VI. Interdisciplinary Sequences and Rubrics (FORL)

- A. General
1. all categories parallel the above syllabus
 2. this designation is for various less commonly taught languages
 3. interdisciplinary foci
 4. specific cultural content

- B. Various lower division language sequences
 - 1. 101, 102, 103 parallel specific languages
 - 2. 201, 201 parallel specific languages
 - 3. lower division independent study
- C. Various cultural courses
 - 1. 303 sequence parallels third year above
 - 2. in any target language
- D. Specialized and monographic courses
 - 1. translation and other topics
 - 2. independent study in any language

VII. Challenge Examinations and Independent Study

- A. Challenge examinations
 - 1. Challenges of all courses covered by this Rhetorical Syllabus are based on goals and standards set in this document for each course and course level
 - 2. Courses covered are from first quarter of first year through last quarter of fourth year
 - 3. Examinations may be fulfilled by equivalent project (writing, performance, oral presentation, etc.) that conforms to these same standards and norms
- B. Independent Study
 - 1. Independent study courses covered by this Rhetorical Syllabus are based on goals and standards set in this document for the corresponding course level
 - 2. Courses covered are lower division (FORL 200) and upper division Independent Study (FORL 400)
 - 3. Independent study may be fulfilled by writing, performance, oral presentation, term paper, or examination providing the project conforms to the standards and norms set forth in this Rhetorical Syllabus