

## GR 499

## Independent Study

Dr. Christy  
Wesleyan Hall 204 (enter through Wesleyan 209)  
Office Hours: TBA

**Text:** Appropriate literary and cultural texts will be selected for each independent study. Students will be required to assess these texts critically, and to situate them within broader literary traditions. One text, to be identified by the student in consultation with me, will be the focus of an in-depth term paper (to be composed in accordance with MLA Guidelines).

### **EXPECTED STUDENT LEARNING OUTCOMES:**

Upon completion of GR 499, students will have an in-depth understanding of a specific literary work and its relation to the broader literary tradition(s). This ability will be assessed through one-on-one consultations and through evaluation of the term paper. More specifically, upon completion of GR 499, as a 400-level course, it is expected that students will be performing at ACTFL Level Advanced. As regards the targeted four skills of listening, speaking, reading, and writing, this proficiency level reflects competency as follows:

- Listening:

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra-linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, non-past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

- Speaking:

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

- Reading:

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

- Writing:

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

Course Objective and Assessment

OBJECTIVE	ASSESSMENT
290-3-3-.11(2)(b)2.(ii) Ability to ask questions and compare answers to interpret literary and cultural texts from both native and target cultures for the purpose of interpreting and reflecting on the perspectives of both cultures.	Term paper. One-on-one consultations. MOPI Exams. Quizzes on readings.

**Grade:**                      Quizzes on Readings    25%  
    Term Paper                      75%

As a course fulfillment requirement, and as a means of assessing progress and performance with respect to the *ACTFL Guidelines*, a Modified Oral Proficiency Interview (**MOPI**) will be administered at the beginning and end of the course. In addition, you will take the **WebCAPE Placement Exam** in the Foreign Language Lab, or online at <http://webcape.byuhtrsc.org/nwcregister.php?acct=una> ], **twice**: once during the first week of class, and once again during the final week of class. This will provide me, and you, a measure of your achievement and appropriate placement level for continuing study in the language.