Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ARAB 201

3. Texas Common Course Number: ARAB 2311

4. Complete course title: INTERMEDIATE ARABIC I

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Poltical Science
   - Social and Behavioral Sciences
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [X] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Poltical Science
   - [ ] Social and Behavioral Sciences
   - Current Core - Yes
   - Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [X] Yes
   - [ ] No

8. How frequently will the class be offered? every Fall semester

9. Number of class sections per semester: F: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 51 37 41

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    [Signature]
    Course Instructor

    Approvals: [Signature]

13. Department Head
    [Signature]

14. College Dean/Designee
    [Signature]

15. Date
    3-7-2013

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Texas A&M University
Associate Provost for Undergraduate Studies
404
In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

1. communicate in Arabic through face-to-face interaction, interpreting written and spoken messages on a variety of topics, and presenting information verbally and in writing in ways that are culturally appropriate and linguistically accurate.
2. gain cross-cultural skills by learning about cultural products, perspectives and practices found in Arabic-speaking countries, and by identifying areas of similarities and differences between the target culture and their own culture.
3. go beyond language learning by enriching and expanding their knowledge about the Arabic literature, art, geography and history.
4. become more productive and accountable through collaboration by completing class activities and projects and presenting them to the class in a timely fashion.
5. develop the desire and the ability to use language and culture skills beyond the school setting through study abroad programs in Arabic-speaking countries in ways that will contribute to their personal and intercultural growth and open up career opportunities for them.

Materials covered in the course include a variety of written texts, audio samples, selected video segments about current events in the Arab world, and other works that enhance students' appreciation of artistic works, cultural and historical traditions, and social values and beliefs. Studying these materials in Arabic not only helps students to gain a deep appreciation of other cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The text used in this course, Al-Kitaab, evolves around the story of several Egyptian characters (high school and college students who are males and females) as they describe, directly and indirectly, their interests, emotions, ambitions, likes and dislikes, life challenges, among others. The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes,
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

decisions and behaviors. As they engage in class discussion, reading activities and written assignments, students get a chance to critically reflect on the life of young men and women in Egypt and to compare the lives of these young college students with their own. Through their final projects and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The textbook used in the course comes with a DVD and a companion website, allowing the students to listen to and read about the characters as they talk about different aspects of their lives. To ensure comprehension, students get to discuss and write about what they watch and read about both in groups and individually. Linguistic and cultural information gained from the reading and listening materials are assessed in different ways (multiple choice, true/false, open-ended questions). Students also use graphic organizers to capture different aspects of the characters’ lives and how they relate to each others. Finally students react to what they see and read by giving physical and personal descriptions of the different characters through written assignments (short paragraphs).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

As they listen to and read about the different characters, students are invited to identify areas of commonalities and differences with the Egyptian youth. They learn to suspend judgements and demonstrate empathy with the characters and understand the broader context (economic and social) that affect people’s views and practices in ways that help them to better communicate with Arabic-speaking people in the future. By learning about the economic and social conditions of the characters, students also get to understand what’s driving people’s quest for migration in search of a better life, what’s leading to population movements with great cultural and linguistic implications. This is depicted when describing the desire of some characters in the story to work in Dubai in order to fulfill their dreams. The course goes beyond the textbook and provides students with selected video segments dealing with a variety of topics in Arabic-speaking countries, including forms of entertainment, likes and dislikes of people in order to understand the impact of globalization on the lives of young people everywhere. Class discussion, personal reflections expressed in short paragraphs, power point presentations and regular quizzes are used to ensure students’ development in these areas of social responsibility.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The stories covered in this course depict the struggle of the characters as they make important choices and decisions having to do with balancing work and family life, how to preserve family values, whether adopting parents should stay with their children or live in nursing homes, wrestling with the decision to leave one’s home country in search of better economic opportunities and the impact of that decision on family relations. Listening to these stories and discussing the causes and consequences of the characters’ decisions through short written assignments provide the students with an opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term, such as study abroad, choosing a career, getting married, joining the army, whether they would prefer to see their parents stay with them or in a nursing home, etc.
Department of International Studies

ARAB 201 – Intermediate Arabic I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
أهلا وسهلا بكم!

Department of International Studies
Arabic Program

ARAB 201

Instructor: Dr. Salah Ayari  Office: ACAD 103B  Office Hours: TR (3:00pm – 4:00pm)
Class meets: MWF (9:10 – 10:00)  Location: ACAD 226  E-mail: ayari-s@tamu.edu
Grader/conversation partner: Lamia Arfaoui (tarfaoui@tamu.edu)

Course Syllabus

Course Description

ARAB 201 is designed to bring student functional ability in Arabic to the Intermediate Low level as measured by ACTFL in terms of speaking, writing, listening, and reading. Students go beyond memorized expressions and start understanding and using more complex language forms to perform a variety of functions. The course is also designed to help students gain better understanding of cultural practices, perspectives and products found in Arabic-speaking countries. By the end of the semester, students are expected to attain the following learning outcomes:

Learning outcomes:

Upon completion of the course students will be able to:

- Express personal opinion in the target language
- Talk about past events and future plans in the target language
- Tell the time and the date in the target language
- Express preference, likes and dislikes in the target language
- Give reasons/justify/defend a point of view in the target language
- Read and understand simple paragraphs in the target language
- Listen to short video clips from Al-Jazeera and Al-Arabiyya to learn about current events in the Arab world while reinforcing certain language forms
- Write sentences and short paragraphs in the target language with few or no grammatical/spelling mistakes
- Gain more knowledge about and understanding of the Arabic culture(s), including family, youth hobbies, food, historical places, etc.

Core Curriculum Objectives

Using the National Standards for Foreign Language Learning in the 21st Century as a framework to organize its content, this course seeks to accomplish the following outcomes:

Critical Thinking: The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes, decisions and behaviors. Students will enrich and expand their knowledge about the Arabic literature, art, geography and history. Through their final projects
and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.

*Communication:* Students will communicate in Arabic in different modes by interacting with each other verbally, interpreting written and spoken messages on a variety of topics, and presenting information through written and oral tasks. Students also use graphic organizers to capture different aspects of the characters’ lives and how they relate to each other.

*Social Responsibility:* Students will gain social and cross-cultural skills by understanding cultural products, perspectives and practices in the Arab world, and how they are similar and/or different from their own. Students will demonstrate the desire and the ability to study abroad in Arabic-speaking countries and deal with language and cultural challenges effectively, as well as the desire to be a lifelong learner of the Arabic language and culture.

*Personal Responsibility:* Engagement with course materials provides students the opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term. Students will gain better productivity and accountability through collaborative work to complete class activities and projects.

**Prerequisite**

Students enrolled in this class must have completed and passed ARAB 102 with a grade of “C” or higher. Students can test out of ARAB 102 and enroll in this course (ARAB 201) by taking the placement test available at the Office of Measurement. Students must “pass” the placement test by scoring at or above 60% in order to enroll in ARAB 201.

**Required Textbook**


*The Hans Wur Dictionary of Modern Written Arabic, Spoken Language Services, Inc*

**Grading**

- Class participation: 10% Students are expected to work in pairs and small groups, in every class meeting, to use language forms and complete certain tasks involving the use of certain language forms.
- Quizzes: 40% There will be a total of four quizzes, each covering the materials from the current lesson, including grammar, vocabulary, culture, reading and writing.
- Homework: 20% Each homework assignment needs to be submitted on time and complete in order to receive full credit.
- Project: 10% (see project description). These are individual projects. Each person is expected to select an Arabic-speaking country, use a power point presentation, present information about that country for up to ten minutes. The project will be graded based on pronunciation, grammar, vocabulary and the information presented (see guidelines).
- Final: 20% The final exam is comprehensive, covering all lessons taught during the semester

**Attendance and punctuality**

If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be
made up if you do not have a university excused absence. Because class meets three times a week only, any unexcused absence will result in your final grade being reduced by 2 percentage point. (No penalty will be incurred in case of a University-excused absence). If you have five unexcused absences, you will not pass the course.

**Excused absences**

Excused absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see [http://shstamu.edu/forris/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shstamu.edu/forris/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf)). It is your responsibility to meet with me or with your classmates to see what you have missed.

**Homework**

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class to complete your homework assignments and prepare for the lesson before coming to class (listening to the CD and understanding the new words). Homework assignments should be completed before you come to class. If you do your homework in class, it will not count (even though I may take it from you). Late homework will be marked down. Incomplete homework will be collected and graded but will not count.

**Academic Integrity**

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that "*an Aggie does not lie, cheat, or steal, or tolerate those who do*" (see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

**Americans with Disabilities Act**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in B-118 Cain Hall (845-1637).
Calendar

Aug. 27 – 31

Review lesson 6

- About مها and خالد
- Verbal nouns
- Reading and spelling

Sept. 3 - 21

Lesson 7 (الله يرحمها)

Story about Khalid

- The Superlative
- Sentence structure
- Reading and spelling

Quiz # 1 (September 21)

Sept. 24 – Oct. 12

Lesson 8 (المستقبل للتجارة)

- Expressing opinion ما رأيك في
- Using past tense/talking about past events الفعل الماضي
- Giving reasons ذلك
- Conditional (if ... then) إذا نجحت ... سأعمل في...
- Verb root
- How to use an Arabic dictionary

Quiz # 2 (Oct. 12)

Oct. 15 – Nov. 2

Lesson 9 (جدتى توقعتي في السادس واليافع)

- Talking about daily schedule
- Expressing preference ميديتي المفضلة
- Ordinal numbers
- Telling time

Quiz # 3 (Nov. 2)
Nov. 5 – Nov. 21

Lesson 10 (بيت العائلة)

• القصة
• Describing daily activities
• Conjugating verbs (تってしまった صحا)
• More on verbal nouns
• المضارع المنصوب
• Combining the prepositions إلى علاً with pronouns ...
• Object pronouns (ضمار النصب: ساعدي ساعدها)

Quiz # 4 (Nov. 16)

Nov. 26 – Dec. 3

Country Projects Due

Dec. 10 Final (8:00 – 10:00 a.m.)

Note: changes to this syllabus will be made whenever necessary
Country Project

- Select an Arabic-speaking from the list below:

المغرب، موريتانيا، الجزائر، تونس، ليبيا، مصر، السودان، الصومال، اليمن، عمان، السعودية، الإمارات، قطر، الكويت، البحرين، العراق، سوريا، لبنان، فلسطين، الأردن

- Research the selected country and find information about: geographical location – major cities, weather conditions, population, cuisine, traditional clothes, etc. (use words from vocab. list below)

<table>
<thead>
<tr>
<th>أسماء أهم المكولات الملاعق العملية</th>
<th>صور وتعليقات</th>
<th>أحوال الطقس</th>
<th>أهم المدن ومواقعها</th>
</tr>
</thead>
<tbody>
<tr>
<td>المكولات حلويات النحل</td>
<td>صورة يَوَاد</td>
<td>الطقس الجوي بارد</td>
<td>مدينة/منطقة العاصمة</td>
</tr>
<tr>
<td>الطاولة ذات الأرجل الأنيقة</td>
<td>معتدل حسب المكان</td>
<td>جعل منا عاصفة</td>
<td>أهم أكبر مدينة منا</td>
</tr>
<tr>
<td>مشربات مشروبات الطبيعة</td>
<td>هذه صورة من...</td>
<td>مطر في الشمال</td>
<td>حديثة في الشمال</td>
</tr>
<tr>
<td>أطلالات أوروبية جنوب</td>
<td>هذه صورة...</td>
<td>أمطار جاف الصيف</td>
<td>جنوب في الجنوب</td>
</tr>
<tr>
<td>أشهر المأكولات في تونس</td>
<td>من...</td>
<td>منشأ الخريف الشتاء</td>
<td>في الشرق في الغرب</td>
</tr>
<tr>
<td>هي...</td>
<td>الربيع، فصل تصل</td>
<td>الربيع، فصل تصل</td>
<td>قريب من</td>
</tr>
</tbody>
</table>
|   | درجة الطقس عالية | درجة الطقس عالية | مسكون منزل يهود

- Give 5 to 10 minute power point in presentation
- Your presentation should be in Arabic 100%

Grading criteria

- Use of proper vocabulary
- Use of proper pronunciation
- Use of complete sentences
- Accurate and complete information
- Richness of presentation (pictures)
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ARAB 202

3. Texas Common Course Number: ARAB 2312

4. Complete course title: INTERMEDIATE ARABIC II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   Current Core = Yes
   Current ICD = No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: S: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 50 39 50

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   Course Instructor

14. Department Head

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

In keeping with the vision of the INTS Department to provide "a curriculum that captures the broad range of social, political, cultural, and economic forces at play in an increasingly interdependent world", ARAB 202 uses the National Standards for Foreign Language Learning in the 21st Century and the 21st Century Skills as a framework to design and organize its language and cultural content. More specifically, this second intermediate language course seeks to enable students to:

1. use Arabic to communicate more confidently and effectively on a wide range of topics and in a variety of modes: face-to-face interaction, interpreting written and spoken messages in Arabic on a variety of topics, presenting information in manners that are culturally appropriate and linguistically accurate.
2. expand their cross-cultural skills and show flexibility and adaptability by learning more about cultural products, perspectives and practices found in the Arab world, and by identifying areas of similarities and differences between the target culture and their own culture.
3. use language learning as a tool to reinforce and acquire new knowledge about the literature, art, geography and history of the Arab World.
4. become more productive and accountable through collaboration and group work to complete class activities and projects and present them to the class in a timely fashion.
5. develop the mindset and preparedness (linguistically and culturally) to live and study in an Arabic-speaking environment in ways that will contribute to their personal and intercultural growth and open up career opportunities for them.

Materials covered in the course includes a variety of written and electronic, culturally authentic texts, selected video segments about current events in the Arab world, and other authentic materials that enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Course materials consist of 13 lessons from Al-Kitaab, and companion website, all of which evolve around the life of several Egyptian characters (males and females) who are college students as they describe in different ways their conditions, interests, feelings, ambitions, life challenges, and their perceptions about America, among others. The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic,
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

to understand and reflect upon the points of view of the characters, the social, political and economic context and constraints that shape their feelings, attitudes, decisions and behaviors and their views on American culture. As the students engage in class activities and written assignments, they get a chance to critically reflect on the life of these young men and women in Egypt and to compare it with their own life. Students also get a chance to describe and reflect upon their perceptions about the characters, and Arabic-speaking people in general, and the extent to which what they have learned from the stories reinforces or dispels preconceived ideas about the Arab world. They also describe and discuss, verbally and writing, the stereotypes held by these Egyptians characters about the American culture, such as friendship, family life, etc.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The course materials, which include a textbook, DVDs, a companion website and selected video segments from popular Arab media sources (Al-Jazeera and Al-Arabiyya), provide the students with linguistic and cultural content that they can view, discuss, read and write about. Students work individually and in groups to answer questions and show their comprehension of the reading and listening materials and to perform writing tasks and even sing popular songs. Linguistic and cultural information gained from the reading and listening materials is assessed in different ways (multiple choice, true/false, open-ended questions). Students also use graphic organizers and power point presentations to capture different aspects of the characters’ lives and the complex relationships that exist among these characters. Finally students react to what they have learned about the different characters by giving personality descriptions and back them with different information that they gathered from the reading and listening activities.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

As they read about the different characters in the stories and as they watch different video segments from Al-Jazeera and Al-Arabiyya, students are invited to identify areas of commonalities and differences with the Egyptian youth and life in major Arab cities. They learn to suspend judgments, show empathy and understand the broader economic and social and cultural context that affects people’s views, practices and dreams. By doing so, students become better equipped, linguistically and culturally, to communicate effectively with native speakers of Arabic. Students also learn about popular forms of entertainment, likes and dislikes of the youth and the cultural norms that define forms of entertainment, interpersonal and gender communication. While talking about one of the character’s decision to study in America and stay there after graduation, students get to learn about the economic conditions in Egypt, cultural and linguistic implications of such decisions and the struggle of the first generation to cope with two cultures. Class discussion, personal reflection, power point presentations and regular quizzes are used to ensure students’ development in these areas of social responsibility.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The stories contained in the textbook, and the different characters that they depict, embody the struggle of ordinary people as they grapple with important choices and decisions in their lives having to do with immigration in search of better opportunities, grappling with the generation gap especially between immigrant parents and their children, among others. Listening to these stories and discussing the causes and consequences of the characters’ decisions and choices provide the students with an opportunity to reflect on issues that might affect them directly and indirectly in the short and long term, such as study abroad and identity issues, choosing a career that has major implications on family’s stability, choosing a spouse, joining the army, maintaining family relations, among others. In addition to class discussion, students demonstrate their understanding of the characters’ choices and consequences and react to them
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

through multiple choice questions, and short written assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

ARAB 202 – Intermediate Arabic II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. Students can interact with diverse populations from different parts of the globe;
2. Students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. Students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film, and video, journalism, and more;
4. Students gain an understanding of how cultural identity is expressed through different traditions and media;
5. Students gain a better understanding of contemporary global issues through interaction with global communities.
أهلاً وسهلاً بكم!
قسم الدراسات الدولية
جامعة تكساس أي أند أوم

ARAB 202 - Intermediate Arabic - Spring 2013

Instructor: Salah Ayari  Office: ACAD 103B  Office Hours: TR (3:00 – 4:00)
Class meets: MWF (11:30 – 12:20; ZACH 322)  E-mail: ayari-s@tamu.edu
Grader/Conversation partner: Lamia Arfaoui (tarfaoui@tamu.edu)

Course Description

ARAB 202 is designed to bring students’ functional ability in Arabic to the intermediate Mid level in terms of speaking, writing, listening, and reading. Students go beyond memorized expressions and start using the language creatively in strings of sentences when speaking about familiar and uncomplicated topics related to their daily life, including personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. The course is also designed to help students gain better understanding of cultural practices, perspectives and products found in Arabic-speaking countries. By the end of the semester, students are expected to attain the following learning outcomes:

Learning Outcomes:

Upon completion of the course students will be able to:

- Describe physical appearance (colors, clothes, body parts) in the target language
- Describe personality traits in the target language
- Express emotions and feelings in the target language
- Give reasons/justify/defend a point of view in the target language
- Talk about past and future events in the target language
- Describe different parts of a house/apartment in the target language
- Search for housing information online in the target language
- Congratulate people on various occasions in the target language
- Connect sentences to form a paragraph in the target language
- Read an extended text (paragraph) fluently and understand the gist of it in the target language
- Gain cultural awareness about the Arabic-speaking world

Core Curriculum Objectives

Using the National Standards for Foreign Language Learning in the 21st Century as a framework to organize its content, this course seeks to accomplish the following outcomes:

Critical Thinking: The course enhances critical thinking by allowing the students, as they listen to and read about these characters in Arabic, to understand and reflect upon different points of view held by the characters, the social, political and economic context and constraints that are shaping their feelings, attitudes, decisions and behaviors. Students will enrich and expand their knowledge about the Arabic literature, art, geography and history. Through their final projects and power point presentations at the end of the course, students also get a chance to learn more about different Arab countries and dispel stereotypes they might have about these countries.
Communication: Students will communicate in Arabic in different modes by interacting with each other verbally, interpreting written and spoken messages on a variety of topics, and presenting information through written and oral tasks. Students also use graphic organizers to capture different aspects of the characters' lives and how they relate to each other.

