Novice Abroad I

STUDENT PROFILE:
This course is designed for students with little or no prior knowledge of the language.

By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of basic everyday needs in the host culture as described in the learning outcomes below.

LEARNING OUTCOMES:
By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication
   A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
   B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
   C. Students will be able to distinguish between basic representations of formality and informality in the language.
   D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

II. Listening
   A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts’ interactions, Center interactions, studying, shopping, transportation, meals) and given to them in a controlled environment.
   B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

III. Speaking
   A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the local community).
   B. Students will be able to express some basic needs by asking questions, exchange greetings, and get what they need in uncomplicated, everyday situations.

IV. Reading
   A. Students will be able to identify and understand the major characters of the Japanese alphabets and their Romanized versions, and they will be able to distinguish among the different types of written scripts.
   B. Students will be able to understand a defined set of characters, as long as they are covered in class, and at times deduce others that follow similar patterns.
V. Writing
   A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, and their daily routines.
   B. Students will be able to send short and basic emails and text messages.

102 Novice Abroad II (Tokyo)

STUDENT PROFILE:
This course is designed for students limited basic knowledge of the language.

By the end of the course, the successful student will develop a basic foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of basic everyday needs in the host culture as described in the learning outcomes below.

LEARNING OUTCOMES:
By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication
   A. Students will be able to meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (repetition, talking around the point, body language etc.).
   B. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.
   C. Students will be able to distinguish between basic representations of formality and informality in the language.
   D. Students will understand that there are differences between cultural stereotypes and generalizations between the home culture and the host culture.
   E. Students will start to make informed comparisons between my host culture and my home culture.

II. Listening
   A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts’ interactions, Center interactions, studying, shopping, transportation, meals), and within a familiar environment.
   B. With increasing confidence, students will be able to use context to understand the gist of some basic spoken language they overhear, including some standard television programs, simple exchanges between others, and basic announcements.

III. Speaking
   A. Students will be able to use simple phrases appropriately in everyday situations (home, the IES Abroad Center, and the wider community)
   B. Students will be able to express many simple needs by asking questions, exchanging greetings, and they are able to obtain what they need in uncomplicated, everyday situations.
IV. Reading
   A. With increased accuracy and speed, students will be able to identify and understand
      the major characters of the Japanese alphabets and their Romanized versions, and
      they will be able to distinguish among the different types of written scripts.
   B. Students will be able to understand a defined set of characters and at times deduce
      others that follow similar patterns.

V. Writing
   A. Students will be able to write short texts about simple and concrete topics they have
      studied, such as themselves, their families, their friends, plans, experiences and
      their daily routines.
   B. Students will be able to send simple emails and text messages.

203 Novice Abroad IV

STUDENT PROFILE:
This course is designed for students with a basic foundation of the language. Students who
can already use a few basic words and phrases, and who can understand very simple
requests and responses are appropriate for this level. Students entering this course are also
able to read and interpret the basic meaning of simple sentences and phrases. Students
who have studied the language in high school or in college but never continued to build their
skills may find this level appropriate. The language assessment process will determine the
appropriate level for each individual student.

By the end of the course, the successful student will have built a solid foundation in the five
skills: intercultural communication, reading, writing, listening and speaking to accomplish a
variety of everyday needs in the host culture as described in the learning outcomes below
and should be capable of entering the Emerging Independent Abroad level.

LEARNING OUTCOMES:
By the end of the course, students will be able to achieve the outcomes for the Novice
Abroad level as defined by the MAP for Language and Intercultural Communication. The key
learning outcomes from the MAP are summarized below:

I. Intercultural Communication
   A. Students will be able to meet simple everyday needs using verbal and non-verbal
      communication, and they will be able to use compensatory strategies when they do
      not know the word or expression (paraphrasing, repetition, talking around the point,
      body language etc.).
   B. Students can recognize some appropriate and inappropriate expressions and
      behaviors in the host language.
   C. Students will be able to distinguish between simple representations of formality and
      informality in the language.
   D. Students will identify some differences between cultural stereotypes and
      generalizations between the home culture and the host culture.
   E. Students will start to make informed comparisons between their host culture and the
      home culture (festivals, food, basic customs and perspectives).

II. Listening
   A. Students will be able to understand simple statements, requests, descriptions, and
      questions in a specific cultural context relevant to them (hosts’ interactions, Center
      interactions, studying, shopping, transportation and travel, meals).
B. Students will be able to use context to understand the gist of some spoken language they overhear, including some media, conversations between others, and announcements.

III. Speaking
   A. Students will be able to use simple phrases appropriately in numerous everyday situations with increasing accuracy (home, the IES Abroad Center, and the wider community).
   B. Students will be able to express simple needs by asking questions, conducting basic interviews, and obtaining what they need in uncomplicated, everyday situations.

