

WORLD LANGUAGE AND CULTURES (WOLC)

WOLC 1411. Beginning Foreign Language I. 4 Hours.

Students study the first half of an elementary course focused on spoken and written language designed for beginning students.

Prerequisite: Grade of C or better is required to move on to WOLC 1412.

WOLC 1412. Beginning Foreign Language II. 4 Hours.

Students study an elementary course on spoken and written language designed for students that have some basic language knowledge, but want to improve their level in speaking, listening, writing and reading. Topics may include cultural knowledge.

Prerequisite: Grade of C or better in WOLC 1411 or the equivalent.

WOLC 2311. Intermediate Foreign Language. 3 Hours.

Students focus on oral, listening, writing and reading skills. Topics may include oral drills on pronunciation, as well as listening comprehension exercises. Additional activities will consist of reading exercises to improve intonation, pronunciation with the objective of making students comfortable and confident in speaking and writing correctly.

Prerequisite: WOLC 1411 and WOLC 1412 with a grade of C or higher.

WOLC 2312. Intermed Foreign Language II. 3 Hours.

Students undertake a middle course on spoken and written language designed for students that have some basic language knowledge, but want to improve their level in speaking, listening, writing and reading. Topics include cultural knowledge.

Prerequisite: WOLC 1411, WOLC 1412, and WOLC 2311 with a grade of C or higher.

WOLC 3061. Individual Readings. 1-3 Hours.

An advanced-level student may undertake this course for individual study of a particular topic. Enrollment in this course is restricted and approval of such must be obtained from the department chair. The course may be repeated for credit as content varies.

WOLC 4363. Lang Learn: Concepts & Methods. 3 Hours.

Students develop working knowledge of foreign language teaching methods. Topics may include theories of language acquisition; comparisons between first and second language (L2) acquisition; individual differences in SLA (age, aptitude, motivation, etc.); the nature of learner grammars; the development of L2 fluency, and contextual factors influencing the quality and quantity of the input available to language learners.