Social Responsibility: Students will gain social and cross-cultural skills by understanding cultural products, perspectives and practices in the Arab world, and how they are similar and/or different from their own. Students will demonstrate the desire and the ability to study abroad in Arabic-speaking countries and deal with language and cultural challenges effectively, as well as the desire to be a lifelong learner of the Arabic language and culture.

Personal Responsibility: Engagement with course materials provides students the opportunity to demonstrate their understanding of some aspects of Egyptian society and to reflect on important issues that they might need to grapple with directly or indirectly in the short and long term. Students will gain better productivity and accountability through collaborative work to complete class activities and projects.

Prerequisite

Students enrolled in this class must have completed and passed ARAB 201 with a grade of “C” or higher. Students can test out of ARAB 201 and enroll in this course (ARAB 202) by taking the placement test available at the Office of Measurement. Students must “pass” the placement test by scoring at or above 80% in order to enroll in ARAB 201.

Required Textbook

- The Hans Wur Dictionary of Modern Written Arabic, Spoken Language Services, Inc

Grading

- Unit Quizzes (50%): There will be five quizzes, each is worth 10% of the final grade. Each quiz will cover materials from one unit and will include reading, vocabulary, grammar and writing.
- Homework assignments (10%): Homework assignments are graded for completion and not for accuracy. Late homework will be marked down.
- Vocabulary Quizzes (10%): Every Friday, there will be a short quiz in which you will use new vocabulary in meaningful sentences. The list of vocabulary will be given in advance.
- Project (10%): The final project consists of introducing your family and residence. You will be expected to provide a thorough description of your family and residence using vocabulary pertaining to these topics from different lessons.
- Final exam (20%): The final exam will be comprehensive, covering all materials covered during the semester.

Attendance and punctuality

All students are expected to come to class regularly and on time. If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be made up if you do not have a verifiable excused absence. Because class meets twice a week only, any unexcused absence will result in your final grade being reduced by 1 percentage point. (No penalty will be incurred in case of a University-excused absence). If you reach five unexcused absences, you will not pass the course.
Excused absences

Excused absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see [http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf)). It is your responsibility to meet with me or with your classmates to see what you have missed.

Homework

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class to complete your homework assignments and prepare for the lesson before coming to class (listening to the CD and understanding the new words). Homework assignments should be completed before you come to class. If you do your homework in class, it will not count (even though I may take it from you). Late homework will be marked down. Incomplete homework will be collected and graded but will not count.

Academic Integrity

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

Americans with Disabilities Act

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in B-118 Cain Hall (845-1637).

Extra Credit

Extra credits can only be received for campus events deemed by the instructor to be helpful in meeting course objectives

Other expectations

- Turn off your cell phone during class time
- Do not use your laptop during class unless asked to do so
- Homework cannot be done in class
- Check your e-mail regularly
Calendar

Jan. 14 – 30  (Describing people)
  - Review stories about Maha and Khalid
  - Conditional
  - Colors
  - Clothes
  - Body parts
  - Feb. 1 – Quiz #1

Feb. 4 - 21

Lesson 11 (أشعر بالخجل أحيانا)
  - Expressing feelings/emotions
  - المضارع المرفع
  - جملة الصفة
  - Quantifiers (كل – بعض – معظم عدد)
  - Listening
  - Reading
  - Feb. 22 Quiz #2

Feb. 25 – March 18

Lesson 12 (أصعب قرار في حياتي)
  - Talking about study abroad and immigration
  - Taking big decisions in your life
  - Expressing preference – the superlative
  - Talking about past and present tense
  - Using the negative forms (لا – ليس)
  - Listening to Khalid’s father
  - Listening to songs (فروز – راغب علامة)
  - Reading (p. 266)
  - March 20 Quiz #3
March 22 – April 5

Lesson 13

- Expressing reasons / giving justification
- Feeling homesick
- Verbs with أن أَلَا أَن
- Using the verb مازال
- The verbs انتهى - ظن
- Negative past tense with لم
- Reading: How to get a study abroad scholarship (pages 286 – 287, 288, 292)
- April 8 Quiz #4

April 10 - 22

Lesson 14

- Listen to the story
- Expressing preference
- Describing a residence
- Finding a residence when you are overseas
- Grammar: في + ضمير
- الجملة الإسمية
- الإضافة
- أوزان الفعل
- Verb root

April 24 - Quiz # 5

Presentations

April 26
April 29

Final exam: May 8 (10:30 – 12:30) 501 class

Note: changes to this syllabus will be made whenever necessary
<table>
<thead>
<tr>
<th></th>
<th>1. This request is submitted by (department name):</th>
<th>International Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Course prefix and number:</td>
<td>CHIN 201</td>
</tr>
<tr>
<td>3.</td>
<td>Texas Common Course Number:</td>
<td>CHIN 2311</td>
</tr>
<tr>
<td>4.</td>
<td>Complete course title:</td>
<td>INTERMEDIATE CHINESE I</td>
</tr>
<tr>
<td>5.</td>
<td>Semester credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>This request is for consideration in the following Foundational Component Area:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Creative Arts</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>American History</td>
</tr>
<tr>
<td></td>
<td>Life and Physical Sciences</td>
<td>Government/Political Science</td>
</tr>
<tr>
<td></td>
<td>Language, Philosophy and Culture</td>
<td>Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>

|   | 7. This course should also be considered for International and Cultural Diversity (ICD) designation: | Yes  No |
|   | 8. How frequently will the course be offered? | every Fall semester |
|   | 9. Number of class sections per semester: | Fall: 3 |
|   | 10. Number of students per semester: | F: 60 |
|   | 11. Historic annual enrollment for the last three years: | 47  25  62 |
|   | This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council. |
|   | 13. Submitted by: | WeiDong Shen |
|   | Date | 3/6/2013 |
|   | Course Instructor |
|   | Approvals: | 3/11/2013 |
|   | Department Head |
|   | College Dean/Designee |
|   | Date | 3/21/2013 |

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (CHIN 201) is a first-semester intermediate class in Chinese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos clips, and other works, all of which enhance students’ appreciation of cultural and historical traditions, and social values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: newspaper reports, radio and TV broadcasts, songs, movies, and introduction to Chinese literary works. Students must understand and interpret written and spoken language on a wide variety of topics, including: gift exchanging, Chinese modesty and humility, privacy, geography and environment. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the presentations on key topics from the course material.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written and oral materials themselves which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and presentation) are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: Chinese concepts about privacy, the relationships of men and women, historical places, geography and the environment, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments and presentation.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

CHIN 201 – Intermediate Chinese I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. Students can interact with diverse populations from different parts of the globe;
2. Students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. Students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. Students gain an understanding of how cultural identity is expressed through different traditions and media;
5. Students gain a better understanding of contemporary global issues through interaction with global communities.
CHIN 201: Intermediate Chinese I
ZACH105C MWF 01:50-02:40 pm

Instructor: Weidong Shi (史卫东 wèidōng)
Office: ACAD 103AB
Tel: 979-845-2124(INTS main office) E-mail: shiweidong@tamu.edu
Office Hours: Wednesday 3:00pm-5:00 pm

- **Textbook**

- **Prerequisite**
  CHIN102 or equivalent

- **Course Description**
  This 3-credit course is conducted mainly in Chinese. This course is to help students develop proficiency in reading, listening, speaking, and writing, to solidify and further their communicative ability in Chinese through contact with various written and spoken styles of modern Chinese on cultural topics, newspaper reports, radio, and TV broadcasts.

- **Learning outcomes**
  Upon completion the course students will demonstrate:
  - Listening abilities, including:
    - A more in-depth understanding of daily conversations and interactions
    - A greater ability to discern main points of more complex dialogues, including news broadcasts, radio and film
  - Speaking abilities, including:
    - Conversing on a variety of topics in greater detail, be it in informal or formal conversation
    - Discussing and talking more complex issues such as: social problems, environmental issues, culture difference
    - Expressing feelings, opinions, and emotions using a more extensive vocabulary
  - Reading abilities, including:
    - A deeper understanding of main ideas of new materials
    - Ability to read more Chinese characters
    - Ability to guess the meaning of unknown characters and words
  - Writing abilities, including:
    - More detailed essays
    - Self-reflections using a more extensive array of vocabulary
    - Summaries with greater description
Cultural Awareness, including
Developing an appreciation for the values of other cultures
Ability to discern and compare cultural similarities and differences

**Core Curriculum Objectives**

- **Critical Thinking:** The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Chinese culture. Group/class discussion, written work, and oral presentation are all exercises in which students demonstrate critical thinking skills.

- **Communication:** The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a presentation expounding on one of the topics addressed in the course.

- **Social responsibility:** The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

- **Personal responsibility:** The course enhances personal responsibility through engagement with contemporary social issues in China.

**Course Requirements**

Except in the case of university-excused absences, students are required to attend ALL classes and prepare for EVERY class. Students in the class need to be ready to make a commitment of spending at least 8 hours per week studying outside of class, including previewing, preparing, and reviewing assignments. Group projects and other assigned teamwork will require additional time for collaboration. Daily preparation is critical to this course and students’ preparation efforts will be evaluated and graded EVERY CLASS for In-class Performance. Strong motivation and daily preparation will ensure a successful learning experience in this class.

**Grading**

Grade points are based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and preparation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Oral</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading scale is as followed:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89 %</td>
<td>B</td>
</tr>
<tr>
<td>70-79 %</td>
<td>C</td>
</tr>
<tr>
<td>60-69 %</td>
<td>D</td>
</tr>
<tr>
<td>0-59 %</td>
<td>F</td>
</tr>
</tbody>
</table>

**Attendance and class participation:**

Please see [http://student-rules.tamu.edu/rule07.htm](http://student-rules.tamu.edu/rule07.htm) for current policy on university-excused absences.
Students are expected not only to speak up when called on but to actively participate in class and to communicate in Chinese whenever possible with their instructor and with classmates. Students' efforts in expressing themselves in Chinese will be evaluated as part of their class participation grade.

- You are expected to be in class on time every day. Being 15 minutes late (without a valid excuse) counts as an absence.

- You are allowed TWO unexcused absences per semester. THREE or more unexcused absence will adversely affect your final grade. THREE unexcused absences will prevent you from receiving an A, SIX will prevent you from receiving a B, and TEN will prevent you from receiving a C. Always ask for permission in advance for classes you will have to miss and make appropriate arrangements for missed work. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1: http://student-rules.tamu.edu/rule07).

- If you know that you will miss a class, contact your instructor before class to facilitate any make-up arrangement. You or a friend can stop by the office to pick up handouts that you missed.

- It is your responsibility to obtain class notes and prepare any work assigned or due during the period of your absence. If you are not able to reach the instructor to check for missed work, contact a classmate to obtain the information you need.

---

**Homework:**
All homework should be completed before coming to class. If you have to miss a class when an assignment is due, ask someone to bring it to the class. You can also drop it off at the instructor's office. Late homework turned in within 48 hours after the due date will be accepted and corrected, but penalized a half grade. After 48 hours, no homework will be accepted and a grade of zero will be assigned. No penalty will be assessed for late homework in case of a university-excused absence.

---

**Quizzes:**
Quizzes will be given to ensure that everyone keeps up with the material. As such, they will cover only information already presented in class.

**Mid-term and Final Examination:**
A review lesson will be given before each exam. The exam will contain both oral and written parts. The oral part may take the form of personal interviews or role-playing. The written part may include reading comprehension, character writing, translations, filling the blanks, answering questions in Chinese, etc. Changes will be made whenever it's necessary.

**Make-up Policy**
In case of officially documented medical emergencies or unplanned incidences, please
contact your instructor for make-up work as soon as possible. Make-up tests must be arranged with the instructor in advance of the scheduled test time. All make-ups must be taken before graded tests are returned to the class except in the case of university-excused absences. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. Make-up tests are granted only at the discretion of the instructor.

- **Disabilities**
  The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

- **Academic Integrity**
  "An Aggie does not lie, cheat or steal, or tolerate those who do." As commonly defined, plagiarism consists of passing off as one's ideas, words, writings, etc. which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Regulations, under section "Scholastic Dishonesty." Student rules are available online at http://student-rules.tamu.edu. Check with the Aggie Honor System Office at http://www.tamu.edu/aggiehonor.

- **Useful Resources**

**Dictionary**

**Books on China in English**
3. Lonely Planet: China

**Classical Chinese Literary Works**
1. The Analects, Confucius
2. The Art of War, Sunzi
3. Dao De Jing, Laozi
4. A Dream of Red Mansions, Cao Xueqin
5. Romance of the Three Kingdoms, Luo Guanzhong

**Documentaries**
1. BBC Wild China.
2. PBS China From The Inside.

**Learning Chinese Online**
2. [http://www.csulb.edu/~txie/online.htm](http://www.csulb.edu/~txie/online.htm) (Learning Chinese Online)
6. [http://zhongwen.com](http://zhongwen.com) (Chinese Characters and Culture)
<table>
<thead>
<tr>
<th>时间</th>
<th>课时</th>
<th>话题</th>
<th>语法</th>
<th>文化</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHEDULE</td>
<td>LESSON</td>
<td>TOPIC</td>
<td>GRAMMAR</td>
<td>CULTURE</td>
</tr>
<tr>
<td>8/27-9/07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/10-9/19</td>
<td>复习</td>
<td>第二册 24-26 课</td>
<td>1. “把” sentence(3) 把+O+V+到/在/成/</td>
<td>When in China, do as Chinese do</td>
</tr>
<tr>
<td></td>
<td>27. 入乡随俗</td>
<td></td>
<td>2. adverbs “最” and “更”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction” 一边，一边”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. the construction”来+NP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.” the construction”对……来说”</td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>27 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/21-9/28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. 礼轻情义重</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presenting and appreciating a gift/comparing asking in retort/worrying about sth.</td>
<td>1. using “有/没有” to express comparisons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. rhetorical questions “不是……吗”</td>
<td>Gift exchanging in China</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. sentences containing a series of verbs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. 上、开 as the resulting complements</td>
<td></td>
</tr>
<tr>
<td>10/01</td>
<td>28 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/01-10/10</td>
<td></td>
<td></td>
<td></td>
<td>Chinese modesty and humility</td>
</tr>
<tr>
<td>29. 请多提意见</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describing things/emphasizing an affirmation / expressing modesty</td>
<td>1. the structural particle” 地”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. sentences indicating existence or emergence (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the reduplication of adjective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. “把” sentence(4)</td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td>期中考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/12-10/19</td>
<td></td>
<td></td>
<td></td>
<td>Recreational activities in China</td>
</tr>
<tr>
<td>30. 他们</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>是练太极剑的</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicating changes/making a summary/describing</td>
<td>1. sentences indicating existence or emergence (3).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. using “了” to indicate a change of situation(2).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the complement of state(2).</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/22</td>
<td>30 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/22-10/31</td>
<td>31. 中国人叫她母亲河”</td>
<td>Yellow river, Yangzi River, Mount Everest and Mount Huang</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>giving encouragement/ Asking about something/describing a scenery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. approximate numbers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. pivotal sentences(2).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. the construction “只要...就”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. enumeration and paraphrasing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/05</td>
<td>31 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/02-11/09</td>
<td>32. 这样的问题也不能问了</td>
<td>Chinese view on “privacy “</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making a guess/ giving a vague response/ explaining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. structural particles”的, 得, 地“.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Summary of the “把” sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. the adverbs “ 就” and “还”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>32 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/14-11/30</td>
<td>复习</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/11</td>
<td>3:30-5:00 pm 期末考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: Changes to the syllabus will be made whenever necessary.
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum

to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: CHIN 202

3. Texas Common Course Number: CHIN 2312

4. Complete course title: INTERMEDIATE CHINESE II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

   Current Core: Yes
   Current ICD: no

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: Spring: 3

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 37 42 52

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12.

