

## OUTCOMES-BASED LEARNING MATRIX

**Course: Beginning Cape Verdean II      Department: Modern Languages**

**Course Description:** This course is a continuation of Beginning Cape Verdean I. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students will continue to acquire grammar, syntax, vocabulary, and correct pronunciation which will enhance their ability to initiate and sustain conversations, read basic Cape Verdean passages, and write basic Cape Verdean sentences and dialogues. Various aspects of Cape Verdean cultures will be explored.

**Approved by Department:**

**Date:**

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

<i>Upon successful completion of the course, students should be able to:</i>	<i>To achieve these outcomes, students may engage in the following activities:</i>	<i>Student learning may be assessed by</i>
<b>COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
Students should be able to continue to communicate in the present, past and future through continued development of the speaking, writing, reading, and listening skills in Cape Verdean language with a special emphasis on the Santiago island dialectal variation while acknowledging, and referring to other variations and word meanings.	Students will participate and make progress on daily meaningful listening, reading, writing, conversational exercises, dialogues and other pertinent activities. (OC, R, W, CT)	Consistent class participation, independent learning assignments, quizzes and tests, cooperative group work in class, journal entries, oral presentation, and final exam.  (OC, R, W, CT)
Students should be able to further explore relevant aspects of the Cape Verdean history and culture.	Further exploration of the different islands and ethnic groups found within the Cape Verdean language-speaking world; Get acquainted with the neighborhood structure of Cape Verdean language-speaking cultures; Learn about famous Cape Verdean language-speaking artists, musicians, sports figures, politicians, heroes, etc, in history and in modern times. (videos, websites, music, journals, etc) (OC, CT)	Essays and report writing  (W, CT)

<p><b>COMMUNICATION</b>  <b>Students will be expected to:</b></p> <ul style="list-style-type: none"> <li>• continue to describe themselves and their environment orally and in writing in increasingly sophisticated ways;</li> <li>• be able to engage in conversations about likes and dislikes in the present future, and in the past;</li> <li>• be able to obtain information about others in the present, past and future;</li> <li>• describe activities in the present, past and future;</li> <li>• be able to make and respond to requests in various settings;</li> <li>• make comparisons and selections;</li> <li>• read, discuss and write about selections from literature.</li> <li>• approximate as much as possible the pronunciation of a native speaker;</li> </ul>	<p>In-class oral practice, reading and discussion (OC, R)  Reading assignments with comprehension exercises (R)  Oral and written exercises on syntax and grammar (OC, R, W)  Selected video viewing on fundamental aspects of Cape Verdean cultures (R, OC, CT)  Written classroom exercises, Journal assignments (W)  Meaningful and relevant readings on various aspects of Cape Verdean cultures (R, CT)</p>	<p>On-going evaluation of oral facility  Evaluation of group oral presentations  Evaluation of discussions on reading  Quizzes on reading assignments  Evaluation of homework and quizzes on grammar and syntax  Evaluation of quizzes  Evaluation of journals  Evaluation of students' comprehension of common characteristics of Cape Verdean culture  Evaluation of students' comprehension of diverse characteristics of Cape verdean culture</p> <p>(OC, R, W, CT)</p>
<p><b>CULTURE</b>  Students will</p> <ul style="list-style-type: none"> <li>• continue to learn about the different islands and groups found within the Cape Verdean language-speaking world including different generations of Cape Verdeans in the Diaspora;</li> <li>• increase their knowledge of the history of Cape Verde;</li> <li>• read about, identify, and discuss the famous Cape Verdean artists, musicians, sports figures, politicians, heroes, etc, in history and in modern times;</li> <li>• learn about and practice culturally appropriate behavior;</li> <li>• deepen their familiarity with the family structure of Cape Verdeans, the Cape Verdean architecture, art, music, and food;</li> <li>• read and discuss contemporary problems of different Cape Verdean generation cultures;</li> <li>• learn about holidays that are celebrated in Cape Verde.</li> <li>• further learn about the socialization of peer groups and adult interactions;</li> </ul>		
<p><b>CONNECTIONS</b>  Students will</p> <ul style="list-style-type: none"> <li>• read articles about environmental issues in Cape Verde;</li> <li>• learn about and discuss the post independence progress and human rights in Cape Verde;</li> </ul>	<p>Students practice oral and written greetings, farewells, and other communications appropriate to Cape Verdean cultures (OC, W)</p>	<p>Evaluation of sensitivity to Cape Verdean cultural norms in discussing classroom exercises and homework</p> <p>Evaluation of students' understanding of selected aspects of Cape Verdean cultures</p>

<ul style="list-style-type: none"> <li>• continue to become familiar with historical events and dates in Cape Verdean language, entertainment and transportation;</li> <li>• progress their knowledge of the geography of the archipelago of Cape Verde;</li> <li>• continue to observe the role of Cape Verde in the Western African Community, in the Lusophone Community, as well as in the European Economic Community;</li> <li>• Learn simple poems and songs in Cape Verdean language;</li> <li>• Continue to discuss various careers, health, housing, banking, safety, emergency issues, etc;</li> </ul>		
<p><b>COMMUNITIES</b> Students will</p> <ul style="list-style-type: none"> <li>• learn popular songs and poems;</li> <li>• view and discuss videos about Cape Verde;</li> <li>• interact with Cape Verdean guests;</li> <li>• be encouraged to participate in service-learning activities organized by the college;</li> <li>• participate in cultural events as they arise in the Cape Verdean communities in New England.</li> </ul>	<p>In-class discussion in Cape Verdean with native speaker or speakers and/or with the professor. (OC, CT)</p>	<p>Evaluation of students' comprehension of typical Cape Verdean customs and beliefs</p> <p>Evaluation of facility in Cape Verdean while speaking with Cape Verdean speaker(s)</p> <p>( OC, CT)</p>
<p><b>COMPARISONS</b> Students will</p> <ul style="list-style-type: none"> <li>• discuss the differences between Cape Verdean and American peer-group activities and everyday</li> <li>• become familiar with the differences between the Cape Verdean governmental structures and their own;</li> <li>• continue to learn about the differences and similarities among the different generations of Cape Verdeans living in the Diaspora;</li> <li>• compare the differences between the Cape</li> </ul>	<p>In-class discussions of selected aspects on Cape Verdean cultures relative to one's own culture (OC)</p> <p>Group oral presentations (OC)</p> <p>Journals (W)</p>	<p>Assessments of comprehension of selected cultural aspects of Cape Verdean societies in oral, reading and writing exercises</p> <p>(OC, W, R ,CT)</p>

<p>Verdean and American cultures in the areas of work, educational systems, family, peer groups, and other areas of social interaction.</p> <ul style="list-style-type: none"> <li>• understand the differences and similarities among the various generations of Cape Verdean cultures.</li> </ul>		
<p><b>To strengthen Core Competencies ** in order to increase success in this and other courses and in the workplace</b></p>		

\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .**  
 Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).