IV. Reading
   A. With increasing depth, students will be able to identify and understand words and simple sentences relevant to their studies and with a broader understanding of the writing system covered explicitly in class.

V. Writing
   A. Students will be able to write short texts and descriptions about concrete topics, such as themselves, their families, their friends, opinions and feelings, plans, experiences and their daily routines.
   B. Students will be able to send a variety of standard emails and text messages.
   C. Students will be able to write with increased accuracy, although using some native language structures.

301 Emerging Independent Abroad I

STUDENT PROFILE:
Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Depending on their academic background, their mastery of the four basic skills—reading, writing, speaking and listening—may be uneven. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies.

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

This course builds upon skills introduced in Novice Abroad. By the end of the course, the successful student will have begun to develop some communicative and cultural self-confidence necessary to attempt moderately complex tasks in the language, as described in the learning outcomes below.

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Novice Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.
By the end of the course, students will be able to achieve some of the outcomes for the Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication
   A. Students will be able to solve some daily troublesome situations and meet needs with limited help.
   B. Students will be able to make some informed comparisons between the host culture and the students’ home cultures.
   C. Students will be able to distinguish between verbal and non verbal communication that reflects politeness, formality, or informality.
   D. Students will be able to recognize simple patterns of intonation and their meaning.

II. Listening
   A. Students will be able to understand some interactions (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
   B. Students will be able to understand direct requests, questions, and simple conversations on familiar and concrete topics.
   C. Students will be able to distinguish among some basic varieties of Japanese speech (gender, age).

III. Speaking
   A. Students will be able to talk to a limited extent about persons and things in their immediate environment, as well as their plans and their experiences.
   B. Students will be able to address moderately complicated situations involving familiar subjects, including situations that involve multiple participants and with less notable hesitation.

IV. Reading
   A. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar topics covered in class and understand their general meaning.
   B. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

V. Writing
   A. Students will be able to communicate with some effectiveness through notes, emails, and simple online journals, discussions and chats.
   B. Students will be able to write short essays on concrete topics of limited levels of complexity with some reliance on the communicative patterns of their native language.

303 Emerging Independent Abroad II

STUDENT PROFILE:
Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Depending on their academic background, their mastery of the four basic skills—reading, writing, speaking and listening—may be uneven. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies.
As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

**LEARNING OUTCOMES:**

Students who are placed in this level should be capable of achieving the outcomes in the Novice Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve the outcomes for the Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. **Intercultural Communication**
   A. Students will be able to solve most daily troublesome situations and meet needs with limited help.
   B. Students will be able to make informed comparisons between the host culture and the students’ home cultures.
   C. Students will be able to distinguish and to imitate verbal and non-verbal communication that reflect politeness, formality, or informality.
   D. Students will be able to recognize patterns of intonation, their meaning, and cultural implications.

II. **Listening**
   A. Students will be able to understand some interactions of moderate complexity (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
   B. Students will be able to understand direct requests, questions, and basic conversations on familiar and concrete topics.
   C. Students sometimes will understand commonly-used expressions and popular phrases, especially those used by their Japanese peers.

III. **Speaking**
   A. Students with some depth and increased accuracy will be able to talk about persons and things in their immediate environment, as well as their plans and their experiences, and they can provide a limited amount of supporting details.
   B. Students will be able to resolve moderately complicated situations involving familiar subjects.
   C. Students will respond to some questions that ask for an opinion or a belief on a topic with assistance and practice.

IV. **Reading**
   A. Students will be able to read passages and short texts (newspapers, lyrics, letters, short stories, etc.) and understand overall meaning.
   B. Students will be able to support their understanding of texts through the use of context, dictionaries, or with the assistance of others at times.
   C. Students will be able to read and understand most text messages on everyday topics.
V. Writing
   A. Students will be able to communicate with increasing effectiveness through notes, emails, journals, and simple online discussions and chats.
   B. Students will be able to write short essays on concrete topics of limited levels of complexity and with less reliance on the communicative patterns of their native language.
   C. Students will be able to describe things, relate ideas, and express simple opinions in concrete language.

351 Independent Abroad I

STUDENT PROFILE:
Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will start to become creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang, and are starting to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve some of the outcomes for the Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication
   A. Students will begin to identify at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
   B. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
   C. Students will be able to identify some gestures and body language, and they may be able to integrate some of those non-verbal actions into their interactions with native speakers.

II. Listening
   A. Students will be able to understand some spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
   B. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions, especially those used among their Japanese peers.
C. Students will be able to interpret some indirect speech and verbal cues given during conversation with native speakers.

III. Speaking
A. Students will be able to speak on and discuss concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
B. Students will be able to participate and respond actively in a variety of interactions.

