

# Foreign Language Placement

## 2017-2018

### **Modern Language Studies**

Dr. Scott Williams, Chair  
Scharbauer 3200

### **Spanish and Hispanic Studies**

Dr. F. Komla Aggor, Chair  
Scharbauer 3115

Not all TCU degrees require a foreign language. As a general rule, the Bachelor of Arts degree does require a foreign language; the Bachelor of Science does not.

The information below is provided by the Departments of Modern Language Studies and Spanish and Hispanic Studies for student placement in foreign language courses. This information is for guidance and should not be interpreted as being an absolute predictor of success. When considering placement, students should be aware that foreign language courses at TCU are taught in the foreign language.

To determine proper placement level, students should consult the level descriptions on the departments' web sites or in this section, take the computerized CAPE examination, or consult with an advisor in the appropriate department.

### **CAPE Online Placement Exam**

The CAPE test is used for French, German and Spanish placement only. To access the TCU CAPE placement exam online, go to <http://webcape.byuhtrsc.org>. Use lowercase letters to type in both the user name and the password.

The user name: tcu user

The password: frogs1

*Note: Students considering a minor in French, German or Spanish should bear in mind that 10000 level courses do not count toward a minor.*

**French**—Recommendations for placement in French courses using the French Computerized Adaptive Placement Exam (F-CAPE):

000-259 1st semester college French (10153)

260-349 2nd semester college French (10163)

350-435 3rd semester college French (20053)

436-500 4th semester college French (20063)

**German**—Recommendations for placement in German courses using the TCU German Computerized Adaptive Placement Exam (G-CAPE):

000-259 1st semester college German (10153)

260-349 2nd semester college German (10163)

350-435 3rd semester college German (20053)

436-500 Intermediate German (20063)

501 3rd year college German (30053)

**Spanish**—Recommendations for placement in Spanish courses using the TCU Spanish Computerized Adaptive Placement Exam (S-CAPE):

Below 236 1st semester college Spanish (10103)

236-315 2nd semester college Spanish (10203)

316-375 3rd semester college Spanish (20103)

376-479 4th semester college Spanish (20203)

Above 479 5th semester college Spanish  
(31103/31203/31403)

### **Incentive-based Placement Policy**

The Incentive-based Placement Policy applies to Chinese, French, German, Italian, Japanese, and Spanish.

### ***Do I have to start at Level 1 in a foreign language?***

No, if you have academic or life experience in a foreign language, you should enroll at a level appropriate to your skills. In fact, TCU offers an incentive-based policy to encourage students to enroll in a first course appropriate to their proficiency. In the case of Spanish, Level 1 is available only for students who have not had any previous instruction in the Spanish language.

### ***What is the incentive-based policy?***

If your first language class at TCU is beyond the first semester level, you may earn additional language credit.

If you take a foreign language class at a level beyond the first one and earn a grade below B- and above F, you will receive credit for only the course passed with no additional language credit. However, you will not have to take the previous level language course. Once you have earned a passing grade on the fourth semester level or higher, you will have satisfied the foreign language requirement for a Bachelor of Arts degree.

## Chinese (CHIN)

The following general guidelines may not apply to each student's situation. Since the previous learning experiences, e.g. high schools, study abroad programs, etc., vary widely, students should consult a faculty member for guidance.