13. Submitted by:

   [Signature]

   Course Instructor

   Date: 3/6/2013

14. Department Head

   [Signature]

   Date: 3/19/2013

15. College Dean/Designee

   [Signature]

   Date: 3/20/2013

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (CHIN 202) is a second-semester intermediate class in Chinese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos clips, and other works, all of which enhance students’ appreciation of cultural and historical traditions, and social values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: newspaper reports, radio and TV broadcasts, songs, movies, literature works and internet materials. Students must understand and interpret written and spoken language on a wide variety of topics, including: Chinese dining table culture, the relationships of family members, generation gap, geography and climate, and other social issues. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the presentations on key topics from the course material.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and presentation) are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: Chinese dining table culture, the relationships of family members, generation gap, geography and climate, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and presentation.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

CHIN 202 – Intermediate Chinese II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
CHIN 202: Intermediate Chinese II
ZACH322 MWF 12:40 pm-01:30 pm

Instructor: Weidong Shi
Office: ACAD 103AB
Tel: 979-845-2124(INTS main office)  E-mail:shiweidong@tamu.edu
Office Hours: Wednesday 3:00pm-5:00 pm

Textbook
"New Practical Chinese Readers", Book 3, Beijing Language and Culture University.

Prerequisite
CHIN201 or equivalent

Course Description
This 3-credit course is conducted mainly in Chinese. This course is to help students
develop proficiency in reading, listening, speaking, and writing, to solidify and further
their communicative ability in Chinese through contact with various written and spoken
styles of modern Chinese on cultural topics, newspaper reports, radio, and TV broadcasts.

Learning outcomes
Upon completion the course students will demonstrate:
✓ Listening abilities, including
A more in-depth understanding of daily conversations and interactions
A greater ability to discern main points of more complex dialogues, including news
broadcasts, radio and film
✓ Speaking abilities, including
Conversing on a variety of topics in greater detail, be it in informal or formal
conversation
Discussing and talking more complex issues such as: social problems, environmental
issues, culture difference
Expressing feelings, opinions, and emotions using a more extensive vocabulary
✓ Reading abilities, including
A deeper understanding of main ideas of new materials
Ability to read more Chinese characters
Ability to guess the meaning of unknown characters and words
✓ Writing abilities, including,
More detailed essays
Self-reflections using a more extensive array of vocabulary
Summaries with greater description
➢ Cultural Awareness, including
Developing an appreciation for the values of other cultures
Ability to discern and compare cultural similarities and differences

Core Curriculum Objectives
➢ Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Chinese culture. Group/class discussion, written work, and oral presentation are all exercises in which students demonstrate critical thinking skills.
➢ Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a presentation expounding on one of the topics addressed in the course.
➢ Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.
➢ Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in China.

Course Requirements
Except in the case of university-excused absences, students are required to attend ALL classes and prepare for EVERY class. Students in the class need to be ready to make a commitment of spending at least 8 hours per week studying outside of class, including previewing, preparing, and reviewing assignments. Group projects and other assigned teamwork will require additional time for collaboration. Daily preparation is critical to this course and students’ preparation efforts will be evaluated and graded EVERY CLASS for In-class Performance. Strong motivation and daily preparation will ensure a successful learning experience in this class.

Grading
Grade points are based on the following:
Grading scale is as followed:
Class participation and preparation: 10%
Homework: 20% 90-100% = A
Oral:10% 80-89 % = B
Quiz: 20% 70-79 % = C
Midterm: 20% 60-69 % = D
Final: 20% 0-59 % = F

Attendance and class participation:
Please see http://student-rules.tamu.edu/rule07.htm for current policy on university-excused absences.
 Students are expected not only to speak up when called on but to actively participate in class and to communicate in Chinese whenever possible with their instructor and with classmates. Students' efforts in expressing themselves in Chinese will be evaluated as part of their class participation grade.

- You are expected to be in class on time every day. Being 15 minutes late (without a valid excuse) counts as an absence.

- You are allowed TWO unexcused absences per semester. THREE or more unexcused absence will adversely affect your final grade. THREE unexcused absences will prevent you from receiving an A, SIX will prevent you from receiving a B, and TEN will prevent you from receiving a C. Always ask for permission in advance for classes you will have to miss and make appropriate arrangements for missed work. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1).

- If you know that you will miss a class, contact your instructor before class to facilitate any make-up arrangement. You or a friend can stop by the office to pick up handouts that you missed.

- It is your responsibility to obtain class notes and prepare any work assigned or due during the period of your absence. If you are not able to reach the instructor to check for missed work, contact a classmate to obtain the information you need.

**Homework:**
All homework should be completed before coming to class. If you have to miss a class when an assignment is due, ask someone to bring it to the class. You can also drop it off at the instructor’s office. Late homework turned in within 48 hours after the due date will be accepted and corrected, but penalized a half grade. After 48 hours, no homework will be accepted and a grade of zero will be assigned. No penalty will be assessed for late homework in case of a university-excused absence.

**Quizzes:**
Quizzes will be given to ensure that everyone keeps up with the material. As such, they will cover only information already presented in class.

**Mid-term and Final Examination:**
A review lesson will be given before each exam. The exam will contain both oral and written parts. The oral part may take the form of personal interviews or role-playing. The written part may include reading comprehension, character writing, translations, filling the blanks, answering questions in Chinese, etc. Changes will be made whenever it’s necessary.

**Make-up Policy**
In case of officially documented medical emergencies or unplanned incidences, please
contact your instructor for make-up work as soon as possible. Make-up tests must be arranged with the instructor in advance of the scheduled test time. All make-ups must be taken before graded tests are returned to the class except in the case of university-excused absences. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. Make-up tests are granted only at the discretion of the instructor.

Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

Academic Integrity
"An Aggie does not lie, cheat or steal, or tolerate those who do." As commonly defined, plagiarism consists of passing off as one's ideas, words, writings, etc. which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Regulations, under section "Scholastic Dishonesty." Student rules are available online at http://student-rules.tamu.edu. Check with the Aggie Honor System Office at http://www.tamu.edu/aggiehonor.

Useful Resources

Dictionary

Books on China in English
3. Lonely Planet: China

Classical Chinese Literary Works
1. The Analects, Confucius
2. The Art of War, Sunzi
3. Dao De Jing, Laozi
4. A Dream of Red Mansions, Cao Xueqin
5. Romance of the Three Kingdoms, Luo Guanzhong

**Documentaries**
1. BBC Wild China.
2. PBS China From The Inside.

**Learning Chinese Online**
2. [http://www.csulb.edu/~txic/online.htm](http://www.csulb.edu/~txic/online.htm) (Learning Chinese Online)
6. [http://zhongwen.com](http://zhongwen.com) (Chinese Characters and Culture)
# Syllabus

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson</th>
<th>Topic</th>
<th>Grammar</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2 - 2/13</td>
<td>33 课</td>
<td>保护环境就是保护我们自己.</td>
<td>1. potential complement(1). 2. extended use of “出来”. 3. the reduplication of nouns, measure words, and numeral-measure words phrase. 4. the construction of “既…又”.</td>
<td>Environmental issues in China</td>
</tr>
<tr>
<td>2/18</td>
<td>33 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/14 - 2/22</td>
<td>34 课</td>
<td>神女峰的传说</td>
<td>1. the subjectless sentence. 2. the construction of “连…都/也”. 3. 着 and 住 as the resultative complements.</td>
<td></td>
</tr>
<tr>
<td>2/22</td>
<td>34 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/23 - 3/1</td>
<td>35 课</td>
<td>汽车我先开着</td>
<td>1. interrogative pronouns of general denotation. 2. fractions, percentages and multiples. 3. the construction of “一…也/都+没/不”. 4. the construction of “就是…也”.</td>
<td>Generation gap</td>
</tr>
<tr>
<td>2/27</td>
<td>期中考试</td>
<td>Midterm-exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/2 - 3/20</td>
<td>36 课</td>
<td>北京热起来了</td>
<td>1. potential complement(2). 2. extended use of “起来” 3. the construction of “一…就”. 4. the construction of “除了…以外，还/也/都…”.</td>
<td>Climate of China</td>
</tr>
<tr>
<td>3/11 - 3/15</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/21 - 3/29</td>
<td>37 课</td>
<td>请客文化</td>
<td>1. making comparison by using “比”</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>37 课考试</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/30-4/10</td>
<td>38. 你听，他叫我太太</td>
<td>语法复习</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>38 课考试</td>
<td>Family member relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/11-4/26</td>
<td>review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>期末考试 Final-exam 10:30 a.m.-12:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: Changes to the syllabus will be made whenever necessary.*
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL/MODL 221

3. Texas Common Course Number: 2332

4. Complete course title: World Literature

5. Semester credit hours: 03 SCH

6. This request is for consideration in the following Foundational Component Area:
   
   [ ] Communication
   [ ] Mathematics
   [ ] Life and Physical Sciences
   [x] Language, Philosophy and Culture

   [ ] Creative Arts
   [ ] American History
   [ ] Government/Political Science
   [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   
   [x] Yes
   [ ] No

8. How frequently will the class be offered? every fall and spring semester

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:

   127 (11-12) 62 (10-11) 59 (10-11) 204

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Date
2/15/2013

13. Submitted by:
Apostolou Voiklis

14. Department Head
M... [signature]

15. College Dean/Designee

Date
2/18/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following ways.

This course (ENGL/MODL 221) will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 221-502: World Literature
Texas A&M University
Fall 20xx
Lectures: TR 12:45-2:00 pm (Zach 119C)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: LAAH 3XX
Office Hours: TR 11 00-12:30 pm

Catalog Course Description: 221. World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita. Cross-listed with MODL 221.

Prerequisite: None

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Assessment of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Requirements:
- For absentee policy see: http://student-rules.tamu.edu/rule07
- You are expected to keep up with the course readings. Your **participation grade** (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
• Students will submit **two papers** (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author’s use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax.

• There will also be a **midterm** (20%) and a **final examination** (30%) based on the readings and lectures. The midterm and final examinations will be made of short and or long answer questions that cover reading and lecture material. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat or steal or tolerate those who do.”

**Disabilities:** The **Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Required books (available in the University Bookstore):**
Homer: *The Odyssey*
Sophocles: *Philoctetes*
Aeschylus: *The Persians*
Aristophanes: *Lysistrata*
Virgil: *The Aeneid*
Dante: *The Inferno*
Boccaccio: *The Decameron*

**Additional required material:**

*Old Testament: Selections from Genesis* (Xerox)
CALENDAR

Week 1 TH  Introduction

*The Odyssey* (read books 1-4).
*The Odyssey* (books 5, 9-15).

Week 2 TH  *The Odyssey* (books 18-20).
*The Odyssey* (books 21-24).

*The Odyssey.*

Week 3 TH  *Philoctetes* (read entire play).
*Philoctetes.*

*Philoctetes.* [First Paper Proposal Due].

Week 4 TH  *The Persians* (read entire play).

*The Persian.*

Week 5 TH  *Genesis* (read 1:1, 1:2, 1:3).

*Genesis* (read 1:4).

Week 6 TH  *Lysistrata* (read entire play)  [First Paper Due].

*Lysistrata.*

Week 7 TH  *Lysistrata.*

MIDTERM EXAMINATION

Week 8 TH  *The Aeneid* (read books 1-6).

*The Aeneid* (read books 7-8, 12).

Week 9 TH  *The Aeneid.*

*The Aeneid* Continued.

Week 10 TH  *The Inferno* (read cantos I-VI, X-XIII).

*The Inferno* (cantos XV, XVII, XIX, XXI)  [Second Paper Proposal Due].

Week 11 TH  *The Inferno* (cantos XXIII-XXVI, XXVII).
The Inferno (cantos XXXI-XXXIV).

Week 12 TH  The Inferno.

Thanksgiving Holiday

Week 13 TH  The Decameron (read Preface and Introduction).

The Decameron (read First Day/First Story—First Day Conclusion)  [Second Paper Due].

Week 14 TH  The Decameron (read Second Day/Introduction—Second Day/Sixth Story).

FINAL EXAMINATION. On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ITAL 201

3. Texas Common Course Number: ITAL 2311

4. Complete course title: INTERMEDIATE ITALIAN I

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes  □ No

8. How frequently will the class be offered? every Fall semester

9. Number of class sections per semester: F: 2

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 39 32 40

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [signature]
    Course Instructor

14. Department Head
    Date 3/18/2013

15. College Dean/Designee
    Date 3/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Texas A&M University
Associate Provost
for Undergraduate Studies

MAR 21
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (ITAL 201) is a first-semester intermediate class in Italian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

• Communication: Students communicate in languages other than English.
• Cultures: Students gain knowledge and understanding of other cultures.
• Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
• Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
• Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos on key topics from the course material.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Italian history, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a video skit.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

ITAL 201 – Intermediate Italian I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

(1) students can interact with diverse populations from different parts of the globe;

(2) students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;

(3) students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;

(4) students gain an understanding of how cultural identity is expressed through different traditions and media;

(5) students gain a better understanding of contemporary global issues through interaction with global communities.
COURSE REQUIREMENTS AND POLICIES

Course description: Italian 201 is aimed at developing the essential skills of communication in Italian in a variety of situations. Students will take on intermediate level reading, and will be expected to write increasingly competent Italian while employing more complex grammatical structures. We will take into consideration a range of written material, including literary excerpts and film reviews. This is a technology mediated course.

Prerequisites: ITAL 102, placement test, or instructor’s consent. NOTE: If you have already studied Italian in another institution or elsewhere (in Italy, in your family, etc.) notify your instructor or our academic advisor to make sure that section 201 is most suitable for you. Students without a placement recommendation or the instructor’s permission will not be admitted to the course.

Learning Outcomes:
Upon completion of the course students will be able to:
• express knowledge of Italian from both cultural and linguistic perspectives;
• communicate on a variety of topics comfortably in an Italian environment;
• utilize analytical tools necessary to compare and contrast Italian culture with the student’s own culture;
• demonstrate social, cultural and global competence.

Core Curriculum Objectives
a) Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Italian culture. Group/class discussion, written work, and the production of audio and video recordings are all exercises in which students demonstrate critical thinking skills.

b) Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a video expounding on one of the topics addressed in the course.

c) Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

d) Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Italy.

Methodology: This course focuses on a content-based language curriculum through the communicative approach. The class will be conducted in Italian and students will be expected:

a) to participate actively in small and large group activities. This course is not a teacher-centered lecture, but rather one in which lively participation in multiple tasks will help the student to forge his/her knowledge of Italian.

b) to be prepared to participate in all classroom activities and keep up with out-of-class assignments, such as group projects and online practice; students are asked to work steadily and responsibly, being engaged and creative at all times.

c) to engage into effective communication through linguistic accuracy.

 d) to read, watch video clips, and listen to music online and in class in order to increase their familiarity of the Italian language and culture and to forge their own critical thinking.

Throughout the semester, assessment of progress will take place across all modalities -- grammar, vocabulary, organization of texts in spoken and written form. Different learners have different learning strategies and styles. However one of the ways of studying a language is finding a partner or a small group of fellow learners to engage with them in those initial steps that are necessary in learning a new language. The classroom is a collaborative and supportive environment. Do not hesitate to come to the instructor’s office anytime you need clarifications, or when you experience difficulties on any matter.
Required Textbooks:

1. **SENTIERI. Attraverso l'Italia contemporanea, by Julia M. Cozzarelli** -- the student's edition package including the access code for the Supersite and the Websam. The textbook and the access code are available at the Texas A&M Bookstore or online at www.vhlcentral.com

**Participation and attendance are mandatory.** Tardiness or early departure will affect your participation and attendance grade. Attendance at regular classes is mandatory and it is connected to participation — if you are not in class, you cannot participate. The university excused absences policy: see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on university-excused absences. For illness- or injury-related absences of up to **three meeting days**, student must provide a “Texas A&M University Explanatory Statement of Absence from Class” (available at: [http://attendance.tamu.edu](http://attendance.tamu.edu)). The student will initiate this process by completing the form either online or manually. The form must be printed and signed. Electronic copies will **not** be accepted. For absences of four meeting days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1). For each absence without a documented university excuse, your term grade will be lowered. Participation: oral and written class participation is an essential foundation in language learning; it needs to be **constructive and consistent**.

