I. Call to Order

Roll
( ) Erik Hirschman Mat-Su/UAB Humanities/ Social Sciences
( ) Caedmon Liburd UAB
( ) Patricia Fagan CAS Humanities
( ) Bob Capuozzo COE
( ) Fred Barbee CBPP/UAB
( ) Jeane Breinig CAS Written Communication
( ) Len Smiley CAS/UAB Quantitative Skills
( ) Suzanne Forster CAS/UAB
( ) Robin Wahto CTC/UAB
( ) Walter Olivares CAS Fine Arts
( ) Tom Miller OAA Guest
( ) Grant Baker CHSW/UAB Social Sciences
( ) Barbara Harville CAS Oral Communication
( ) vacant Natural Science
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1-2)

III. Approval of Summary (pg. 3-4)

IV. Chair’s Report

V. Course Action Requests

Chg SWK A431 Social Work Practice IV: Integrative Capstone (3 cr) (3+0) (pg. 5-11)
Chg ASL A101 Elementary American Sign Language I (3 cr) (3+0) (pg. 12-16)
Chg ASL A102 Elementary American Sign Language II (3 cr) (3+0) (pg. 17-20)
Chg ASL A201 Intermediate American Sign Language I (3 cr) (3+0) (pg. 21-24)
Chg ASL A202 Intermediate American Sign Language II (3 cr) (3+0) (pg. 25-28)
Chg FREN A101 Elementary French I (4 cr) (4+0) (pg. 29-33)
Chg FREN A102 Elementary French II (4 cr) (4+0) (pg. 34-38)
Chg FREN A201 Intermediate French I (4 cr) (4+0) (pg. 39-43)
Chg FREN A202 Intermediate French II (4 cr) (4+0) (pg. 44-48)
Chg GER A101 Elementary German I (4 cr) (4+0) (pg. 49-53)
Chg GER A102 Elementary German II (4 cr) (4+0) (pg. 54-58)
Chg GER A201 Intermediate German I (4 cr) (4+0) (pg. 59-63)
Chg GER A202 Intermediate German II (4 cr) (4+0) (pg. 64-68)
Chg JPN A101 First Year Japanese I (4 cr) (4+0) (pg. 69-73)
Chg JPN A102 First Year Japanese II (4 cr) (4+0) (pg.74-78)
Chg JPN A201 Second Year Japanese I (4 cr) (4+0) (pg. 79-83)
Chg JPN A202 Second Year Japanese II (4 cr) (4+0) (pg. 84-88)
Chg RUSS A101 Elementary Russian I (4 cr) (4+0) (pg. 89-93)
Chg RUSS A102 Elementary Russian II (4 cr) (4+0) (pg. 94-98)
Chg RUSS A201 Intermediate Russian I (4 cr) (4+0) (pg. 99-103)
Chg RUSS A202 Intermediate Russian II (4 cr) (4+0) (pg. 104-108)
Chg SPAN A101 Elementary Spanish I (4 cr) (4+0) (pg. 109-113)
Chg SPAN A102 Elementary Spanish II (4 cr) (4+0) (pg. 114-118)
Chg SPAN A201 Intermediate Spanish I (4 cr) (4+0) (pg. 119-123)
Chg SPAN A202 Intermediate Spanish II (4 cr) (4+0) (pg. 124-128)

VI. Old Business

VII. New Business
   A. GER Capstone Language Syllabus

VIII. Informational Items and Adjournment
I. Call to Order

Roll

(x) Erik Hirschman Mat-Su/UAB Humanities/ Social Sciences
(x) Caedmon Liburd UAB
(x) Patricia Fagan CAS Humanities
( ) Bob Capuzzo COE
(x) Fred Barbee CBPP/UAB
(e) Jeane Breinig CAS Written Communication
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(x) Gail Holtzman CHSW/UAB Social Sciences
( ) Grant Baker SOENGR/ UAB
(x) Barbara Harville CAS Oral Communication
( ) vacant Natural Science
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2)

Approved

IV. Chair’s Report

Suzanne unable to attend
Len Smiley chaired

V. Course Action Requests

Chg INTL A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0) (cross listed w/ GEOG A101) (pg. 3-6)

Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0) (cross listed w/ INTL A101) (pg. 7-10)

Approved INTL/GEOG A101

Add GEOG A211 Earth Systems: The Science and Geography of the Natural Environment (3 cr) (3+0) (cross listed w/ ENVI A211) (pg. 11-16)

Add ENVI A211 Earth Systems: The Science and Geography of the Natural Environment (3 cr) (3+0) (cross listed w/ GEOG A211) (pg. 17-21)