Course	Best for students who:	Topics Covered
Chinese 10153 – Beginning Chinese I	No or little prior experience in standard Mandarin	<ul style="list-style-type: none"> <li>Listening, speaking, reading and writing, with emphasis on practicing pronunciations and building vocabulary</li> <li>Acquiring fundamental grammatical structures</li> <li>Chinese cultures</li> </ul>
Chinese 10163 – Beginning Chinese II	Students who have already taken a semester in Chinese	<ul style="list-style-type: none"> <li>Continually covers basic Mandarin Chinese to</li> <li>Strengthening integrated training in listening, speaking, reading and writing</li> <li>More efforts will be given to spoken and reading practicing</li> <li>Chinese cultures</li> </ul>
Chinese 20053 – Intermediate Chinese I	Students who have already had two semesters of Chinese	<ul style="list-style-type: none"> <li>Continues the development of Chinese language skills at the novice level</li> <li>Develop vocabulary for everyday situations such as dining, asking directions, consulting a doctor, dating, etc.</li> <li>Learn to write approximately 250 additional Chinese characters</li> <li>Continue study of intermediate grammar structures</li> </ul>
Chinese 20063 – Intermediate Chinese II	Students who have had three semesters of Chinese	<ul style="list-style-type: none"> <li>Continues to develop proficiency in speaking, listening, reading, and writing</li> <li>Learn to write in paragraphs, creating documents such as simple letters, diaries, or other short texts</li> <li>Vocabulary and language structures related to renting an apartment, sports, conducting transactions in the post office, travel, etc.</li> <li>Additional Chinese characters will be learned</li> </ul>
Chinese 30053 – Intermediate Chinese III	Develops students' speaking, listening, reading and writing skills at the intermediate-high level	<ul style="list-style-type: none"> <li>Can understand interpersonal conversations on practical and social topics; follow presentation on social topics or topics of personal interest and individual relevance;</li> <li>Can engage in conversations on topics of personal interest and individual relevance and present ideas and opinions with a level of clarity and precision that native speakers can understand;</li> <li>Can comprehend text materials on non-specialized topics with the help of dictionaries;</li> <li>Can produce most kinds of informal correspondence; can present ideas and opinions at paragraph level with a level of clarity and precision that native speakers can understand.</li> </ul>

Course	Best for students who:	Topics Covered
Chinese 30063 – Intermediate Chinese IV	Continues to develop speaking, listening, reading and writing skills at the intermediate-high level	<ul style="list-style-type: none"> <li>Continues to develop proficiency in speaking, listening, reading, and writing;</li> <li>Can appreciate the differences between formal and informal styles; can extrapolate meanings from context;</li> <li>Can present ideas and opinions in well-connected paragraphs.</li> </ul>

## Japanese (JAPN)

The following general guidelines may not apply to each student's situation. Since the previous learning experiences, e.g. high schools, study abroad programs, etc., vary widely, students should consult a faculty member for guidance.

Course	Best for students who:	Topics Covered
Japanese 10153— First Semester College Japanese (Fall only)	Have never studied Japanese	<ul style="list-style-type: none"> <li>Japanese syllables</li> <li>Describing certain situations and asking questions</li> <li>Two Japanese writing systems, Hiragana and Katakana</li> <li>Ability to write several short essays using Japanese writing systems</li> </ul>
Japanese 10163— Second Semester College Japanese (Spring only)	Have taken one year of high school Japanese	<ul style="list-style-type: none"> <li>Continued development of skills in all areas</li> <li>Describing and asking in detail</li> <li>Kanji</li> <li>Ability to write longer essays using all writing systems</li> </ul>
Japanese 20053— Third Semester College Japanese (Fall only)  Please note: By the second half of the semester, only Japanese writing is used for class instruction	Can carry on simple conversations; write essays; and are familiar with all three writing systems	<ul style="list-style-type: none"> <li>Difficult sentence structures</li> <li>In addition to formal speech, informal/spoken Japanese</li> <li>Role-play to enhance learning experience</li> </ul>
Japanese 20063— Fourth Semester College Japanese (Spring only)  Please note: Only Japanese writing is used on the board for class instruction during this semester.	Have significant experience speaking, listening, reading, and writing in the language	<ul style="list-style-type: none"> <li>Further development of skills in all areas</li> <li>Sentences with more difficult structures, such as relative clauses, quoting someone's speech, etc.</li> <li>Giving a persuasive speech to sell an item</li> <li>Writing an introductory letter for a job application</li> </ul>

## French (FREN)

The following guidelines are general and may not apply to each student's situation. High school French courses vary widely and no two students learn in exactly the same way or have the same degree of aptitude in any subject. If students have any questions about placement in French, students are strongly encouraged to consult a faculty member for guidance.