**Quizzes, compositions & homework:** In this semester we will study **chapters 9 through 12 of SENTIERI**.

a) **Quizzes** will be administered regularly: they will help you check your knowledge of the grammar structures vocabulary, and communicative situations studied in the units. The quizzes will be taken in **class**, unless otherwise noted. **Make-up quizzes:** The general policy is that there will be **no make-up quizzes**, except of university-approved excuse. However, I understand that unexpected events in life happen, so I will be happy to schedule a make-up quiz **if** the reason for missing the quiz fits into one of the ‘exception’ categories: TAMU related activity, religious holiday, health emergency, or family emergency.

b) At regular intervals a **composition** will be assigned based on the material covered. These compositions must be turned in on the due date.

c) On a daily basis your instructor will assign the exercises from the textbook, the Supersite, Elearning and other sources: all class material covered including the assignments will be posted on Elearning, as a reminder. This means that all workbook exercises and supplementary materials **MUST** be prepared accurately and carefully before class. It is the student's responsibility to check the course website **EVERYDAY** at [http://elearning.tamu.edu](http://elearning.tamu.edu).

**NOTE:** Homework, labs, and other types of assignments will **not** be accepted after their due dates, except of university-approved excuse. If you are absent from class, you are responsible for making arrangements to have your work handed in on the due date, by the end of class, and for informing yourself of the material covered in class during the period of your absence.

**Supersite policy:** Sustained and consistent level of preparation for all aspects of oral and written classroom work is essential in order to ensure adequate preparation for class. Homework assignments and other out-of-class activities reinforce accuracy of vocabulary and grammatical forms. Therefore **I will not** accept late Supersite submissions, except of university-approved excuse. Grades from the Supersite’s gradebook will be downloaded the first day of the midterm oral presentations (see calendar below) in order to calculate your midterm grade; and the first day of the final oral presentations (see calendar below) in order to calculate your final grade. **Make-up quizzes:** The general policy is that there will be **no make-up quizzes**, except of university-approved excuse. However, I understand that unexpected events in life happen, so I will be happy to schedule a make-up quiz **if** the reason for missing the quiz fits into one of the ‘exception’ categories: TAMU related activity, religious holiday, health emergency, or family emergency. You are responsible for informing me of your absence as soon as you can (preferably via email) and for providing the adequate documentation to me, if available. At which point we can schedule a day and time for the make-up quiz. Please be advised that I will **not** email you about any of the missed course work: If you miss a quiz or any other assignment and I will not hear anything from you, that quiz/assignment will be assigned a '0' grade and will count toward your midterm or final average.

**Midterm Presentation & Grade:** Besides everyday in-class participation and conversation, students are required to prepare an **online project** (written and oral components) — details and guidelines will be discussed before the
people). The topic of the online project and presentation must be based on SENTIERI or on one or more subjects studied during the semester (films, handouts, etc). Students can select 1) a topic from the textbook or course material and 2) the online technological tool to create their project (a video story/soap-opera, comics, radio broadcast, etc.). However, they must adhere to the following mandatory guidelines:

- students will need to work on the online project consistently and constantly and not just a few days before the midterm or final exam. In fact the midterm portion of the project will constitute the base for the final portion of the final project, the e-portfolio – guidelines and instructions will follow before the final presentations period.
- the project MUST use online tools, such as (but not limited to) chatrooms, discussion boards, voice recordings, and videos in order to complete the tasks. The work will be checked and graded by the instructor regularly: progress, each student’s contribution to the task, completion, personal and group’s commitment and creativity will be part of the regular assessment and grade.
- The project must have reading, writing, listening and speaking components that will demonstrate the students’ skills acquired throughout the semester(s). NB: remember that studying a language is not an overnight or a semester process: since the first semester of Italian, students start to build up language structures, vocabulary and general competence that will continue throughout the cycles at Texas A&M, and sometimes this can become a lifelong learning experience!
- Throughout the course the online material will provide students with additional opportunities to practice oral and written production in Italian. They will be used as a scaffolding as part of their midterm and final project.
- The instructor will discuss the format and confirm the topics with the students at least fifteen days before the presentation date.

The midterm grade will be calculated on the oral presentation of the project (min. 5’ – max. 7’) plus the sum of all your tests, quizzes, compositions, participation and attendance up to the end of the midterm period. The midterm grade and report will help you to understand the level of your performance in Italian, and will help you identify the aspect(s) of the language to which you must dedicate greater effort and attention. The midterm project will be presented in class – dates TBA

Final Exam: e-portfolio, see above (min. 7’ – max. 10’). Your final grade will be calculated taking in consideration your midterm grade, all quizzes, homework, written assignments, compositions after the midterm period, the final oral presentation of your online project.

Email policy: Please use your TAMU email to correspond with me: the TAMU email address helps identify students, if necessary. Do not contact me using Vista’s or the Supersite’s internal email system since I am not keeping track of those messages. Plus, specify the object of your inquiry in the subject line and sign your email so that I can recognize who you are. Email communication must meet the spelling, grammar and punctuation standards of formal business communication: even if I do not mind a friendly attitude remember that you are still addressing a question/issue to your instructor.

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at <http://www.tamu.edu/aggiehonor>. All tests, take-home quizzes, compositions and homework of this course respect the provisions of the Aggie Honor Code. NB: In particular for this course, special attention will be given to the following principles:
- students MUST neither give nor receive any unauthorized help on take-home assignments;
- any form of plagiarism will be reported;
- proof-readings by third parties are not permitted: it is unacceptable to ask someone else to write, translate or edit any parts of your oral and/or written assignments; it is unacceptable to use any computer program that translates sentences from English into Italian;
- It may be acceptable to use: a) any ‘spelling check’ (Microsoft word, etc.); b) online dictionaries are allowed to look up ONLY individual words – all sources (bibliographical, internet or other) must be cited at the end of each oral/writing assignment.

Violations of these guidelines will be considered ‘cheating’: if your work raises any doubt concerning your academic integrity it will be submitted to the “Aggie Honor System Office” to be evaluated.

Disabilities: The American with Disabilities Act (ADA) is a federal anti-discrimination statute providing
that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

A general note on grades: In this course grades are not given, but they are earned. Your grade will be the result of your performance on your exams, quizzes, assignments, class participation and attendance. They are not based on how badly you feel or deserve a good grade, the fact that you did not miss a single class, or the fact that you need to maintain a certain GPA. I prefer not to round up grades, unless I see a real commitment and effort put in the course during the entire semester – by commitment and effort, besides good grades, I mean outstanding class attendance and participation, going to all the movie screenings and full participation to all the events related to Italian, in the semester. If I have to discuss a case of grade round up, then ONLY final grades will be adjusted to the nearest point value: for example 89.2 = 89, 79.7 = 80. Since I return all quizzes and assignments, you are responsible to keep track of your own records so that you can approximately calculate your grade, any time. I am also happy to give an estimate of your performance during the semester (besides the midterm report), but NOT via email: I would prefer you to come to my office hours. Same thing for questions concerning course assignments, quizzes, etc: if the issue raised is complex and require a detailed explanation I encourage you to visit my office hours or to schedule an appointment to meet face-to-face.

<table>
<thead>
<tr>
<th>ASSESSMENT CATEGORIES:</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance 20%</td>
<td>A = 100 - 90</td>
</tr>
<tr>
<td>Quizzes and tests 15%</td>
<td>B = 89 - 80</td>
</tr>
<tr>
<td>Written Assignments/Homework (includes Supersite) 15%</td>
<td>C = 79 - 70</td>
</tr>
<tr>
<td>Midterm online project – presentation 20%</td>
<td>D = 69 - 60</td>
</tr>
<tr>
<td>Final online project – presentation 30%</td>
<td>F = 59 and below</td>
</tr>
</tbody>
</table>

**CALENDAR**

*Please note: The professor reserves the right to change the dates of the quizzes should she seem it necessary. Any changes will be announced in class and Vista’s calendar will be updated accordingly. Students are responsible for checking the calendar and for finding out about such changes.*

<table>
<thead>
<tr>
<th>Agosto</th>
<th>Settembre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunedi 27 – first day of classes</td>
<td>Mercoledi 29</td>
</tr>
<tr>
<td>Mercoledi 29</td>
<td>Venerdi 31\nLast day of drop/add period</td>
</tr>
<tr>
<td>Lunedi 3</td>
<td>Mercoledi 5</td>
</tr>
<tr>
<td>Mercoledi 5</td>
<td>Venerdi 7</td>
</tr>
<tr>
<td>Lunedi 10</td>
<td>Mercoledi 12</td>
</tr>
<tr>
<td>Mercoledi 12</td>
<td>Venerdi 14\n-- quiz # 1</td>
</tr>
<tr>
<td>Lunedi 17</td>
<td>Mercoledi 19</td>
</tr>
<tr>
<td>Mercoledi 19</td>
<td>Venerdi 21</td>
</tr>
<tr>
<td>Lunedi 24</td>
<td>Mercoledi 26</td>
</tr>
<tr>
<td>Mercoledi 26</td>
<td>Venerdi 28\n-- quiz # 2</td>
</tr>
<tr>
<td>Ottobre</td>
<td></td>
</tr>
<tr>
<td>Lunedi 1 -- Midterm pres (Fabiana)</td>
<td>Mercoledi 3</td>
</tr>
<tr>
<td>Mercoledi 3</td>
<td>Venerdi 5</td>
</tr>
<tr>
<td>Lunedi 8</td>
<td>Mercoledi 10 -- Midterm pres. (Mac &amp; C) (Brawnwyn &amp; C.)</td>
</tr>
<tr>
<td>Lunedì 15</td>
<td>Mercoledì 17</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Lunedì 22</td>
<td>Mercoledì 24</td>
</tr>
<tr>
<td>Lunedì 29 -- quiz # 3</td>
<td>Mercoledì 31</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunedì 5</td>
<td>Mercoledì 7</td>
</tr>
<tr>
<td>Lunedì 12</td>
<td>Mercoledì 14</td>
</tr>
<tr>
<td>Lunedì 19</td>
<td>Mercoledì 21</td>
</tr>
<tr>
<td>Lunedì 26</td>
<td>Mercoledì 28 -- Final pres.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunedì 3 -- Final pres.</td>
<td>Martedì 4 -- Lost day of classes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL EXAM -- IN PETR 306</td>
<td>Tues DEC. 11, ITAL. 201.501</td>
</tr>
<tr>
<td></td>
<td>15:30 - 17:30pm, both sections</td>
</tr>
</tbody>
</table>
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ITAL 202

3. Texas Common Course Number: ITAL 2312

4. Complete course title: INTERMEDIATE ITALIAN II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences
   - [ ] Current Core - Yes
   - [x] Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: S: 1

10. Number of students per semester: 40

11. Historic annual enrollment for the last three years: 39 28 33

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. [ ]

13. Submitted by: Maria Wood
   Date: 3/17/13

   Course Instructor

   Approvals: [Signature]
   Date: 3/14/2013

14. Department Head
   Date: 3/20/13

15. College Dean/Designee
   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (ITAL 202) is a second-semester intermediate class in Italian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material (texts and films) in the foreign language. Materials include: whole film/s, poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: customs, gender, and generational relationships, history, dialectic of center and province, migration from and to Italy, art history and the urban environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze video and class materials. Students’ cultural knowledge is reflected in their language use of Italian. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work and through testing. Students demonstrate creative and innovative use of language through the production of skits on key topics from the film/s.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in Italian. These skills include writing and speaking, as well as listening and reading. Students not only read written texts (from the accompanying booklet/s that accompany the film/s in question), listen to audio samples, and watch videos (of the film/s in question), they also must produce written material (which they regularly revise after instructor’s indications) and oral and visual materials (midterm and final presentations of skits, in small groups) which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of Italian. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Through the screening of (varying) films and the use of the accompanying textual material students gain an understanding of the relationship between the practices and the perspectives of the culture studied. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (oral skits integrated in film/s’ topics) are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Italian history, cultural traditions, and family habits, the relationships of men and women, relationship between the South and the North, Mediterranean and Continental identities, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a series of skits.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

ITAL 202 – Intermediate Italian II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. Students can interact with diverse populations from different parts of the globe;
2. Students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. Students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. Students gain an understanding of how cultural identity is expressed through different traditions and media;
5. Students gain a better understanding of contemporary global issues through interaction with global communities.
Texas A & M University
Department of International Studies
Spring 2013
ITAL 202-500

Intermediate Italian II

Italian Through Film

TR 11:10-12:25 pm
PETR 106

Instructor: Dr. Manuela Marchesini
office: 230 Academic Building E
office hours: TT 2:00-3:00 and by app.
email: mmarchesini@tamu.edu
phone: 845-2107

Course Description:
In the fourth semester course, you begin moving toward fluency in Italian by focusing on communication and through an exposure to a non-stereotypical, more complex and up-to-date cultural picture of modern Italy and Italians. This is achieved through the pedagogical use of very recent Italian films and other shorter material (from Sentieri) that have been selected for their versatility and cultural significance and provide a systematic tool for reviewing, learning, and developing the Italian language at an intermediate level. In particular, this year's course is based upon Marco Tullio Giordana's celebrated long feature The Best of Youth (of 2003). It is a six and a half hour movie that optimistically ends with the line "tutto è veramente bello [everything is truly beautiful]." It chronicles forty years in the life of the Carati family—liberal, middle-class Romans—as they navigate Italy's turbulent '60s, '70s, and '80's up through the beginning of the new century. Missing the Best of Youth has been compared to missing a Dickens novel brought to film, or failing to appreciate the Italian equivalent of Marquez's One Hundred Years of Solitude for Colombia, and Rushdie's Midnight Children for India.

The course has its own Vista website on http://elearning.tamu.edu.

Learning Outcomes:
Upon completion of the course students will be able to:
• express knowledge of Italian from both cultural and linguistic perspectives;
• communicate on a variety of topics comfortably in an Italian environment;
• utilize analytical tools necessary to compare and contrast Italian culture with the student's own culture;
• demonstrate social, cultural and global competence.

Core Curriculum Objectives:

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Italian culture. Group/class discussion, written work, and the production of skits are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the production of a skit expounding on one of the topics addressed in the course.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the
relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Italy.

Prerequisites: ITAL 201, placement exam, or instructor's consent.

Texts required:
- Cozzarelli, Sentieri, Vista Higher Learning, 2011 + the premium access to the Sentieri's Supersite at sentieri.vhcentral.com
- Buonanno, Elda La Meglio Gioventù (The Best of Youth) Farinelli Edizioni –the book is on sale at http://www.edizioniFarinelli.com/titles.php?title=EF+Film+Study%3A+La+meglio+giovent%26ograve
%3B&tid=84.

- The Best of Youth course pack you will find on elearning.

Please note: Students must have the book within 10 days since the beginning of classes or else they will be dropped from the course.

The DVDs of the film (3 streams of the same film: original with no subtitles; with Italian subtitles only; with only English subtitles) are available
a) on mediatrix https://mediatrix.tamu.edu/ (accessible through our elearning course page);
b) on reserve at Educational Media, in the Evans Annex 4th floor;
c) for purchase at the Farinelli publisher website.

Requirements:
1. Attendance at regular classes is mandatory.
2. All compositions must be WORD or PDF files, 12 pt. Times New Roman, double-spaced.
3. It is the student's responsibility to check our course site at https://elearning.tamu.edu, at least 2 times per week each.
4. Homework, labs, and other types of assignments will not be accepted after their due dates, except in the case of university-excused absence.
5. The material for each day's lesson must be studied/screened before coming to class. You can find out what points will be covered on a given day by consulting the copy of your syllabus, either printed or on elearning or Howdy.

Term grade:
- Quizzes 15%
- Written Assignments/Homework 15%
- Midterm (oral presentation) 20%
- Final (final exam + final oral presentation) 20% + 20%
- Participation/attendance 10%

Written Assignments/Homework:

As per syllabus, plus what will be assigned daily and/or weekly (usually on Th. Afternoon) in accordance with the activities held/to be held in class that coming week. Homework will be posted on the calendar of our elearning page. All compositions will be checked for plagiarism.

All compositions assigned at home are to be turned in in class; a word processor must be used, then printed, point 12 and space 2. (Other shapes and forms will not be accepted.)
Orderly collect, date, and keep all your homework (drafts and final versions + the assigned exercises not on the supersite, and all other written activities) in a binder that will be turned in for instructor's evaluation at the end of the semester.

