

**WLGN 101**  
**Introductory Language I**  
3 credit hours

Community College of Baltimore County  
Common Course Outline

**Description**

**WLGN 101 – Introductory Language I:** is a course that provides academic credit for knowledge and skills acquired through the assessment of cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in the target language at a novice level. It provides connections to other disciplines and cultures through the study of language and demonstrates an awareness of the cultural contributions and socio-political contexts of diverse, often underrepresented groups throughout the target language-speaking world. Topics related to local and global diversity provide the context through which language skills are assessed. Communicative competence at a novice level is emphasized and gauged through instructional technologies.

**Pre-requisite:** None

**Co-requisites:** None

**Overall Course Objectives**

Upon successful completion of the evaluation, students will be able to:

1. apply novice-level grammatical structures in the target language;
2. recognize short sentences with familiar words and phrases in the spoken target language;
3. use novice-level vocabulary from familiar material to perform basic routine tasks in simple social situations;
4. derive meaning from short, predictable texts that convey basic information about familiar topics or contexts using formulaic/rote phrases in most informal settings;
5. demonstrate mastery of novice-level grammatical structures by producing a limited number of words or phrases from memory;
6. communicate orally with high-frequency words and formulaic/rote utterances, lists, and phrases in most informal settings and common aspects of daily life;
7. engage in simple conversations to obtain basic information such as exchanging simple greetings and describing concrete objects;
8. identify the major countries where the target language is spoken, both by dominant and marginalized groups;
9. compare the histories, traditions, practices, and perspectives of the diverse target language-speaking groups throughout the world;
10. explore the experiences of diverse target language speaking groups, in relation to speakers of other languages, including English, within various contexts;
11. describe social and ethical issues related to cultural differences within the target language using various contexts such as role-playing scenarios;

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For more information, see your professor's syllabus.

12. convey knowledge of other disciplines throughout the assessment of the target language;
13. demonstrate knowledge of the importance of technology within society, while participating in assessment using online technology platforms; and
14. find, evaluate, use, and cite research sources when completing tasks.

### **Major Topics**

- I. Listening
- II. Speaking
- III. Pronunciation including sound system
- IV. Reading
- V. Vocabulary
  - a. Routines
  - b. Descriptions of places and objects
  - c. Daily activities
- VI. Grammar
  - a. Present tense
- VII. Information literacy
- VIII. Language as a fundamental category of diversity
  - a. Language variation
  - b. Language and ethnicity
  - c. The target language as a dominant and minority language
- IX. Immigration
  - a. Stereotypes and discrimination faced by immigrants
  - b. The role of immigration in multicultural societies where the target language is spoken.
- X. Relationships between language and culture
  - a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism
- XI. Identities, values, traditions, and experiences of diverse target language-speaking groups in multiple geographic cultural, political, and historical contexts
  - a. The target language-speaking diaspora
  - b. Conquest and colonization in the target language-speaking world
- XII. Significant elements of the societies and cultures of the target language-speaking groups (to include the arts, histories, politics, religions, and other achievements)
  - a. Multi-disciplinary contributions

### **Course Requirements**

Credit is given in this course for successful completion of a nationally recognized assessment, the Oral Proficiency Interview Exam (OPI) at the novice level.

### **Other Course Information**

This course is an approved 3–credit General Education course in the Arts and Humanities. This course is approved for General Education Diversity. This course receives equivalency credits by the American Council on Education ACE and OPI: Oral Proficiency Interview (OPI) - Online Language Test.

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