Course	Best for students who:	Topics Covered
French 10153— First Semester College French	Have never studied French	<ul style="list-style-type: none"> <li>• Basic communicative skills in speaking, listening, reading, and writing</li> <li>• Listening comprehension to understand basic discourses</li> <li>• Speaking in simple sentences</li> <li>• Reading of simple authentic texts</li> <li>• Writing simple, compound sentences and small paragraphs</li> <li>• Meeting and greeting people; talking about oneself, personal possessions, and likes and dislikes; describing people and families; making plans for social and leisure activities; negotiating directions in a city; making purchases; and making future plans</li> <li>• French family life, housing, foods, and cities</li> </ul>
French 10163— Second Semester College French	Have had fewer than two years high school French	<ul style="list-style-type: none"> <li>• Continued development of communicative skills in speaking, listening, reading, and writing</li> <li>• Listening comprehension to understand more challenging discourses</li> <li>• Reading of more developed authentic texts</li> <li>• Writing skills from sentence level to multiple paragraphs</li> <li>• Narrating past events; speaking of future plans and goals; making comparisons; and discussing health issues</li> <li>• French educational system, workplace issues, communication tools, study and travel abroad, and housing</li> </ul>
French 20053— Third Semester College French	Have basic ability to narrate in the past, present, and future tenses; form questions; make comparisons, demonstrate knowledge of key cultural topics of France and the francophone world	<ul style="list-style-type: none"> <li>• Continued grammar practice</li> <li>• Listening comprehension to understand extended discourses</li> <li>• Speaking in connected sentences and reading more complex texts</li> <li>• Writing skills from sentence level to multiple paragraphs that show more elaborate organization and more complex sentence structures</li> <li>• Further investigation of topics such as lodging, leisure activities, work, environment, and the arts</li> </ul>

Course	Best for students who:	Topics Covered
French 30063— Readings in Selected Genres	Have AP French Literature credit or equivalent placement in advanced French via the CLEP exam  Serves as a “bridge course” and pre-requisite for any 30000 level course	<ul style="list-style-type: none"> <li>Continued development of grammar and vocabulary</li> <li>Continued practice in speaking, reading, listening, and writing in French</li> <li>Emphasis on elaborate readings across multiple genres including but not limited to literature</li> <li>Practice of critical and analytical thinking strategies to understand and respond to readings</li> </ul>

## German (GRMN)

The following guidelines are supplemental to the G-CAPE placement exam, which is the primary way of guiding students into the course best suited to their ability level. If, after taking the G-CAPE test, you have further questions about placement level in German, you should consult a faculty member for guidance.

Course	Best for students who:	Topics Covered
German 10153— Beginning German I	Have never studied German	<ul style="list-style-type: none"> <li>Cultural topics such as young people in Germany; German weather and geography; work and leisure; fashion; university life; and holidays</li> <li>Grammatical structures, including nominative and accusative cases; nouns and pronouns; the present and present perfect tenses of verb tenses; modal verbs; questions and words; and word order in questions and statements</li> <li>Introductions; giving instructions; asking questions; expressing likes, dislikes, and wishes; telling time; describing things</li> <li>Narration in present and present perfect tenses</li> </ul>
German 10163— Beginning German II	Have had fewer than two years high school German	<ul style="list-style-type: none"> <li>Continued coverage of basic grammatical structures</li> <li>Continued development of communicative skills in speaking, listening, reading, and writing</li> <li>Cultural topics such as professional training; regional German architecture; looking for housing; household chores; world geography; various means of transportation; vacations; foods; and dining out</li> <li>Grammatical structures such as dative case; prepositions; comparison of adjectives and adverbs; relative clauses; and adjective endings</li> <li>Continued narration in present and present perfect tenses</li> <li>Narration in future tense</li> </ul>