Approved GEOG/ENV A211

Chg GEOG A211L Earth Systems: The Science and Geography of the Natural Environment Laboratory (1 cr) (0+3) (cross listed w/ ENVI A211L) (pg. 22-26)

Add ENVI A211L Earth Systems: The Science and Geography of the Natural Environment Laboratory (1 cr) (0+3) (cross listed w/ GEOG A211L) (pg. 27-31)

Approved GEOG/ENV A211L

Chg ENVI A212 Living on Earth: People and the Environment (3 cr) (3+0) (pg. 32-36)

Approved

Chg COMM A235 Small Group Communication (3 cr) (3+0) (pg. 178-182)

Approved
Chg    COMM A237 Interpersonal Communication (3 cr) (3+0) (pg. 183-187)
Approved

Chg    SWK A431 Social Work Practice IV: Integrative Capstone (3 cr) (3+0)
No revisions received

VI.   Old Business

VII.  New Business

VIII. Informational Items and Adjournment

Meeting adjourned
## 1. School or College
- HW CHSW

## 2. Course Prefix
- SWK

## 3. Course Number
- A431

## 4. Previous Course Prefix & Number
- N/A

## 5. Credits/CEU
- 3.0

## 6. Contact Hours
- (Lecture + Lab) (3+0)

### 6. Complete Course/Program Title
- Social Work Practice IV: Integrative Capstone

### 7. Type of Course
- Academic

### 8. Type of Action
- Add

### 9. Repeat Status
- No

### 10. Grading Basis
- A-F

### 11. Implementation Date
- From: Fall/2008

### 12. Cross Listed with
- No

### 13. Bachelor of Social Work

### 14. Coordinate with Affected Units
- Faculty list serve.

### 15. General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Natural Sciences
- Integrative Capstone

### 16. Course Description
- Recaps and expands upon the material in Social Work Practice I-III as well as other Social Work major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, evidence-based practice, ethics, and diversity in 21st century Alaska. Fulfills GER Integrative Capstone requirement.

### 17a. Course Prerequisite(s)
- SWK A430 & SWK A495A

### 17b. Test Score(s)
- None

### 17c. Co-requisite(s)
- SWK A495B

### 18. Mark if course has fees
- None

### 19. Justification for Action
- Revise course title, description and registration restrictions to reflect GER Integrative Capstone role for course. Revise course prerequisite and co-requisite numbers per concurrent Course Action Requests. Update Course Content Guide.
I. **Date of Initiation:** January 2008

II. **Curriculum Action Request Information**
- **School:** School of Social Work
- **Course Subject:** SWK
- **Course Number:** A431
- **Number of Credits:** 3
- **Contact Hours:** 3+0
- **Course Program:** Bachelor of Social Work
- **Title:** Social Work Practice IV: Integrative Capstone
- **Grading Basis:** A-F
- **Implementation Date:** Fall 2008
- **Course Description:** Recaps and expands upon the material in Social Work Practice I-III as well as other Social Work major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, evidence-based practice, ethics, and diversity in 21st century Alaska. Fulfills GER Integrative Capstone requirement.
- **Course Prerequisites:** SWK A430 & SWK A495A
- **Course Co-requisites:** SWK A495B
- **Registration Restrictions:** Admission to BSW Program at the University of Alaska Anchorage. Completion of GER Tier 1 (basic college-level skills) courses and junior standing.
- **Course Fee:** None

III. **Instructional Goals and Student Outcomes**

The instructor will:
1. Present a range of strategies for ending relationships with clients and evaluating outcomes, within the context of the planned change process.
2. Review practice theories and present selected new theories.
3. Guide students in integrating and applying social work and interdisciplinary knowledge to the stages of the planned change process.
4. Emphasize the role of theory and empirical evidence in choosing intervention strategies for various client systems and problem areas.
5. Illustrate common ethical dilemmas encountered in the process of helping.
6. Provide mentorship as students conduct final projects.
Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess myriad aspects of the client system (individual, family, small group, organization, or community) and the social environment which have an impact on client capacities and challenges.</td>
<td>Oral and/or written assignments such as social history. See recommended assignments and GER commentary below</td>
</tr>
<tr>
<td>2. Specify appropriate interventions for diverse situations and client systems and provide a cogent rationale based on print and electronic literature with attention to theoretical and empirical support for their choices.</td>
<td>Oral and written major project; may be linked to assessment assignment(s). See recommended assignments and GER commentary below</td>
</tr>
<tr>
<td>3. Identify ethical dilemmas in practice and propose solutions consonant with the National Association of Social Workers Code of Ethics.</td>
<td>Written and/or oral assignments and class discussion. See recommended assignments and GER commentary below</td>
</tr>
<tr>
<td>4. Select appropriate strategies for terminating practice relationships with clients and colleagues.</td>
<td>Written and/or assignments and class discussion; may be linked to assessment and/or intervention assignments. See recommended assignments and GER commentary below</td>
</tr>
<tr>
<td>5. Demonstrate achievement of GER skills including the ability to integrate knowledge and ideas from multiple disciplines, critical thinking, information literacy, and written and oral communication.</td>
<td>All of above written and oral assignments including major project. See recommended assignments and GER commentary below</td>
</tr>
</tbody>
</table>