IV. Reading
A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
B. Students will begin to read and identify the basic ideas of academic texts with assistance.

V. Writing
A. Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with developing degrees of grammatical and lexical accuracy.
C. Students will be able to edit their own and their peers’ writing for common errors covered in class.

352 Independent Abroad II

STUDENT PROFILE:
Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. They will also begin to recognize their own and their peers’ errors.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will be creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang, and are starting to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve some of the outcomes for the Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:
MAP for Language & International Communication
Japanese Language Learning Outcomes by Level

I. Intercultural Communication
   A. Students will be able to identify and describe at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
   B. Students will be able to describe their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
   C. Students will be able to describe gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.

II. Listening
   A. Students will be able to understand a variety of spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
   B. Students will be able to understand certain native speakers from a variety of backgrounds and experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

III. Speaking
   A. Students will be able to speak on and discuss a range of concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
   B. Students will be able to participate, initiate, and respond actively in a variety of interactions.

IV. Reading
   A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
   B. Students will be able to read and understand the main ideas and supporting arguments of academic texts with assistance.

V. Writing
   A. Students will be able to meet most everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
   B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with a moderate degree of grammatical and lexical accuracy.
   C. Students will be able to edit their own and their peers’ writing for common errors.

353 Independent Abroad III

STUDENT PROFILE:
Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will develop independence and autonomy so that, when communication does break down, they have enough tools at their disposal to resolve these challenges on their own. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. They will also begin to recognize their own and their peers’ errors.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will be creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are much more likely to resolve these on their own. Students will understand a variety of
Colloquial expressions and slang, and will be able to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

**LEARNING OUTCOMES:**

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve the outcomes for the Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. **Intercultural Communication**
   A. Students will be able to identify and describe at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
   B. Students will be able to discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
   C. Students will be able to interpret gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.
   D. Students will know how to conform to socio-cultural norms in almost any transactional event.

II. **Listening**
   A. Students will be able to understand most spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
   B. Students will be able to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

III. **Speaking**
   A. Students will be able to speak on and discuss a wide range of concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
   B. Students will be able to participate, initiate, and respond actively in a wide variety of interactions.
   C. Students will be able to narrate sequences of events with some degree of accuracy.

IV. **Reading**
   A. Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
   B. Students will be able to read and understand academic texts with assistance.

V. **Writing**
   A. Students will be able to meet their everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
   B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics.
   C. Students will be able to edit their own and their peers’ writing.

**401 Emerging Competent Abroad I**
STUDENT PROFILE:
Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wider variety of native speakers from different backgrounds.

Students entering this level can succeed in a range of moderately complex university courses designed for native speakers. Before registering, they should consult with the appropriate IES Abroad academic adviser on course selection.

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Students at this level begin to understand some local cultural attitudes, values, beliefs, and behavior patterns. However, there will be numerous gaps and inconsistencies in their knowledge, and they lack the depth of understanding and sophistication of those who have spent more time living and working in the local context.

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve some of the outcomes for the Emerging Competent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication
   A. Students will begin to recognize and describe key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
   B. Students will be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
   C. Students will demonstrate openness toward different beliefs and styles even when they do not agree with them.
   D. Students will accept responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture

II. Listening
   A. Students will be able to identify a range of social and cultural dialects of the spoken language.
   B. Students will be able to understand a variety of native speakers and non-native experts and comprehend an array of moderately complex interactions.
III. Speaking
A. Students will participate reasonably well in most academic and social interactions, using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
B. Students will be able to make arguments and form opinions on almost any topic of their interest.

IV. Reading
A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as some popular texts for enjoyment.
B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals, etc. on abstract topics with some assistance at times.

V. Writing
A. Students will be able to write for certain native audiences and express themselves somewhat clearly and effectively.
B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

402 Emerging Competent Abroad II

STUDENT PROFILE:
This course builds upon the skills introduced in Emerging Competent Abroad 1. Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication, as well as the more basic outcomes defined in Emerging Competent Abroad. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wider variety of native speakers from different backgrounds.

Students entering this level can succeed in a range of moderately complex university courses designed for native speakers. Before registering, they should consult with the appropriate IES Abroad academic adviser on course selection.

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. There may, however, be some gaps and inconsistencies in their knowledge, and they lack the depth of understanding and sophistication of those who have spent more time living and working in the local context.

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve some of the outcomes for the Emerging Competent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. **Intercultural Communication**
   A. Students will be able to recognize and describe key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
   B. Students will be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
   C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
   D. Students will accept responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. **Listening**
   A. Students will be able to identify a fairly wide range of social and cultural dialects of the spoken language.
   B. Students will be able to understand many native speakers and non-native experts and comprehend a reasonably wide array of moderately complex interactions.