Course	Best for students who:	Topics Covered
German 20053— Beginning German III	Have taken two or more years of high school German, but who have not lived in Germany	<ul style="list-style-type: none"> <li>• Cultural themes such as growing up in a German-speaking country; fairy tales; travel destinations; German health care; the changing roles of men and women in German society; and German family life</li> <li>• Grammatical structures such as subordinate clauses; the subjunctive of modals; basic verbs; passive voice; and the genitive case</li> <li>• Narration in the simple past tense</li> </ul>
German 20063— Intermediate German	Have significant high school experience and place into this course by way of the G-CAPE	<ul style="list-style-type: none"> <li>• Cultural themes such as the Cold War division of Germany; multicultural Germany; cultural stereotypes; and working in Germany</li> <li>• Relevant literary texts</li> <li>• Finer points of grammatical structures covered in Beginning German</li> <li>• Projects such as job interviews and debates over multiculturalism</li> </ul>

## Spanish (SPAN)

Unless otherwise noted, all courses in the Spanish program are taught in Spanish and assignments and examinations are given in Spanish.

Course	Best for students who:	Topics covered:
Spanish 10103 – Spanish for Beginners I <b>Or</b>  *Spanish 10113 – Intensive Spanish for Beginners I	Have never studied Spanish	<ul style="list-style-type: none"> <li>• Basic comprehension, speaking, reading, and writing skills</li> <li>• Oral proficiency in everyday situations encountered in Spanish-speaking countries</li> <li>• Regular and irregular forms of present and present progressive verb tenses; the informal future through the ir a + infinitive</li> <li>• Subject-verb agreement; adjective-noun agreement; the different uses of ser and estar; idioms with tener; the gustar structure; sentence formation; and negative expressions</li> <li>• Correct pronunciation; typical question-response format; responding with increased length and variety; responding without repeating the question</li> <li>• Talking about oneself, one's family, and ordinary activities</li> <li>• Identifying Spanish-speaking countries</li> </ul>

<p>Spanish 10203 – Spanish for Beginners 2 <b>Or</b></p> <p>*Spanish 10213 – Intensive Spanish for Beginners 2</p>	<p>Have minimal formal study and very limited knowledge of Spanish grammar and culture</p>	<ul style="list-style-type: none"> <li>• Continued development of basic comprehension, speaking, reading, and writing skills</li> <li>• Emphasis on oral proficiency in everyday situations encountered in Spanish-speaking countries</li> <li>• Regular and irregular forms of the preterite; imperfect; present perfect; and past perfect verb tenses</li> <li>• Direct and indirect objects; increased understanding of gustar and similar verbs; por and para; reflexive verbs; and making comparisons</li> <li>• Recognizing and responding appropriately to questions in the present, past, and informal future tenses</li> <li>• Narrating in the past tense; understanding differences between preterite and imperfect and between present perfect and past perfect tenses</li> <li>• Discussing likes and dislikes in the present and past tenses</li> </ul>
<p>Spanish 20103 – Intermediate Spanish 1 <b>Or</b></p> <p>*Spanish 20113 – Intensive Intermediate Spanish 1</p>	<p>Know basic Spanish grammar and need to learn more complex structures and practice writing</p>	<p>Follows Spanish 10203, concentrating on speaking and writing skills to address habitual actions in the past, present, and future, time expressions, avoiding redundancies, change of meaning in the past, and expressing likes and dislikes and opinions.</p>
<p>Spanish 20203 - Intermediate Spanish 2 <b>Or</b></p> <p>*Spanish 20213 - Intensive Intermediate Spanish 2</p>	<p>Have a good grasp of Spanish grammar but are not quite ready for advanced language courses</p>	<p>Continuation of Spanish 20103 (Intermediate Spanish I), concentrating on speaking and writing skills in preparation for Spanish 31403 (Advanced Spanish Grammar), Spanish 31103 (Oral Communication), and Spanish 31203 (Writing in Spanish). Emphasis is on narrating and describing in the past, unintentional occurrences, making requests and giving indirect commands, expressing hypothetical actions, and discussing past feelings and doubts.</p>