Midterm Presentation:

Besides everyday in-class participation and conversation, students are required to prepare two oral presentations based on *La Meglio Gioventù*: one for the midterm grade and the second one for the final. These presentations have to be organized as a group skit (min. 3/max. 4 students) and will be presented in class (min. 7' - max. 10' for the midterm oral presentation).

The instructor will discuss the format and confirm the topics with the students at least one week before the presentation date. For a sense of what is evaluated, see a sample of Oral Report file uploaded to the Vista page of our course at [http://elearning.tamu.edu/](http://elearning.tamu.edu/).

Final Exam:

*The final exam grade consists of 2 components:*

1) the second oral in class presentation, same as above but of min. 10' - max. 15';
2) the final exam on the assigned day.

Participation:

Means attendance at regular classes; offering active contributions to class discussion, asking questions, and displaying a clear familiarity with the assigned material of the day. The student actively, consistently, and assertively tries to respond in Italian by preparing her/himself before class by memorizing or repetition in order to utilize basic and essential vocabulary for making basic statements and asking basic questions; and by consciously building and expanding upon that core foundation.

Attendance:

Attendance at regular classes is obligatory. Students should arrive for class on time and stay in class for its full duration. Tardy arrivals and early departures are disruptive and will be noted. University-excused absences: please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of up to two days, student must provide a Texas A&M University Explanatory Statement of Absence from Class (available at [http://attendance.tamu.edu](http://attendance.tamu.edu)). The student will initiate this process by completing the form either online or manually. The form must be printed and signed. Electronic copies will not be accepted. For absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). For each absence without a documented University excuse, your term grade will be lowered by 1/3 letter grade. No penalty will apply to homework submitted late due to a University-excused absence. Make-up exams and late submission of assignments (or a satisfactory alternative) is permitted for University-excused absences within 30 calendar days from the last day of the absence, in accordance with Student Rule 17.3.

Academic Integrity:

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

Disabilities:

The American with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protections for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

Grading scale:
A = 100 – 90 %  B = 89 – 80 %  C = 79 – 70 %  D = 69 – 60 %
<table>
<thead>
<tr>
<th>Settimana</th>
<th>Date</th>
<th>In classe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No use of electronic devices in class.</td>
</tr>
</tbody>
</table>

**A casa**  
*(Must be done by that day.)*

Collect, date, and keep all your homework/language activities and notes (drafts and final versions + the assigned exercises not on the supersite, and all other written activities) in a binder. You will turn it in to your instructor for evaluation at the end of the semester.

Students must bring book/s and binder to each class.

**Guarda:** watch (on mediatrix or on DVD) the same indicated film sequence for 3 times, using the 3 different streams:
- One with English subtitles,
- one with Italian subtitles,
- and one without subtitles.

**Leggi:** gain a full comprehension of the assigned short passage.
How?
1- Underline the word/expression you do not understand;
2- look it up on a hard copy Italian/English or Italian/Italian dictionary;
3- write down the expression in question, and only that one. Do not write down the full English translation of the sentence. It is for your personal use, keep it to the minimum—for you (not for me) to understand what it means.

The purpose of the exercise is for you to acquire the Italian vocabulary to discuss the topic orally or in writing.

**Leggi/Scrivi:** We will use the Best of youth coursepack you will find on elearning.
Student will be asked to answer to the assigned questions, orally and/or in writing, for the class of that day.
It is the student’s responsibility to regularly check elearning and the supersite to find out the week assignments.
Please note: when your answers are in writing, they must be typed with a word processor (point 2, space 2 or 3) and they must be turned to instructor in class on the assigned day.

Write in full sentences; subject, verb and modifiers.

On occasion students will be asked, following appropriate indications, to edit their written homework, and turn the final version in again along with the first draft.

**Esercizi & Grammatica:** we will use Sentieri and its Supersite for studying and reviewing/practicing grammar points.
<table>
<thead>
<tr>
<th></th>
<th>Jan. 15</th>
<th>Presentazione del corso</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan. 17</td>
<td><strong>Attività orale:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Grammatica: ripasso</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Guarda</strong> la prima sequenza (3+)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Leggi/Scrivi:</em> Trama p. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rispondi oralmente e/o per iscritto</td>
</tr>
<tr>
<td></td>
<td></td>
<td>alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Esercizi e grammatica:</strong> 3 p. 11 (check elearning/supersite)</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 22</td>
<td><strong>Prima e seconda sequenza</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Attività orale:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Grammatica: capitolo 12 di Sentieri</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Guarda</strong> la prima e la seconda sequenza</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Leggi/Scrivi:</em> prima sequenza p. 9-10+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>seconda sequenza p. 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rispondi oralmente e/o per iscritto</td>
</tr>
<tr>
<td></td>
<td></td>
<td>alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Esercizi e grammatica:</strong> tba (check elearning/supersite)</td>
</tr>
<tr>
<td></td>
<td>Jan. 24</td>
<td><strong>Seconda sequenza</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Attività orale:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Grammatica: capitolo 12 di Sentieri</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Guarda:</strong> la seconda sequenza</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Leggi/Scrivi:</em> seconda sequenza p. 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rispondi per iscritto alle domande assegnate dal BoY coursepack od altro (check elearning/supersite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Esercizi e grammatica:</strong> tba (check elearning/supersite)</td>
</tr>
</tbody>
</table>
| 3 | Jan. 29 | Terza sequenza 25  
*Grammatica*: capitolo 12 di Sentieri
| Jan. 31 | Quarta Sequenza 31  
*Grammatica*: capitolo 12 di Sentieri
| AND SO ON |  
*Grammatica*: Ripasso coniugazioni semplici
| 4 | Feb. 5 | Quinta sequenza 3  
Feb. 7 | Sesta sequenza 47  
**HOMEWORK** for the week will be assigned on the Elearning's Calendar (usually on Th. afternoon) in accordance with the activities to be held in class the following week.
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 12</td>
<td>Settima sequenza 53</td>
<td></td>
</tr>
</tbody>
</table>
|       | *TODAY CONFIRM WITH ME YOUR GROUP COMPOSITION AND THE TOPIC OF YOUR MIDTERM PRESENTATION:*
|       | *Examples:*
<p>| Feb. 14 | Ottava sequenza 59 |
| Feb. 19 | QUIZ #1 |
| Feb. 21 | Nona sequenza 65 |
|         | MIDTERM ORALS |
| Feb. 26 | MIDTERM ORALS |
| Feb. 28 | MIDTERM ORALS |
|         | <em>BY TODAY CONFIRM WITH ME YOUR GROUP COMPOSITION AND THE TOPIC OF YOUR MIDTERM PRESENTATION</em> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>March 5</td>
<td>Nona sequenza 65</td>
<td>Individual Mid-semester Progress Reports distributed</td>
</tr>
<tr>
<td></td>
<td>March 7</td>
<td>Decima sequenza 71</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 19</td>
<td>Undicesima sequenza 79</td>
<td>Ripasso coniugazione dei verbi</td>
</tr>
<tr>
<td></td>
<td>March 21</td>
<td>Grammatica:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dodicesima sequenza 85</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 26</td>
<td>Tredicesima sequenza 93</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 28</td>
<td>Quattordicesima sequenza 99</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>April 2</td>
<td>Quindicesima sequenza 107</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>QUIZ #2</td>
<td>Sedicesima sequenza 115</td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>Sedicesima / Diciassettesima sequenza 123</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Diciottesima sequenza 131</td>
<td>BY TODAY CONFIRM WITH ME YOUR GROUP COMPOSITION AND THE TOPIC OF YOUR FINAL PRESENTATION</td>
<td></td>
</tr>
<tr>
<td>April 16</td>
<td>Ripasso</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>PRESENTAZIONI ORALI</td>
<td>PRESENTAZIONI ORALI</td>
<td></td>
</tr>
<tr>
<td>April 23</td>
<td>PRESENTAZIONI ORALI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>LAST DAY OF CLASS</td>
<td>PRESENTAZIONI ORALI</td>
<td></td>
</tr>
<tr>
<td>May 3rd</td>
<td>Final Exam – Location TBA</td>
<td>May 3, Friday 3-5 p.m. (TR 11:10 a.m.-12:25 p.m.)</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ____________________________________________________________________ International Studies

2. Course prefix and number: JAPN 201

3. Texas Common Course Number: JAPN 2311

4. Complete course title: INTERMEDIATE JAPANESE I

5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:

☐ Communication  ☐ Creative Arts
☐ Mathematics  ☐ American History
☐ Life and Physical Sciences  ☐ Government/Political Science
☐ Language, Philosophy and Culture  ☐ Social and Behavioral Sciences

Current Core - Yes  Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes  ☐ No

8. How frequently will the class be offered? every Fall semester

9. Number of class sections per semester: Fall: 2; Spring: 0

10. Number of students per semester: 56

11. Historic annual enrollment for the last three years: 51 53 38

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

________________________________________________________________________

Course Instructor

Yuki Vaughan

________________________________________________________________________

Date

3/6/13

14. Department Head

________________________________________________________________________

Date

3/20/13

15. College Dean/Designee

________________________________________________________________________

Date

3/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (JAPN 201) is a fourth semester course in Japanese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation and understanding of Japanese culture, society, and social relationships. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: songs, interviews, structured and free conversations, listening activities, and both intensive and extensive readings. Students must understand and interpret written and spoken language on a wide variety of topics and in different levels of politeness. Whole class and small group activities allow students to negotiate for meaning and synthesize new information in different levels of speech. Conversations with native speaker guests allow students to inquire about, compare, analyze, and evaluate Japanese and American cultural and social values. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities. They demonstrate their intercultural competence by learning to respect, appreciate, and engage effectively with Japanese people. They demonstrate social responsibility by learning appropriate levels of speech and when to use them. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course activities provide opportunity for intercultural communication which enhances students’ awareness of the importance of personal responsibility for individuals’ choices and actions when dealing with people from different cultures. This awareness enhances their ability to make ethical decisions in unfamiliar situations. Students demonstrate their thoughtfulness on these topics through discussions, writing assignments, and the production of video skits.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

JAPN 201 – Intermediate Japanese I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film, and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
JAPN 201 Course Description and Schedule

日本語 2 0 1 ・ 二千十二年 秋の学期 ・ JAPN 201 Fall 2012

Course Description

Instructor George Adams
Office Academic 103
Department Telephone 979-845-2124

Email georgeadams@tamu.edu
Office hours T/Th 3:00-4:00 or by appointment.
Webpage http://internationalstudies.tamu.edu/html/modera-languages.html
eLearning http://elearning.tamu.edu/

Meeting times & Location
JAPN 201-501: 1:50-2:40, MTWTh, HRBB 115

Required texts
- Workbook for Genki 2. ISBN4-7890-1444-1
- Online materials at eLearning

General description
This is the third in a cycle of Japanese language courses. Japanese 201 (Intermediate Japanese) continues to establish the foundation for mastery of the language.

At the end of this course, students will be able to:

- Participate in a variety of everyday conversations;
- Read Japanese texts at an intermediate level;
- Write short texts in Japanese using approximately 224 kanji;
- Comprehend narrations and short explanations in Japanese.

In addition, students will continue to acquire a general knowledge of Japanese people and their culture. For a more specific inventory of skills that students will be expected to acquire, see the grammar objectives on pages 6-7 in your text for Units 13-17, and the kanji on pages 276-302 of your text. Vocabulary for each unit will be found on eLearning.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Japanese culture. Group/class discussion, written work, and the production of video recording are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, intensive and extensive readings, and through collaborative work with a team in the production of a video.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through awareness of the social uses of language. Students become aware of the kinds of language choices they make and how these choices affect how they engage Japanese persons of different age, status, gender, and occupations.

Prerequisites for this course
JAPN 101 and 102 or the equivalent.

Grading
Grades will be determined by the following formula.
JAPN 201 Course Description and Schedule

Unit Tests: 50%
Daily Quizzes: 50%

Test Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below.
Quiz Grading Scale: Quizzes are graded on a scale of 1 to 5. Absence is counted as a 0 on your quiz average. You receive a 1 for turning in a quiz with your name and nothing else to indicate attendance. 5 is excellent.

Listening Practices, Reading Practices, and Conversation Worksheets will count as one quiz. They will be graded using the formula Done = 5; Not done = 0. You will not receive credit for the Conversation Worksheet unless you participate in the next day’s conversation.

At the end of the semester, you will make a video with a partner. The Rough Draft and the Revised Draft will of the script count as one quiz each, and the Video itself will count as two quizzes. They will be graded using the formula Done = 5 (or, in the case of the Video, 10); Not done = 0.

There will be six unit tests and one final exam. They will all be cumulative (that is, they will evaluate students’ retention of older material as well as an understanding of new material). They will be weighted the same in grading.

Attendance is mandatory. You are not directly penalized for being absent, but failure to turn in a daily quiz will lower your average. The daily quizzes may not be made up. University excused absences will not be counted in the quiz average. See http://student-rules.tamu.edu/rule07.

Daily class participation does not count as part of your grade. However, if you are unprepared (for whatever reason) to participate in class, I reserve the right to penalize you by not recording your daily quiz. Learning a language involves doing the speaking and listening activities in class, and that means working with other students. You have the right to expect support from your classmates and they have the right to expect the same from you. All students should come prepared to participate fully. Good citizenship is an essential part of learning languages in the classroom.

Please remember: to a teacher, individuals do not learn; classes learn. Everyone in a class—not just the teacher—is responsible for maintaining a supportive learning environment.

Prerequisite Information

A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language, MUST take a placement test to determine the appropriate course for her/his level of ability. Contact the Measurement and Research Services at 845-0532 (A-314 Cain Hall) to arrange a placement test.
(The Arabic and Asian Languages Office will conduct an audit to verify students’ eligibility in all language classes.)

University Excused Absences

Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

A&M Policies

The Americans with Disabilities Act (ADA) is a federal anti discrimination statute providing comprehensive civil right protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Common Sense Classroom Management Policies

Turn off your cell phones and other communication devices before class starts. No text messaging!
JAPN 201 Course Description and Schedule

Don't put anything in your mouth that interferes with speaking. Don't put anything in your ears that interferes with listening. You may bring a covered drink (such as bottled water) into the classroom, but do not bring in food. Throw away your trash.

Do not fall behind. If you do, I suggest you arrange a meeting with me.

Do not throw away graded material. My records are not perfect, but they will tell me your final grade unless you have kept the graded material I have handed back to you. I suggest you keep track of your grades so there are no surprises and periodically compare your records with mine.

If you took first year Japanese during the fall and spring semesters at A&M, you may remember that I allowed you to attend the other section of the same course. Unfortunately, we cannot allow that this semester.

No special arrangements are final unless they are confirmed by email. So, if you ask to reschedule a test or do special extra credit, a conversation in class should not be taken as a final confirmation or this arrangement. You should follow up the conversation with an email reminder to me, and I will email you a confirmation.

FAQs (Frequently Ought-to-be-Asked Questions)

If I come after the quiz is over, can I take it at the end of class?
If I think tardiness is a sign of not taking the class seriously, or even a strategy for doing better on the quizzes, of course I will refuse. If you think you are going to be late, the best thing to do is to call or email me.

Can I take a quiz and then leave?
Absolutely not.

Can I email you my Conversation Practice Worksheet, and then skip the Conversation Practice itself?
Absolutely not.

Sensei, can I borrow a pencil?
No! Do not be あまり. Always bring course materials to class.

Is there a minor in Japanese?

Are there Japanese courses in the summer?
Summer 2007 was the first time A&M offered Japanese in the summer. We will continue to expand course offerings in the summer. However, we are not yet sure what will be offered in 2013.

What about faculty-led study abroad in the summer?
Yes, we have a program and it is excellent. Dr. Martin Regan, in the Department of Performance Studies, and Dr. Yuki Waugh of the Japanese program jointly lead it. Dr. Regan guides students through various activities related to traditional Japanese performing arts, such as kabuki, folk music, dance, etc.; Dr. Waugh teaches students functional Japanese they can use on the street and in the program’s homestays.
This is a unique program. There are other “cultural” programs, but nothing like this. For more information, contact Dr. Regan at reganm@tamu.edu or Dr. Waugh at ywaugh@tamu.edu.

Is there any independent study in Japanese?
There is no independent study in Japanese.

I will need a recommendation letter. Can you help?
If you anticipate needing a recommendation in the future, use your common sense about what constitutes good participation in this class.

Does A&M have a study abroad program in Japan?
A&M has a reciprocal exchange programs with Osaka University, Tohoku University, and Kwansei Gakuin University. Students can (1) study Japanese and take content courses in English, or can (2) enroll in intensive Japanese language programs. Some
JAPN 201 Course Description and Schedule

students who are studying Japanese have made private arrangements through companies that place students in Japanese universities, home stays, etc.

The Study Abroad office has information about Osaka University and Tohoku University, and about scholarships. Please talk to the teachers in A&M's Japanese program if you are interested in Kwansei Gakuin University.

