

World Languages (Cantonese, French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese) - Self Review of Courses

Name: _____ Student ID: _____

Please list the World Languages (Cantonese, French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese) subtests you have passed (Subtests 1 or 3): _____

The domains corresponding to the CSETS which have already been passed will not be evaluated.)

<u>Domains</u>	<u>Description</u>	<u>Courses that Meet the Domain</u>
Subject matter (CSET Subtest #)	Domains of subject matter requirement.	<ul style="list-style-type: none"> • Course Name (e.g. ENG 412) • College/University • For non CSUDH courses include link to catalog page from the catalog that matches the year you took the course. • If you can't link the exact page, link to the whole catalog and cut and paste course descriptions at the end of this worksheet.
Domain 1. General Linguistics (CSET Subtest 1)	Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages and the ways in which linguistics describes and categorizes language structures. They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. They demonstrate a thorough understanding of language acquisition, including the processes by which new languages are acquired and the developmental patterns of language learning, and recognize that language acquisition	

	involves the interrelationship of language and culture. (CSET Subtest 1)	
Domain 2: Linguistics of the Target Language (CSET Subtest 1)	Candidates demonstrate a broad and deep knowledge of target-language linguistics at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate an understanding of the languages they teach, including sound systems, the rules by which words are formed, and the ways in which phrases, clauses, and sentences are structured, and can explain the major levels and features of the target-language grammar. They understand articulatory phonetics and are able to describe target-language phonological features, orthography, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for word and sentence formation, as well as the structure, function, and meaning of target language discourse, including features for producing coherence in spoken and written discourse, pragmatic features, and sociolinguistic features of target-language discourse. Candidates are familiar with rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communicative purposes. In addition, understand the historical changes in the target language and the variations among regional dialects, including differences in pronunciation, orthography, vocabulary, and grammatical structures, as well as register. (CSET Subtest 1)	
Domain 3: Literary and Cultural Texts and Traditions (CSET Subtest 1)	Candidates demonstrate a broad and deep knowledge of literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are familiar with major literary and intellectual movements, genres, writers, and	

	<p>works. They can analyze, interpret, and synthesize ideas as well as critical issues from a wide range of writers and thinkers across a variety of forms and media. They understand the historical, social, and cultural contexts in which literary and cultural texts were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape the target culture. Finally, candidates use literary and cultural texts to interpret and reflect upon the perspectives of the target culture over time. (CSET Subtest 1)</p>	
<p>Domain 4: Cultural Analysis and Comparisons (CSET Subtest 1)</p>	<p>Candidates possess a broad and deep knowledge of the cultures associated with the target language and demonstrate an understanding of the interrelationships among the perspectives, practices, and products of those cultures at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of cultures associated with the target language. Candidates recognize important geographical features and analyze the impact of geographical factors on the development of cultures associated with the target language. They exhibit familiarity with contemporary and historical issues, significant works of art, cultural attitudes and priorities, daily living patterns, and social institutions. They are able to identify the roles and contributions of major political figures, artists, and cultural icons, and references made to them in the culture. Candidates are able to interpret ideas, values, and beliefs that represent the target culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in the target culture with those of other cultures. (CSET Subtest 1)</p>	

<p>Domain 5: Language and Communication: Listening Comprehension</p> <p>(CSET Subtest 3)</p>	<p>Candidates demonstrate proficiency in the comprehension of oral messages in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to listen effectively and understand oral messages in the target language for various purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret both limited and extended oral messages, including monologues, conversations, news broadcasts, narratives and descriptions in various time frames, speeches, and debates. Candidates are not only able to identify the main ideas and supporting details of oral messages, but also to infer the meaning of unfamiliar words from their contexts, interpret oral messages on a number of levels, analyze them from multiple perspectives, and give detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about oral messages and to evaluate them in relation to logical and stylistic standards and social relationships, as well as the speaker's purposes, assumptions, and intended audience. (CSET Subtest 3)</p>	
<p>Domain 6: Language and Communication: Reading Comprehension</p>	<p>Candidates demonstrate proficiency in the comprehension of written texts in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to</p>	

<p>(CSET Subtest 3)</p>	<p>demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to read effectively and understand written texts in the target language for multiple purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret a variety of texts written in the target language, including expository prose, personal essays, newspaper and magazine articles, narratives and descriptions, correspondence, Web sites, electronic messages, and realia (e.g., signs, flyers, menus). Candidates interpret written texts on a number of levels, analyzing them from multiple perspectives, synthesizing concepts and ideas, and giving detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about what they read and to evaluate written texts in relation to logical and stylistic standards and social relationships, as well as the author's purposes, assumptions, and intended audience. (CSET Subtest 3)</p>	
<p>Domain 7: Language and Communication: Oral Expression</p> <p>(CSET Subtest 3)</p>	<p>Candidates demonstrate proficiency in oral expression in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to speak effectively in everyday situations and to react competently when asked to respond orally to a complication or an unexpected turn of events. They speak with good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed accounts and exhibiting good control of aspect. Candidates demonstrate the ability to speak effectively in the target language for various</p>	

	<p>purposes in different contexts, employing a variety of text types and accurately expressing ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they are able to deliver oral presentations on a wide range of topics, employing strategies and vocabulary tailored to the speaking situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse. (CSET Subtest 3)</p>	
<p>Domain 8: Language and Communication: Written Expression (CSET Subtest 3)</p>	<p>Candidates demonstrate proficiency in written communication in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates write in major time frames, employ vocabulary appropriate to purpose and audience, and use a variety of different syntactic structures. When writing texts of several paragraphs in length, they demonstrate competence in the use of a variety of cohesive devices and discourse strategies. Candidates demonstrate the ability to write effectively in the target language for various purposes in different contexts, employing a variety of text types, and to accurately express ideas in culturally appropriate language and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they demonstrate the ability to express themselves through formal and informal writings on practical, social, and professional topics and to write about issues and events of public and personal relevance through extended written texts. (CSET Subtest 3)</p>	

Course Descriptions: Please provide a course description for each of the classes. For non-CSUDH courses, please include the link to catalog page from the catalog that matches the year you took the course. If you can't link the exact page, link to the whole catalog and cut and paste course descriptions at the end of this worksheet.