**Note:**

- A) Spanish for Beginners 1 is strictly designed and reserved for students with no previous study of the language.
- B) Students are advised not to enroll in courses numbered 10103-31103 in reverse order for credit. e.g., a student who receives credit for SPAN 20103 and then decides to take SPAN 10203 will receive credit only for SPAN 20103.

***Native and Heritage Speakers***

A native speaker is considered to be someone whose primary and/or secondary education took place in a Spanish-speaking country. A heritage speaker is someone who was primarily educated in US schools but who speaks Spanish in the home and with friends and co-workers and is quite fluent.

As a native or heritage speaker, you should consider enrolling in SPAN 32003/32103 or 32503-32803. Heritage speakers who want either grammar or writing skill development, may consider enrolling in SPAN 31203 or SPAN 31403. You are not eligible to enroll in Spanish 31103. Native speakers are not allowed to take SPAN 31203 or 31403.

## Italian (ITAL)

The following general guidelines may not apply to each student's situation. High school Italian courses vary widely and no two students learn in exactly the same way or have the same degree of aptitude. If you have any questions about placement in Italian, you should consult a faculty member for guidance.

Course	Best for students who:	Topics Covered
Italian 10153— First Semester College Italian (Fall only)	Have never studied Italian	<ul style="list-style-type: none"> <li>• Development of communicative skills in speaking, listening, reading, and writing</li> <li>• Meeting and greeting people; talking about oneself, personal possessions, and likes and dislikes; describing people and families; making plans for social and leisure activities; negotiating directions in a city; making purchases in a variety of stores; and expressing quantities</li> <li>• Italian family life, educational system, foods, art, and geography</li> </ul>
Italian 10163— Second Semester College Italian	Have had fewer than two years high school Italian	<ul style="list-style-type: none"> <li>• Continued development of communicative skills in speaking, listening, reading, and writing</li> <li>• Narrating past events; speaking of future plans and goals; making comparisons; and investigating Italian culture</li> </ul>
Italian 20053— Third Semester College Italian	Have the basic ability to narrate in the past, present, and future; form questions; make comparisons; and be knowledgeable about key cultural topics in Italy	<ul style="list-style-type: none"> <li>• Continued grammar practice</li> <li>• Listening comprehension to understand extended discourses</li> <li>• Speaking in connected sentences</li> <li>• Reading more authentic complex texts</li> <li>• Development of writing skills from the sentence level to multiple paragraphs</li> <li>• Further investigation of topics such as lodging, leisure activities, work, and the arts</li> </ul>
Italian 20063— Fourth Semester College Italian	Have significant experience speaking, listening, reading, and writing in the language	<ul style="list-style-type: none"> <li>• Additional grammar review</li> <li>• Complex grammatical structures to further develop students' abilities in speaking, listening, reading, and writing</li> <li>• Strategies for expressing and defending opinions; discussing personal beliefs; and relating experiences</li> <li>• Authentic and more complex readings on the environment, employment, the Italian political system, and immigration</li> <li>• Study and analysis of excerpts from literary works</li> </ul>

## Portuguese (PORT)

Unless otherwise noted, all courses in the Portuguese program are taught in Portuguese and assignments and examinations are given in Portuguese.