I want more conversation practice. Where can I get it?
The Japan Club's Facebook page is:
http://www.facebook.com/group.php?gid=23356381281&ref=ts#!/group.php?gid=23356381281&v=wall&ref=ts. They have conversation tables during the semester. In previous semesters, the Language Learning Institute (LLI) offered conversation classes for close to no-cost. Its current status with Student Activities is Not Recognized, but it may be re-organized in the future.

In addition, teachers in the Japanese program have information about native speakers of Japanese who offer conversation practice.

What about tutoring?
The Japanese program offers free tutoring. Please ask your teacher for more information.

Test schedule

This schedule is subject to change with one week's notice.

Review Test: September 10 (Monday)
Unit 13: September 24 (Monday)
Unit 14: October 8 (Monday)
Unit 15: October 22 (Monday)
Unit 16: November 5 (Monday)
Unit 17: November 19 (Monday)

Final Examination

JAPN 201-501 (1:50-2:40 class): Tuesday, December 11, 3:30-5:50
JAPN 201-502 (8:00-8:50 class): Friday, December 7, 10:00-12:00
<table>
<thead>
<tr>
<th>日目</th>
<th>授業の内容</th>
<th>月</th>
<th>文法：教科書のページ</th>
<th>宿題（しゅくだい）</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Course Introduction</td>
<td></td>
<td>Daily Homework is on eLearning</td>
<td>Due Thursday, 9/1: Go to the following website:</td>
</tr>
<tr>
<td><a href="http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice">http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice</a></td>
<td>Do the following 5 activities:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 8: (a) Present Negative (Verbs); (b) “Short Form Verbs” (but actually adjectives!) Present Negative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 9: (a) Short Form Verbs Past Affirmative; (b) Short Form Adjective Past Affirmative; (c) Short Form Verb Past Negative.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your computer must be able to write in Japanese. See the last page of this schedule for instructions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you enter a word, press 'Enter' twice to see the result.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't worry if a word is unfamiliar. Follow the transformation rules. Note that there are 'Meaning' and 'Rule' buttons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you finish, select 'See Summary' and print the results or email them to your teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/28</td>
<td>第1の小テスト</td>
<td>8/29</td>
<td>第2の小テスト</td>
<td></td>
</tr>
<tr>
<td>火</td>
<td>〜なければならない</td>
<td>水</td>
<td>〜てもいいですか・〜てはいけません</td>
<td>Handout</td>
</tr>
<tr>
<td>8/30</td>
<td>第3の小テスト</td>
<td>9/4</td>
<td>第5の小テスト</td>
<td>〜すぎる</td>
</tr>
<tr>
<td>木</td>
<td>〜なる Handout</td>
<td>火</td>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online review homework due today</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice">http://genki.japantimes.co.jp/self/verbadjective-conjugation-practice</a></td>
<td>Do the following 5 activities:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3: Verb Masu-form;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5: (a) Adjective Present Tense; (b) Adjective Past Affirmative; (c) Adjective Past Negative.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 6: Verb Te Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't worry if a word is unfamiliar. Follow the transformation rules. Note that there are 'Meaning' and 'Rule' buttons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you finish, select 'See Summary' and print the results or email them to your teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/3</td>
<td>第4の小テスト</td>
<td></td>
<td>9/5</td>
<td>第6の小テスト</td>
</tr>
<tr>
<td>月</td>
<td>Verb行く</td>
<td>水</td>
<td>(だ)から</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>Handout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online review homework due today</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>第5の小テスト</td>
<td>9/6</td>
<td>第7小のテスト</td>
<td></td>
</tr>
<tr>
<td>火</td>
<td>〜すぎる</td>
<td>木</td>
<td>Adjective で Adjective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout</td>
<td></td>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online review homework due today</td>
<td></td>
<td>Online review (れんしゅうしきけん)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 9/10 | 3rd Test | Go to https://mediamatrix.tamu.edu/  
      |          | (1) Click 'Login' in the lower right.  
      |          | (2) Username: genki1wkbk; Password: genki.  
      |          | (3) Select "Publish to my NetID/Guest user"  
      |          | (4) Select 'Adams, George (georgeadams)'.  
      |          | (5) Select the appropriate Lesson 12, Tracks 37, 38, and 39.  
      |          | *Note: This is the listening practice for Unit 12 in Genki I, not Genki II. See the 'Listening File' on eLearning for the Worksheet.* |
| 9/11 | 3rd Test  | Potential form: 30-31; 37-39 |
| 9/12 | 4th Test  | Potential form: 30-31; 37-39 |
| 9/13 | 5th Test  | ~ 31-32; 39-40  
      |          | *Reading Practice*  
      |          | Choose a Reading from eLearning and submit a Summary on Monday. |
| 9/17 | 6th Test  | ~ 33-34; 41-43  
      |          | *It looks like...* |
| 9/18 | 7th Test  | ~ 34; 43-44  
      |          | *Reading Practice*  
      |          | Choose a Reading from eLearning and submit a Summary on Monday. |
| 9/19 | 8th Test  | ~ 34; 44-45  
      |          | *Reading Practice*  
      |          | Choose a Reading from eLearning and submit a Summary on Monday. |
| 9/20 | 9th Test  | ~ 35; 45-46  
      |          | *Reading Practice*  
      |          | Choose a Reading from eLearning and submit a Summary on Monday. |
| 9/24 | 10th Test | 11th  
      |          | ~ 54-55; 61-62  
      |          | *Reading Practice*  
      |          | Choose a Reading from eLearning and submit a Summary on Monday. |
| 9/26 | 12th Test | 13th  
      |          | ~ 55-56; 63-64  
      |          | *Reading Practice*  
      |          | Choose a Reading from eLearning and submit a Summary on Monday. |
| 9/27 | 14th Test | 15th  
      |          | ~ 56-57; 65-67  
      |          | *Reading Practice*  
<pre><code>  |          | Choose a Reading from eLearning and submit a Summary on Monday. |
</code></pre>
<table>
<thead>
<tr>
<th>日にち</th>
<th>授業の内容</th>
<th>文法：教科書のページ</th>
<th>宿題（しゅくだい）</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1</td>
<td>第１８の小テスト</td>
<td>あげる・くれる・もらう: 56-57; 65-67</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>第１９の小テスト</td>
<td>～たら: 58; 68-69</td>
<td></td>
</tr>
<tr>
<td>10/3</td>
<td>第２０の小テスト</td>
<td>Number +も / Number + しか+ negative: 58-59; 69-70</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>会話ワークシート Online Complete and bring to class tomorrow</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>会話ワークシート- Did you do it? 練習試験 (れんしゅうしこうけん) Online</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>第２１の小テスト</td>
<td>会話</td>
<td></td>
</tr>
<tr>
<td>10/8</td>
<td>第１４課試験</td>
<td>Wkbk 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go to <a href="https://mediamatrix.amu.edu/">https://mediamatrix.amu.edu/</a> (1) Click ‘Login’ in the lower right. (2) Username: genki2wkb; Password: genki. (3) Select “Publish to my NetID/Gues: user” (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>第２２の小テスト</td>
<td>Volitional form: 78; 84-5</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>第２３の小テスト</td>
<td>Volitional form + と思っています: 79; 86-87</td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td>第２４の小テスト</td>
<td>～ておく: 80; 87-88</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>読む練習 (Reading Practice) Choose a Reading from eLearning and submit a Summary on Monday.</td>
<td></td>
</tr>
<tr>
<td>10/15</td>
<td>第２５の小テスト</td>
<td>Noun modifying phrases: 80-81; 88-93</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>第２６の小テスト</td>
<td>Number +も / Number + しか+ negative: 58-59; 69-70</td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>第２７の小テスト</td>
<td>何か・何も Handout</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>会話ワークシート Online Complete and bring to class tomorrow</td>
<td></td>
</tr>
<tr>
<td>10/18</td>
<td>第２８の小テスト</td>
<td>会話</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>会話ワークシート- Did you do it? 練習試験 (れんしゅうしこうけん) Online</td>
<td></td>
</tr>
<tr>
<td>日</td>
<td>授業の内容</td>
<td>文法: 教科書のページ</td>
<td>宿題（しゅくだい）</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10/22</td>
<td>第15課課試験</td>
<td></td>
<td>第15課課試験・Wkbb 3</td>
</tr>
<tr>
<td>(1) Click 'Login' in the lower right. (2) Username: genki2wkbb; Password: genki. (3) Select ‘Publish to my NetID/Guest user’ (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>第29の小テスト</td>
<td>(だ)がる・Adj.+すぎる・(な)ので</td>
<td>Handouts</td>
</tr>
<tr>
<td>火</td>
<td>〜てあげる: 100-101; 108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td>第30の小テスト</td>
<td>〜てできる: 100-101; 109-111</td>
<td></td>
</tr>
<tr>
<td>水</td>
<td>〜てもらう: 100-101; 109-111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25</td>
<td>第31の小テスト</td>
<td>〜ていただけません: 102; 112</td>
<td></td>
</tr>
<tr>
<td>木</td>
<td>〜といった: 103; 113-114</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>第33の小テスト</td>
<td>〜てすみませんでした: 106-7; 116-117</td>
<td></td>
</tr>
<tr>
<td>火</td>
<td>〜といい: 103; 113-114</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>第34の小テスト</td>
<td>〜ていただけません: 102; 112</td>
<td></td>
</tr>
<tr>
<td>水</td>
<td>〜てすみませんでした: 106-7; 116-117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/1</td>
<td>第35の小テスト</td>
<td>会話</td>
<td>会話ワークシート Online</td>
</tr>
<tr>
<td>木</td>
<td>会話ワークシート Online</td>
<td>Complete and bring to class tomorrow</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>第16課課試験</td>
<td></td>
<td>第16課課試験・Wkbb 42</td>
</tr>
<tr>
<td>(1) Click 'Login' in the lower right. (2) Username: genki2wkbb; Password: genki. (3) Select ‘Publish to my NetID/Guest user’ (4) Select ‘Adams, George (georgeadams)’. (5) Select the appropriate lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>第36の小テスト</td>
<td>〜そうです（I hear that...）: 122-123; 129-131</td>
<td></td>
</tr>
<tr>
<td>火</td>
<td>〜て: 123; 130-131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/7</td>
<td>第37の小テスト</td>
<td>〜て: 123; 130-131</td>
<td></td>
</tr>
<tr>
<td>水</td>
<td>〜たたら: 123-125; 131-132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/8</td>
<td>第38の小テスト</td>
<td>〜たら: 123-125; 131-132</td>
<td></td>
</tr>
<tr>
<td>木</td>
<td>〜たら: 123-125; 131-132</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>読む練習 (Reading Practice)</td>
<td>Choose a Reading from eLearning and submit a Summary on Monday.</td>
<td></td>
</tr>
<tr>
<td>日にち</td>
<td>授業の内容</td>
<td>文法：教科書のページ</td>
<td>宿題（しゅくだい）</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>11/12</td>
<td>第 3 9 の小テスト</td>
<td>～なくてもいいです: 125; 132-133</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>第 4 0 の小テスト</td>
<td>～みたい: 126; 134-136</td>
<td></td>
</tr>
<tr>
<td>11/14</td>
<td>第 4 1 の小テスト</td>
<td>～前に・てから: 127; 136-137</td>
<td>会話ワークシート Online Complete and bring to class tomorrow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>会話ワークシート- Did you do it?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>運習試験 (れんしゅうしけん) Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/19</td>
<td>第 1 7 課試験</td>
<td>Go to <a href="https://mediamatrix.tamu.edu/">https://mediamatrix.tamu.edu/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1) Click ‘Login’ in the lower right. (2) Username: genki2wkbk; Password: genki. (3) Select “Publish to my NetID/Guest user” (4) Select ‘Adams, George (georgeadams)” (5) Select the appropriate lesson</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>第 4 3 の小テスト</td>
<td>Reading and Video Unit</td>
<td></td>
</tr>
<tr>
<td>11/21</td>
<td>第 4 4 の小テスト</td>
<td>Reading and Video Unit Video Scripts due today</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/26</td>
<td>第 4 5 の小テスト</td>
<td>Reading and Video Unit</td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>第 4 6 の小テスト</td>
<td>Reading and Video Unit</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>第 4 7 の小テスト</td>
<td>Reading and Video Unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td>第 4 8 の小テスト</td>
<td>Reading and Video Unit</td>
<td>All videos due today</td>
</tr>
</tbody>
</table>

11月22 - 23日・木 / 金曜日 感謝祭・Thanksgiving Holiday
Grading

Grading is determined by the following formula:

Tests: 50%  
Quizzes: 50%

1. 試験 (Tests) count for half your grade. They are weighted the same, including the Final Exam (期末試験).
2. 小テスト (Quizzes) count for half your grade. The items are taken directly from the homework assignments. They cannot be made up if you are absent. 名作 (Listening Practice) and 会話のワークシート - Did you do it? [Conversation Worksheets] and bi-weekly 読む練習 (Reading Practice) each count as one quiz. However, the ワークシート itself will count for nothing if you do not participate in the 会話.

Online Practice

1. [http://www.davidhallgre3.se/ihon/genki.asp](http://www.davidhallgre3.se/ihon/genki.asp). Go to “げんき Genki” in the “Japanese” window on the left; Click “Vocabulary Test” under the appropriate unit; do the activity and click “Check Answer” when you have finished.
2. [http://kanji.asianmideast.duke.edu/](http://kanji.asianmideast.duke.edu/). Choose one of the quizzes from Genki II. Choose the “Quiz type.” Copy and paste the “Your results” page. You may submit more than one of the quizzes for each unit, but not the same kind twice.
4. [http://quizlet.com/](http://quizlet.com/). Search: Genki. Then choose one of the “Sets” and do the Test. You must do all Question Types in each test. Many of the sets for Genki II were written by current and former students of Japanese at A&M.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: JAPN 202

3. Texas Common Course Number: JAPN 2312

4. Complete course title: INTERMEDIATE JAPANESE II

5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:

- Communication
- Mathematics
- Life and Physical Sciences
- Language, Philosophy and Culture
- Creative Arts
- American History
- Government/Political Science
- Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes  ☐ No

8. How frequently will the class be offered? every Spring semester

9. Number of class sections per semester: Fall: 0; Spring: 2

10. Number of students per semester: 56

11. Historic annual enrollment for the last three years: 44  52  30

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

   [Signature]

   Course Instructor

   Date: 03/06/2013

13. Approvals:

   [Signature]

   Date: 03/20/2014

14. Department Head

   [Signature]

   Date: 03/26/13

15. College Dean/Designee

   [Signature]

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University  
**Core Curriculum**  
*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*

**Foundational Component Area: Language, Philosophy and Culture**

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (JAPN 202) is a fourth semester course in Japanese language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- **Communication**: Students communicate in languages other than English.
- **Cultures**: Students gain knowledge and understanding of other cultures.
- **Connections**: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **Comparisons**: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- **Communities**: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation and understanding of Japanese culture, society, and social relationships. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

---

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: songs, interviews, structured and free conversations, listening activities, and both intensive and extensive readings. Students must understand and interpret written and spoken language on a wide variety of topics and in different levels of politeness, including very respectful and humble language. Whole class and small group activities allow students to negotiate for meaning and synthesize new information in different levels of speech. Conversations with native speaker guests allow students to inquire about, compare, analyze, and evaluate Japanese and American cultural and social values. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing. Students demonstrate creative and innovative use of language through the production of short videos.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities. They demonstrate their intercultural competence by learning to respect, appreciate, and engage effectively with Japanese people. They demonstrate social responsibility by learning appropriate levels of speech and when to use them. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course activities provide opportunity for intercultural communication which enhances students' awareness of the importance of personal responsibility for individuals' choices and actions when dealing with people from different cultures. This awareness enhances their ability to make ethical decisions in unfamiliar situations. Students demonstrate their thoughtfulness on these topics through discussions, writing assignments, and the production of video skits.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

JAPN 202 – Intermediate Japanese II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. **Students can interact with diverse populations from different parts of the globe;**
2. **Students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;**
3. **Students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;**
4. **Students gain an understanding of how cultural identity is expressed through different traditions and media;**
5. **Students gain a better understanding of contemporary global issues through interaction with global communities.**
JAPN 202 Course Description

日本語 202 春の学期 2013 年・JAPN 202 Spring 2013
Course Description

Instructor: George Adams (ジョージ・アダムス)
Office: Academic 103C
Office hours: T/Th 4:00-5:00 or by appt.

Email: georgeadams@tamu.edu
Classroom: ACAD 227
Class time: MTWT 11:30-12:20
Department phone: 845-2124

Required texts
- Other materials online at eLearning. Conversation Worksheets must be brought to class on the dates indicated.

General description
This is the fourth in a cycle of Japanese language courses. Japanese 202 (Intermediate Japanese) continues to lay the foundation for mastery of the language. At the end of this course, students will be able to:
- Participate in a variety of everyday conversations;
- Be able to use both respectful and humble language in conversations;
- Comprehend extended utterances in Japanese;
- Continue to develop basic literacy skills.

In addition, students will continue to acquire a general knowledge of Japanese people and their culture.