III. **Speaking**
   A. Students will participate actively in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
   B. Students will be able to make arguments and form opinions on topics of their interest.

IV. **Reading**
   A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a range of popular texts for enjoyment.
   B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with some assistance at times.

V. **Writing**
   A. Students will be able to write for a range of native audiences and express themselves clearly and effectively.
   B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

**403 Emerging Competent Abroad III**

**STUDENT PROFILE:**
This course builds upon the skills introduced in Emerging Competent Abroad II. Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication, as
well as selected outcomes defined in Emerging Competent Abroad. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wider variety of native speakers from different backgrounds.

Students entering this level can succeed in a range of moderately complex university courses designed for native speakers. Before registering, they should consult with the appropriate IES Abroad academic adviser on course selection.

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. They lack some of the depth of understanding and sophistication of those who have spent more time living and working in the local context.

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve the outcomes for the Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. **Intercultural Communication**
   A. Students will be able to describe and analyze key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
   B. Students will be able to analyze the validity of their own cultural beliefs, behaviors, and norms by contrasting and comparing them with the host cultures.
   C. Students will demonstrate openness and acceptance of different beliefs and styles even when they do not agree with them.
   D. Students will assume responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. **Listening**
   A. Students will be able to identify a wide range of social and cultural dialects of the spoken language.
   B. Students will be able to understand most native speakers and non-native experts and comprehend a wide array of moderately complex interactions.
III. Speaking
   A. Students will be able to participate fully in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
   B. Students will be able to make arguments to support hypotheses and opinions on topics of their interest.
   C. Students will talk about abstract topics, but only if they are topics previously studied or which they are personally familiar.
   D. Students will be able to understand different levels of formality.

IV. Reading
   A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment.
   B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals etc. on abstract topics with limited assistance.
   C. Students will take responsibility for the selection of their reading materials based on their own interests.

V. Writing
   A. Students will be able to write for a wide range of native audiences and express themselves quite clearly and effectively.
   B. Students will be able to write essays for classes incorporating aspects of appropriate academic style with limited assistance.
   C. Students will be able to use a variety of formal written styles with accuracy.

450 Competent Abroad

STUDENT PROFILE:
Students who enter this course will already be capable of achieving the outcomes of the Emerging Competent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication. Students who take this level should already be familiar with most of the complex structures and linguistic functions that will be covered. They should not be surprised, however, to find that they will need to review these aspects of the language to develop greater fluency and more sensitivity to subtle and underlying linguistic and cultural meanings.

Students entering this level can succeed in a wide range of university courses designed for native speakers, provided they have met any prerequisites. Before registering, they should consult with the appropriate IES Abroad academic adviser on course selection.

By the end of this course, students will be fully able to meet the demands of living and working in the host culture. They will be able to communicate accurately, vividly, and expressively with their hosts on most topics. Students who succeed in this course will be able to function in a professional setting and to undertake further personal or professional projects in the host culture. Students will be able to understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make informed choices about which cultural features he or she would like to adopt or needs to adopt in order to live harmoniously in the local culture.

LEARNING OUTCOMES:
Students who are placed in this level should be capable of achieving the outcomes in the Emerging Competent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve the outcomes for the Competent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. **Intercultural Communication**
   A. Students will be able to express their own ideas, perspectives, and arguments thoroughly and yet tactfully, using language proficiency, sociolinguistic skills, and cultural knowledge.
   B. Students will be able to perform any activity (social, academic, professional) a local student of their age, skills, and background would do with a reasonable degree of success.

II. **Listening**
   A. Students will be able to recognize and appreciate the beauty of language when they hear it.
   B. Students will be able to understand native speakers on a wide range of complex topics, including their digressions, side comments, and humor.

III. **Speaking**
   A. Students will be able to talk about *abstract* ideas and concepts, engage in agreement or disagreement, and defend their opinions with supporting evidence.
   B. Students will be able to use the language for a wide range of creative purposes.
   C. Students will be able to use an extensive variety of colloquial expressions and humor effectively.
   D. Students will be capable of varying their language to make subtle and complex distinctions (e.g. formality and informality) with a wide array of native speakers.

IV. **Reading**
   A. Students will be able to read and understand a wide range of popular texts from the local community (print or online).
   B. Students will be able to understand the main ideas and supporting details when reading many works of literature and nonfiction with some assistance at times.
   C. Students will be able to recognize and appreciate the beauty of the written word.

V. **Writing**
   A. Students will be able to write academic texts that describe, relate, report, compare and contrast, analyze, and summarize with a high degree of precision and accuracy on a wide range of topics.
   B. Students will be able to distinguish between the written style and the spoken style, and will be able to use the written style effectively with some support.