Course	Best for students who:	Topics covered:
PORT 10103 – Portuguese for Beginners I	<p>Have never studied Portuguese</p> <p><i>Note: No credit given to native or heritage speakers</i></p>	<ul style="list-style-type: none"> <li>• Basic communicative/comprehension skills in speaking, listening, and reading</li> <li>• Listening comprehension to understand basic discourses</li> <li>• Reading of simple authentic texts</li> <li>• Introductions; giving instructions; asking questions; expressing likes, dislikes; telling time; describing things</li> <li>• Narration in present and future tenses</li> <li>• Talking about oneself, one’s family, and ordinary activities</li> <li>• Reciting and using the alphabet, days of the week, months, seasons, and numbers</li> <li>• Recognizing basic gestures and body language.</li> <li>• Talking about customs and traditions of the Portuguese-speaking world such as greetings, celebrations and courtesies.</li> <li>• Recognizing similarities and differences between English and the target language such as pronunciation, cognates, and gender</li> </ul>
PORT 10203 – Portuguese for Beginners 2	<p>Are beginners with minimal formal study and very limited knowledge of Portuguese grammar and culture</p>	<ul style="list-style-type: none"> <li>• Continued development of communicative skills in speaking, listening, reading, and writing</li> <li>• Listening comprehension to understand more challenging discourses</li> <li>• Reading of more developed authentic texts</li> <li>• Writing skills from sentence level to multiple paragraphs</li> <li>• Using gestures and body language to show what you mean.</li> <li>• Cultural topics such as family and leisure activities, holidays, shopping, and foods from the Portuguese-speaking countries studied</li> <li>• Learning about the geography and history and major current events of countries of the Portuguese-speaking world.</li> <li>• Making comparisons and using ordinal numerals</li> <li>• Communicating in the past tense as well as the present; using the passive voice and reflexive constructions</li> </ul>

PORT 20103 – Intermediate Portuguese 1	Have completed the two introductory courses	<ul style="list-style-type: none"> <li>Continued development of communicative skills through brief oral presentations and writing narratives, simple letters and filling out forms.</li> <li>Listening comprehension to understand extended discourses</li> <li>Speaking in connected sentences and reading more complex texts</li> <li>Writing skills from sentence level to multiple paragraphs that show more elaborate organization and more complex sentence structures</li> <li>Talking about major historical events and how they influence the Portuguese culture.</li> <li>Making connections about topics studied in other subject areas and those studied in your Portuguese language class.</li> <li>Comparing the differences and similarities between the Portuguese culture and your own.</li> <li>Recognizing differences between your own language and Portuguese.</li> </ul>
PORT 20203 - Intermediate Portuguese 2	Have completed PORT 20103	<ul style="list-style-type: none"> <li>Further development of abilities in speaking, listening comprehension, reading, and writing</li> <li>Practice of critical and analytical thinking strategies to understand and respond to readings</li> </ul>

## Greek (GREE)

Not all courses taught each semester

Course	Best for students who:	Topics covered:
GREE 10053 – First Semester College Greek (Hellenistic)	Have never studied Greek	<ul style="list-style-type: none"> <li>An introduction to the grammar of ancient Greek, utilizing as the basis of study the elements of the Hellenistic Greek of the first century A.D. found in the best known documents of the period, the New Testament.</li> </ul>
GREE 10063 – Second Semester College Greek (Hellenistic)	Have GREE 10053 or its equivalent	<ul style="list-style-type: none"> <li>Continuation of GREE 10053. In the second half of the semester, students will read from the New Testament Gospels.</li> </ul>
GREE 20053 – Third Semester College Greek (Hellenistic)	Have GREE 10053 and 10063 or equivalent	<ul style="list-style-type: none"> <li>Further study of Hellenistic Greek grammar, through extensive reading in the New Testament, especially the letters of Paul.</li> </ul>
GREE 20063 - Fourth Semester College Greek (Hellenistic)	Have GREE 20053 or equivalent	<ul style="list-style-type: none"> <li>Continuation of GREE 20053, with reading and interpretation of the New Testament and other Hellenistic texts.</li> </ul>