Learning outcomes
The state of Texas has mandated that course descriptions describe the outcomes of a course of study, or what you will be able to do after you finish this course. You should not take this literally. Remember that real-life language performance, both receptive and productive, is negotiated and mediated.

In addition to the objectives students have achieved in JAPN 101, 102, and 201, students in JAPN 202 will be able to:
- Sustain understanding over long stretches of discourse in a number of situations.
- Successfully handle various communicative tasks and social situations.
- Initiate, sustain, and close a general conversation about different topics with a number of strategies.
- Accomplish the above while comprehending and using sociolinguistically appropriate language.
- Comprehend extensive and intensive readings in various genres.
- Write and comprehend 300 or more kanji.

The above will include:
- Transitive and intransitive verbs; respectful language; humble language, conditional voice; passive voice; simultaneous events and activities; grammar expressing regret and frustration; causative voice; giving orders; describing similarities; various ways of making decisions; describing processes; expressing speculation and probability; giving orders.
  (Students will be able to comprehend, but not use, the passive-causative voice.)

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Japanese culture. Group/class discussion, written work, and the production of video recording are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, intensive and extensive readings, and through collaborative work with a team in the production of a video.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through awareness of the social uses of language. Students become aware of the kinds of language choices they make and how these choices affect how they engage Japanese persons of different age, status, gender, and occupations.
JAPN 202 Course Description

Grading

Tests: 50% Tests are equally weighted, including the final examination.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
</tbody>
</table>

Quizzes: 50% Quizzes are graded on a scale of 1 to 5.

In addition, students will be required to do the following assignments.

1. Listening practice. After each unit test, there will be listening homework due the next class. Each listening practice will be worth one quiz.
2. Reading practice. There will be readings online. Each reading will be worth one quiz.
3. Conversation practice. Preparation homework will be worth one quiz; Follow-up homework will be worth one quiz.
4. Homework. The writing practice on the daily homework will not be graded. However, students must show that they have at least attempted every sentence, even if this means simply writing the vocabulary. Failure to do so will lower your quiz grade.

At the end of the semester, students will have the opportunity to make a video for extra credit.

Student Responsibilities

Attendance is mandatory. You are not directly penalized for being absent, but failure to turn in a daily quiz will lower your average. Each class begins with a daily quiz that is taken directly from the homework. If you come a little late, you may take the quiz after class. If you come very late, the teacher reserves the right not to allow you to take the quiz.

Class participation does not count as part of your grade. However, if you are unprepared (for whatever reason) to participate in class, I reserve the right to penalize you by not recording your daily quiz. Learning a language involves doing the speaking and listening activities in class, and that means working with other students; you have the right to expect support from your classmates and they have the right to expect the same from you. All students should come prepared to participate fully.

Remember: to a teacher, individuals do not learn; classes learn. Everyone in a class—not just the teacher—is responsible for maintaining a supportive learning environment. If a student shows "poor citizenship"—that is, behaving in a way that makes learning more difficult for other students—the teacher reserves the right to penalize the offending student.

University Excused Absences

Students will not be penalized in case of a University excused absence. The following documentation is acceptable.

a) Student must provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu).

b) Student must provide confirmation of visit to a healthcare professional affirming date and time of visit.

c) Either (a) or (b)

Late Work Policy

Make-up exams and late submission of assignments are permitted for University-excused absences within 30 calendar days from the last day of the absence, in accordance with Student Rule 1.7.3.

Prerequisite Information

JAPN 201 or the equivalent is a prerequisite for this course. A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language, MUST take a placement test to determine the appropriate course for her/his level of ability. Contact the Data and Research Services at 845-0532 (A-314 Cain Hall) to arrange a placement test.

(The Department of International Studies will conduct an audit to verify students' eligibility in all language classes.)

A&M Policies

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil right protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed accommodation...
of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Common Sense Classroom Policies

Turn off your cell phones and other communication devices before class starts. No texting! Use of apps for kanji and e-dictionaries are allowed, except with quizzes and tests.

Don't put anything in your mouth that interferes with speaking. Don't put anything in your ears that interfere with listening.

Please check your TAMU email account regularly.

Do not fall behind. If you do, I suggest you arrange a meeting with me.

As the semester is ending, do not tell the teacher what grade you need.

Do not throw away graded material. The teacher's records are not perfect, but they will determine your final grade unless you have kept the graded material that will be handed back to you.

FOQs (Frequently Ought-to-be-asked Questions)

If I come after the quiz is over, can I take it at the end of class?
If tardiness is a sign of not taking the class seriously, or even a strategy for doing better on the quizzes, of course the answer is No. If you think you are going to be late, the best thing to do is to call or email the teacher.

Can I take a quiz and then leave?
Absolutely not.

Is there a minor in Japanese?
Yes. To minor in Japanese, a student must complete JAPN 302, take one elective, and do a 1-credit Capstone course.

Is there any independent study in Japanese?
Independent study in place of JAPN 101 through JAPN 302 is not allowed.

I will need a recommendation letter. Can you help?
If you anticipate needing a recommendation in the future, use your common sense about what constitutes good participation in this class.

Does A&M have a study abroad program in Japan?
A&M has a unique study abroad program in the summer. Students spend 5 weeks in Japan learning about and experiencing Japanese performing arts. At the same time, students will study functional Japanese. The application deadline for next summer's program has been extended to February 21. For more information, contact Dr. Martin Regan (regamm@tamu.edu) or Dr. Yuki Waugh (ywaugh@tamu.edu).

A&M currently has a reciprocal exchange program with Osaka University, Kwansei Gakuin University, and Tohoku University. Students can arrange for study in Japan through many private providers.

I want more conversation practice. Where can I get it?
The Japan Club has conversation tables. Their Facebook page is http://www.facebook.com/#!/group.php?gid=23356381281.

Test Dates

Unit 18 Test: 1月28日
Unit 19 Test: 2月11日
Unit 20 Test: 2月25日
Unit 21 Test: 3月7日
Unit 22 Test: 4月1日
JAPN 202 Course Description

Unit 23 Test: 4月15日

Final Exam Times

JAPN 202-501 (11:30-12:20 class): 5月8日（木曜日）、10時半〜12時半
JAPN 202-502: (10:20-11:10 class): 5月7日（火曜日）、8時〜10時
日本語202・2013年の春の学期のスケジュール

Assignments
Hot Pink writing indicates information about Japanese holidays that you will find online. This information will be on the next quiz. Yellow Highlights indicate homework that will be submitted or checked the next class. Failure to submit a mandatory assignment will delete on quiz grade.

<table>
<thead>
<tr>
<th>日</th>
<th>授業の目的 (Lesson objectives)</th>
<th>宿題 (due next class unless noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/14</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>1/15</td>
<td>文法 (ぶんぽう) Grammar (handout); に・をする &amp; Informal expressions</td>
<td></td>
</tr>
<tr>
<td>1/16</td>
<td>第１の小テスト</td>
<td></td>
</tr>
<tr>
<td>1/17</td>
<td>第２の小テスト</td>
<td></td>
</tr>
<tr>
<td>1/18</td>
<td>第３の小テスト</td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>休憩：キョウ牧師の日</td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>第４の小テスト</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>第５の小テスト</td>
<td></td>
</tr>
<tr>
<td>1/24</td>
<td>第６の小テスト</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/28</td>
<td>第１８課・しつん</td>
</tr>
<tr>
<td>1/29</td>
<td>第７の小テスト</td>
<td></td>
</tr>
</tbody>
</table>


Review: Transitive – Intransitive; New edition: 152, I-C &/or D; old edition: 124, I-C &/or D
1/30
水
第8の小テスト
文法（ぶんぽう）: ～てよかった; New edition: 178, IV-A; old edition: 148, IV-A

1/31
水
第9の小テスト
文法（ぶんぽう）: はずです; New edition: 179, V-A; old edition: 149, V-A

木
第9の小テスト
文法（ぶんぽう）: はずです; New edition: 179, V-A; old edition: 149, V-A

Online Reading
Choose a reading from the “Reading” Folder.

木
第9の小テスト
部分の日 (celebrated 2/3 or 2/4) See http://web.mit.edu/ipnet/holidays/Feb/setsubun.shtml and answer these questions for 2/7 Quiz: (1) These days, people throw _______ at _______ (Japanese words); (2) and show _______ (Japanese).

4
2/4
月
第10の小テスト

2/5
火
第11の小テスト
Grammar: Honorable Verbs (cont.); New edition: 175, I-C (Do not do #13 or 18.); old edition 145, I-C (Do not do #13 or 18.)

2/6
水
第12の小テスト
文法：Giving Respectful Advice; p. 176, II (or p. 146, II)

Online Conversation Worksheet
Bring to class tomorrow

2/7
木
第13の小テスト
会話のワークシート Conversation Worksheet
Write Sentences based on the 会話

5
2/11
月
第19課・しきけん
Unit 19 Listening. New edition: Use the CD that comes w/ Workbook.
Old edition: Go to http://mediamatrix.tamu.edu, Click “Login” in the bottom right. In “Local Account,” input:
Username: genki2wkbk; Password: genki. Click: “Publish to my Net ID/Guest User” and then “Adams, George.”
Do all sections and bring a copy to class on Monday or email.

2/12
火
第14の小テスト
文法：～ないで1st Verb; New edition: 199-200, III-A; old edition: 169-170, III-A

2/13
水
第15の小テスト
文法：Questions within larger sentences, Part 1: Yes/No Q&A;
New edition: 200-201 IV A & B But only1-5 in A and only 1-3 in B;
old edition: 170-171, IV A & B But only1-5 in A and only 1-3 in B.

レベルインディー Go to http://web.mit.edu/ipnet/holidays/Feb/valentine.shtml and answer these questions for tomorrow's quiz: (1) Who gives what to whom? And (2) one of the gifts is given for social and professional obligations; what is it called?

2/14
木
第16の小テスト
文法：Questions within larger sentences, Part 2: Yes/No Q&A;

Online Reading
JAPN 202 Course Description

*But only 6-12 in I-A, and only 4-8 in I-B.*
Choose a reading from the “Reading” Folder.

2/18
文法：〜やすい〜にくい; New edition: 203, VI-A; old edition: 173-174, VI-A

2/19
火

2/20
水

2/21
木
会話

2/25
月
第20課・しつけん

Unit 20 Listening. *New edition: Use the CD that comes w/ Workbook. Old edition: Go to [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu), Click “Login” in the bottom right. In “Local Account,” input: Username: genki2wkbk; Password: genki. Click: “Publish to my Net ID/Guest User” and then “Adams, George.” Do all sections and bring a copy to class on Monday or email.

2/26
火

2/27
水

2/28
木
文法：〜ている間に; New edition: 223, III-A; old edition: 192, III-A

Online Reading
Choose a reading from the “Reading” Folder.

*ひな祭り (celebrated 3/3). Go to [http://web.mit.edu/jpnet/holidays/Mar/hinamaturi.shtml](http://web.mit.edu/jpnet/holidays/Mar/hinamaturi.shtml) and answer these questions for Monday’s quiz: (1) This holiday is considered a day for _______; (2) families display _____ (Japanese).

3/4
月
文法：(く・に)します; p.193, IV-A

3/5
火
文法：Passive Voice (cont’d); p.190, I-C & D

Online Conversation Worksheet
Bring to class tomorrow

3/6
木
会話

Write Sentences based on the 会話

3/7
第21課・しつけん

Unit 20 Listening. *New edition: Use the CD that comes w/ Workbook.*
JAPN 202 Course Description

Do all sections and bring a copy to class on Monday or email.

3月11日（月）～3月15日（金）春休み

9
3/18 ２６のテスト
月 文法：～てほしい; New edition: 224, V-A; old edition: 194, V-A & B

3/19 第２７のテスト
火 文法：～なさい; New edition: 245, III-A; old edition: 213, III-A

3/20 第２８のテスト
・春分の日 (Vernal Equinox Day). Go to http://www.asij.ac.jp/elementary/japan/jp_holi.html#mar20 and answer this question for Wednesday’s quiz: What do people commonly do on this day?

3/21 第２９のテスト
木 文法：Causative (Continued); New edition: 240-1, I-B (b); old edition: 209, I-B (b)

Online Reading
Choose a reading from the “Reading” Folder

10
3/25 第３０のテスト
月 文法：Causative + くれます; New edition: 243, II-A; old edition: 211, II-A

3/26 第３１のテスト
火 文法：〜ば; New edition: 246-7, IV-B; old edition: 214, IV-B

3/27 第３２のテスト
水 文法：のに; New edition: 248, V-B; old edition: 216, V-B

会話のワークシート
Bring to class tomorrow

3/28 第３３のテスト
木 会話

11
4/1 第２２課・しつけん
月 Unit 22 Listening. New edition: Use the CD that comes w/ Workbook.
Do all sections and bring a copy to class on Monday or email.
・花見 (Blossom Viewing, end of March through early April). Go to http://web.mit.edu/jpnet/holidays/Apr/hanami.shtml and answer this question for tomorrow’s quiz: What do people do during Hanami?

4/2 第３４のテスト
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3</td>
<td>第３５の小テスト</td>
<td>文法: 新ヘッダー部分 (part 1); New edition: 266, III-A; old edition: 234, III-A</td>
</tr>
<tr>
<td>4/4</td>
<td>第３６の小テスト</td>
<td>文法: 新ヘッダー部分 (part 1); New edition: 266, III-A; old edition: 234, III-A</td>
</tr>
<tr>
<td>4/8</td>
<td>第３７の小テスト</td>
<td>文法: 新ヘッダー部分 (part 2); New edition: 267, IV-A; old edition: 235, IV-A</td>
</tr>
<tr>
<td>4/10</td>
<td>第３９の小テスト</td>
<td>文法: 新ヘッダー部分; New edition: 269, VI-A; old edition: 238, VI-A</td>
</tr>
<tr>
<td>4/11</td>
<td>第４０の小テスト</td>
<td>会話のワークシート</td>
</tr>
<tr>
<td>4/17</td>
<td>第４３の小テスト</td>
<td>読むれんしゅう・ビデオ</td>
</tr>
<tr>
<td>4/18</td>
<td>第４４の小テスト</td>
<td>読むれんしゅう・ビデオ</td>
</tr>
<tr>
<td>4/23</td>
<td>第４７の小テスト</td>
<td>読むれんしゅう・ビデオ</td>
</tr>
</tbody>
</table>
4/24 昼 門テスト

木 読む入試・ピデオ

今日の日 (May 5). Go to [http://web.mit.edu/jpnet/holidays/May/kodomonohi.shtml](http://web.mit.edu/jpnet/holidays/May/kodomonohi.shtml) and answer these questions for tomorrow's quiz:
1. It's called “Children's Day”, but actually it celebrates ______;
2. Families with boys hoist ______ from balconies and flagpoles.

4/29 水 門テスト

月 読む入試・ピデオ

憲法記念日 (Constitution Day, 5/3). Go to
[http://www.japanhouse.ru/eng/full_news.php?id=34&PHPSESSID=f651fc2b46525014aacc882ffe9bd749](http://www.japanhouse.ru/eng/full_news.php?id=34&PHPSESSID=f651fc2b46525014aacc882ffe9bd749) and answer these questions for Monday’s quiz:
1. Who wrote the current constitution? ______;
2. What is Article 9?

4/30 火

期末試験 (Final Examination)

Section 501 (11:30-12:20): 5月8日（水曜日）午前1時半～1時半
Section 502 (10:20-11:10): 5月7日（火曜日）午前8時～1時
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: ENGL/MODL 221

3. Texas Common Course Number: 2332

4. Complete course title: World Literature

5. Semester credit hours: 03 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every fall and spring semester

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:
    - Fall
    - Spring
    - Total

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
    Apostolos Vafiadis
    Course Instructor
    Date 02/12/2013

14. Department Head
    Date 2/13/2013

15. College Dean/Designee
    Date 2/14/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

The course addresses the Foundational Component Area in the following ways.

This course (ENGL/MODL221) will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of literatures from across the world, and ultimately, help students develop an appreciation for what the study of literatures from widely different societies and eras can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

*Critical Thinking Skills (CTS)*: The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world. The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL/MODL 221-502: World Literature
Texas A&M University
Fall 20xx
Lectures: TR 12:45-2:00 pm (Zach 119C)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: LAAH 3XX
Office Hours: TR 11:00-12:30 pm

Catalog Course Description: 221. World Literature. (3-0). Credit 3. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu, and works like Gilgamesh and The Bhagavad Gita. Cross-listed with MODL 221.

Prerequisite: None

Course Description: This course will examine some of the major texts of world literature directing our analyses around a core group of central ideas. Looking at the texts in this focused manner, we will investigate the evolutions and transitions in the literary tradition, spanning from Greek antiquity to the 12th century. During this course we will see how a number of writers from different cultures (Homer, Sophocles, Aeschylus, Aristophanes, Virgil, Dante, and Boccaccio) situate their stories within their own historical reality, and how they address and explore questions about what it means to be human, to make choices, to love, to act, to be.

Learning Outcomes:
At the end of the semester, students will be able to do the following:
- Articulate key concepts and identify major authors and works in the literary tradition from antiquity to the 12th century
- Demonstrate critical thinking about principal themes and ideas in world literature.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in world literature.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions from around the world.
Assessment of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of literary works from around the world.

CS: The course will help students learn how to develop a greater understanding of written and visual texts from Greek antiquity to the 12th century, that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the relationships between men and women, the evils of power and greed, quest for self knowledge and virtue, the politics of loyalty and revenge, and issues surrounding war and violence. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The assessment of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.

Grading: The two papers will constitute 40% of your grade; the midterm examination, 20%; the final examination 30%; and 10% for class participation.

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 0-59%

Requirements:
- For absentee policy see: http://student-rules.tamu.edu/rule07
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor's questions, and engaging in debate with classmates).
- Students will submit two papers (20% each). The papers should focus on one or more of the texts we read in the course and offer a close reading and analysis of the text. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author's use of language; an analysis of a particular theme (for example: love, the relationship between fate and free will, etc); or a comparison of two different texts based on a specific concept. Each time we start reading a new book I will provide you with specific suggestions that you can use as a topic for your papers. The process of writing the papers includes: a) a one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax.

- There will also be a midterm (20%) and a final examination (30%) based on the readings and lectures. The midterm and final examinations will be made of short and or long answer questions that cover reading and lecture material. For the midterm examination, students are responsible for all the material covered up until the day of the exam. For the final examination, students are responsible for all the material covered after the midterm examination.

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat or steal or tolerate those who do.”

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit http://disability.tamu.edu.

Required books (available in the University Bookstore):
Homer: The Odyssey
Sophocles: Philoctetes
Aeschylus: The Persians
Aristophanes: Lysistrata
Virgil: The Aeneid
Dante: The Inferno
Boccaccio: The Decameron

Additional required material:
Old Testament: Selections from Genesis (Xerox)
CALENDAR
Week 1 TH Introduction

_The Odyssey_ (read books 1-4).
_The Odyssey_ (books 5, 9-15).

Week 2 TH _The Odyssey_ (books 18-20).
_The Odyssey_ (books 21-24).
_The Odyssey_.

Week 3 TH _Philoctetes_ (read entire play).
_Philoctetes._
_Philoctetes._ [First Paper Proposal Due].

Week 4 TH _The Persians_ (read entire play).
_The Persian._

Week 5 TH _Genesis_ (read 1:1, 1:2, 1:3).
_Old Testament._
_Old Testament._ (read 1:4).

Week 6 TH _Lysistrata_ (read entire play) [First Paper Due].
_Lysistrata._

Week 7 TH _Lysistrata._

MIDTERM EXAMINATION
Week 8 TH _The Aeneid_ (read books 1-6).
_The Aeneid_ (read books 7-8, 12).

Week 9 TH _The Aeneid._
_The Aeneid_ Continued.

Week 10 TH _The Inferno_ (read cantos I-VI, X-XIII).
_The Inferno_ (cantos XV, XVII, XIX, XXI) [Second Paper Proposal Due].

Week 11 TH _The Inferno_ (cantos XXIII-XXVI, XXVII).
*The Inferno* (cantos XXXI-XXXIV).

**Week 12 TH**  *The Inferno.*

**Thanksgiving Holiday**

**Week 13 TH**  *The Decameron* (read Preface and Introduction).

*The Decameron* (read First Day/First Story--First Day Conclusion)  [Second Paper Due].

**Week 14**  *The Decameron* (read Second Day/Introduction-Second Day/Sixth Story).

**FINAL EXAMINATION.** On the final exam there will be one question in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of world literature.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: RUSS 201

3. Texas Common Course Number: RUSS 2311

4. Complete course title: INTERMEDIATE RUSSIAN I

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Current Core: Yes
   - Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every Fall and Spring semester

9. Number of class sections per semester: F: 1; S: 1

10. Number of students per semester: F: 30; S: 30

11. Historic annual enrollment for the last three years: 57 51 50

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Date
   March 7, 2013

13. Submitted by:
   Olga M. Cooke
   Course Instructor

14. Date
   3/26/2013
   Department Head

15. Date
   3/17/13
   College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (RUSS 201) is a first-semester intermediate class in Russian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students’ cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only 'n the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Russian history, artistic culture, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

RUSS 201 – Intermediate Russian I

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film, and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
RUSS 201 – Intermediate Russian I
TR 9:35-10:50 • PETR 106

Dr. Olga M. Cooke
845-2124 (INTS main office)
E-mail: olga-cooke@tamu.edu

Office: 329B Academic
Office hours: TR 1-2 & by appt.

Required Textbook and Materials:
Patricia Davis, Making Progress in Russian
Hand-outs of supplementary materials, consisting of short stories, poems, newspaper articles, & dialogues

Course Description:
Continuation and review of grammar, selected readings; material to develop conversational and reading ability. Prerequisite: RUSS 102.

Student Learning Outcomes:
Upon successful completion of the course students will be able to
1. articulate their knowledge of the human condition and human cultures in the context of the course subject matter;
2. analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone
3. reason logically and respond critically to a wide range of evidence, both primary and secondary;
4. recognize the intellectual demands required for the study of culture through their own critical analysis—thinking, reading, listening, speaking, and writing;
5. communicate an appreciation of foreign cultures as both a field of knowledge and a creative process;
6. demonstrate an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign cultures;
7. recognize these issues and interpretations in their cultural and social contexts;
8. apply knowledge of diverse backgrounds and cultures to their personal lives and studies;
9. articulate his/her own opinion; and,
10. distinguish fact from opinion and apply reflection to practical applications.

Core Curriculum Objectives:
Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Russian culture. Group/class discussion, written work, and creative poetry readings are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the participation of poetry readings.
Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Russia.

Grades:
25% Quizzes
25% Final Examination
25% Graded Homework
15% Mid-Term
10% Preparedness and Class Participation

Description of Requirements:

Quizzes:
There will be 6 quizzes in all, one following Chapter 1, one after Chapter 2, and one after Chapter 3. Chapter 4 will be incorporated into the mid-term, during the eighth week of class. Chapters 5, 6 and 7 will each have separate quizzes, but Chapter 8 will be incorporated into the Final. While the Final will focus principally on the chapters following the Mid-Term, there will be some material drawn from the first half of the semester. The lowest score will be dropped; therefore, unless you have a university-excused absence, NO MAKE-UPS will be permitted! Thus, your quiz average will be based on five quiz grades.

Graded Homework:
Will consist principally of graded assignments, such as compositions and other written work. While you are expected to prepare class assignments (exercises) at home on a daily basis, you do not have to turn in this material, as we will go over it and correct it in class. Every chapter will entail some type of graded assignment, be it on a reading in the chapter or a reading specially assigned. All assignments must be turned in when specified.

Preparedness and Class Participation:
You will receive daily grades based upon your preparedness, especially on daily drills and exercises, which will be drawn from the textbook.

Grading Format:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%
Attendance:
Five unexcused absences will result in a full grade reduction. If you are absent for medical reasons, or other legitimate reasons, it is your responsibility to contact someone in class and find out what you missed. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Integrity Statement:
"An Aggie does not lie, cheat, or steal or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules, stated at http://aggiehonor.tamu.edu.

Disabilities:
The *Americans with Disabilities Act* (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Давайте познакомимся!
-- Привет! Давайте познакомимся! Меня зовут Наташа. Как вас зовут?
-- Привет! Меня зовут Игорь. Откуда вы?
-- Я из Канады. А вы?
-- Я из Техаса. Где вы учитесь?
-- В Калифорнийском университете, а вы?
-- В Техасском университете А и М. Что вы изучаете?
-- Русский язык и философию, а вы?
-- Математику и социологию. На каком факультете вы занимаетесь?
-- На филологическом.
Calendar of Assignments

Week 1  Chapter 1
         Verbs of learning
         Exercises 1-4, pp. 15-18
         Essay on why you study Russian

Week 2  Chapter 1 (cont’d)
         Dialogue, p. 19
         Exercises 5-6, pp. 18-19
         First quiz: Thurs, 1/24

Week 3  Chapter 2
         Verbal aspect
         Exercises 1-5, pp. 45-47
         Read “Oleg-filatelists”

Week 4  Chapter 2 (cont’d)
         Essay on your hobbies
         Exercises 6-7, pp. 48-49
         Second quiz: Thurs, 2/7

Week 5  Chapter 3
         Formation of the imperative
         Exercises 1-5, pp. 73-75
         Read “Na ekzamene”

Week 6  Chapter 3 (cont’d)
         Essay on short story
         Third quiz: Thurs, 2/21

Week 7  Chapter 4
         Nominative plurals
         Exercises 1-5, pp. 102-105
         Memorize dialogue on pg. 105

Week 8  Chapter 4 (cont’d)
         Mid-term: Thurs, 3/7 (covering chapters 1-4)

Week 9  Chapter 5
         Formation of genitive plural
         Exercises 1-6, pp. 135-137
         Read “Sovet Molodym suprugam,” p. 120
         Write poem on the subject of love
Week 10  Chapter 6  
Formation of accusative  
Exercises 1-7, pp. 170-173  
Read “St. Petersburg,” p. 154  
Fourth quiz: Tues, 3/26  

Week 11  Chapter 6 (cont’d)  
Write essay on your favorite city  
Fifth quiz: Thurs, 4/4  

Week 12  Chapter 7  
Formation of the dative  
Exercises 1-6, pp. 203-205  
Read essay on pp. 186-187  

Week 13  Chapter 7 (cont’d)  
Write an essay on your astrological sign  
Class poetry recital  
Sixth quiz: Thurs, 4/18  

Week 14  Chapter 8  
Formation of instrumental case  
Exercises 1-6, pp. 229-232  
Read essay on Russian traditions  
Review for final exam  

Final examination: Friday, May 5, 3-5 p.m.
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): International Studies

2. Course prefix and number: RUSS 202

3. Texas Common Course Number: RUSS 2312

4. Complete course title: INTERMEDIATE RUSSIAN II

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences
   Current Core: Yes
   Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes    □ No

8. How frequently will the class be offered? every Fall and Spring semester

9. Number of class sections per semester: F: 1; S: 1

10. Number of students per semester: F: 30; S: 30

11. Historic annual enrollment for the last three years: 56 39 33

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

    Course Instructor

    Date

13. Approvals:

    Department Head

    Date

14. College Dean/Designee

    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (RUSS 202) is a second-semester intermediate class in Russian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: gender and generational relationships, history, healthcare, migration, energy and the environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze class materials. Students' cultural knowledge is reflected in their language use. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in the foreign language. These skills include writing and speaking, as well as listening and reading. Students not only read written texts, listen to audio samples, and watch videos, they also must produce written, oral, and visual materials themselves which are assessed to gauge students’ development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Russian history, artistic culture, the relationships of men and women, health care, energy and the environment, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of International Studies

RUSS 202 – Intermediate Russian II

Request for International and Cultural Diversity (ICD) Designation

Courses with ICD designation are intended to help students develop their global-awareness. The mastery of a foreign language fosters this goal in a variety of ways:

1. students can interact with diverse populations from different parts of the globe;
2. students are able to engage with materials produced by populations in different parts of the world, thus gaining access to different viewpoints, as well as social and cultural traditions;
3. students learn about the values, traditions, beliefs, and histories of the countries whose languages they study through analysis of texts, music, visual art, media, film and video, journalism, and more;
4. students gain an understanding of how cultural identity is expressed through different traditions and media;
5. students gain a better understanding of contemporary global issues through interaction with global communities.
RUSS 202 – Intermediate Russian II
TR 11:10-12:25 • PETR 106

Dr. Olga M. Cooke
845-2124 (INTS main office)
E-mail: olga-cooke@tamu.edu

Office: 329B Academic
Office hours: TR 1-2 & by appt.

Required Textbook and Materials:
Patricia Davis, Making Progress in Russian
Hand-outs of supplementary materials, consisting of short stories, poems, newspaper articles, & dialogues

Course Description:
Continuation and review of grammar, selected readings; material to develop conversational and reading ability. Prerequisite: RUSS 201.

Student Learning Outcomes:
Upon successful completion of the course students will be able to
1. articulate their knowledge of the human condition and human cultures in the context of the course subject matter;
2. analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone
3. reason logically and respond critically to a wide range of evidence, both primary and secondary;
4. recognize the intellectual demands required for the study of culture through their own critical analysis—thinking, reading, listening, speaking, and writing;
5. communicate an appreciation of foreign cultures as both a field of knowledge and a creative process;
6. demonstrate an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign cultures;
7. recognize these issues and interpretations in their cultural and social contexts;
8. apply knowledge of diverse backgrounds and cultures to their personal lives and studies;
9. articulate his/her own opinion; and,
10. distinguish fact from opinion and apply reflection to practical applications.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of Russian culture. Group/class discussion, written work, and creative poetry readings are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of written essays, and through collaborative work with a team in the participation of poetry readings.
Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Russia.

Grades:

- 25% Quizzes
- 25% Final Examination
- 25% Graded Homework
- 15% Mid-Term
- 10% Preparedness and Class Participation

Description of Requirements:

Quizzes and Exams:
There will be 6 quizzes in all, one following Chapter 9, one after Chapter 10, and one after Chapter 11. Chapter 12 will be incorporated into the mid-term, during the eighth week of class. Chapters 13, 14 and 15 will each have separate quizzes, but Chapter 16 will be incorporated into the Final. While the Final will focus principally on the chapters following the Mid-Term, there will be some material drawn from the first half of the semester. The lowest score will be dropped; therefore, unless you have a university-excused absence, NO MAKE-UPS will be permitted! Thus, your quiz average will be based on five quiz grades.

Graded Homework:
Will consist principally of graded assignments, such as compositions and other written work. While you are expected to prepare class assignments (exercises) at home on a daily basis, you do not have to turn in this material, as we will go over it and correct it in class. Every chapter will entail some type of graded assignment, be it on a reading in the chapter or a reading specially assigned. All assignments must be turned in when specified.

Preparedness and Class Participation:
You will receive daily grades based upon your preparedness, especially on daily drills and exercises, which will be drawn from the textbook.

Grading Format

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%
Attendance:
Five unexcused absences will result in a full grade reduction. If you are absent for medical reasons, or other legitimate reasons, it is your responsibility to contact someone in class and find out what you missed. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic Integrity Statement:
"An Aggie does not lie, cheat, or steal or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules, stated at http://aggiehonor.tamu.edu.

Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Давайте познакомимся!
--- Привет! Давайте познакомимся! Меня зовут Наташа. Как вас зовут?
--- Привет! Меня зовут Игорь. Откуда вы?
--- Я из Канады. А вы?
--- Я из Техаса. Где вы учитесь?
--- В Калифорнийском университете, а вы?
--- В Техасском университете А и М. Что вы изучаете?
--- Русский язык и философию, а вы?
--- Математику и социологию. На каком факультете вы занимаетесь?
--- На филологическом.
Calendar of Assignments

Week 1
Chapter 9
Formation of prepositional case
Exercises 1-5, pp. 254-257
Read essay on shopping, p. 244

Week 2
Chapter 9 (cont’d)
Dialogue, p. 259
First quiz: Thurs, 1/24

Week 3
Chapter 10
Unprefixed verbs of motion
Exercises pp. 282-285
Read essay, p. 270
Write essay on summer vacation

Week 4
Chapter 10 (cont’d)
Memorize dialogue, p. 287
Second quiz: Thurs, 2/7

Week 5
Chapter 11
Continuation of verbs of motion
Exercises 1-7, pp. 310-313
Read “Day Off”

Week 6
Chapter 11 (cont’d)
Memorize dialogue, p. 315
Third quiz: Thurs, 2/21

Week 7
Chapter 12
Prefixed verbs of motion
Exercises 1-5, pp. 342-345
Memorize dialogue, pg. 349

Week 8
Chapter 12 (cont’d)
Exercises 6-10, pp. 345-347
Review for mid-term
Mid-term: Thurs, 3/7 (covering chapters 9-12)

Week 9
Chapter 13
Formation of comparative and superlative degrees
Exercises 1-6, pp. 379-382
Read “Bajkal,” p. 360
Write poem on the subject of nature
Week 10
Chapter 14
Formation of time, cardinals and ordinals
Exercises 1-7, pp. 411-413
Read “Sovet upravliaiushchemu,” p. 398
Fourth quiz: Tues, 3/26

Week 11
Chapter 14 (cont’d)
Memorize dialogue, p. 415
Fifth quiz: Thurs, 4/4

Week 12
Chapter 15
Formation of participles
Exercises 1-7, pp. 433-435
Read essay on pp. 426

Week 13
Chapter 15 (cont’d)
Memorize dialogue, p. 437
Class poetry recital
Sixth quiz: Thurs, 4/18

Week 14
Chapter 16
Formation of conditional mood
Exercises 1-5, pp. 451-453
Read essay on p. 444
Review for final exam

Final examination: Friday, May 5, 3:00 – 5:00 p.m.