Recommended assignments (used by one instructor so far; others may choose to revise the assignments but must insure they meet the GER outcomes in a comparable way):

**Social History (Assessment) and Intervention Plan paper**

Students will demonstrate their abilities to a) apply knowledge from social work and various social & biological sciences to particular client systems in determining with which elements of the person-in-environment transaction to intervene, and b) develop action plans with goals and objectives with commentary.

Each student will write an extensive social history of a practicum client with whom s/he works closely and/or has extensive responsibility. Students may choose any level of client system (individual, family, small group, community). When students take the capstone course, they will have been at their placements for a semester and so will have already established relationships with staff and clients.
Elements of each social history will include the client’s strengths, challenges, and coping styles/capacities as well as those in the social environment. Domains for individual clients, for example, would include: health, lifespan development, social networks, cultural identities, and elements of diversity that might bleed into power disparities and oppression. As the list of domains suggests, student will draw on knowledge and perspectives from human biology, psychology, sociology, and anthropology. The social history will also include a discussion of the presenting problem. The document concludes with an intervention plan with goals & objectives, with commentary on the relevant organizational and public policies and on ethical considerations and how they shape the plan. Knowledge from history, political science, and philosophy (ethics) classes as well social work classes will be helpful for the commentary.

**GER outcomes:** Both major assignments require students to integrate knowledge from multiple classes, disciplines, and new sources, and to tie them together in a way meaningful for the class, agency, and client system – in a way that enhances services for that client. Through the social history, students should demonstrate their written communication skills in the context of one type of professional document, albeit one that is more extensive than agencies require. Students will integrate the contributions of a variety of disciplines and social work classes and utilize the agency-specific sources of client data (including interactions with the client) to shape a final professional product. Creating it will also require critical thinking skills as they analyze the models and create coherent social histories of their own. Students will demonstrate their ability to think about and negotiate strengths, barriers, and diversity issues.

**Intervention Theory & Approach paper and presentation**

Students will demonstrate their abilities to communicate orally and in writing by presenting and then writing up an introduction to an intervention theory/approach, ideally that identified in the social history plan. (The instructor will be closely enough involved to know if students are choosing the same interventions and will guide students to choose different approaches. The instructor may allow pairs of students to work together on the same topic, with the understanding that expectations will rise.) The second 1/2-2/3 of the class will consist of two-hour-long student presentations as they teach each other. Papers and presentations will include an intellectual history of the approach, drawing on relevant social science and/or philosophical theories; a discussion of the types of social/personal problems the intervention is best-suited to address, drawing on and critiquing the scientific evidence base; practical tips and a case example of the approach in use; and reflections on the ethical considerations that shape its use. Each student will identify one chapter or journal article which classmates are expected to read in preparation for the presentation, and students in the audience will be expected to have comments/questions. The paper, due several weeks later, must incorporate ideas and feedback from the presentation.

**GER outcomes:** Through the intervention assignment, students will demonstrate their information literacy by researching print and electronic sources about their topic and
choosing one for classmates to read. The oral presentation component provides an opportunity to demonstrate oral communication skills; the paper, a more traditional academic paper than the social history, again requires extensive writing. Both require knowledge integration from multiple classes and disciplines, and critical thinking for understanding and applying interventions and for ethical decision-making.

Termination paper

Students will briefly reflect on their application of knowledge and skills in ending the planned change process with clients at their practicum sites.

The termination step of the planned change process will be a new one to students. At about week 12, as they are wrapping up at their practicum placements, students will write a short paper discussing their application of knowledge and skills with a client and the effectiveness of their work, and reflecting on the affective element of the process.

GER outcomes: Through this paper, students will once again demonstrate written communication skills and their ability to integrate new professional knowledge into existing knowledge. How well do they apply the knowledge and skills learned; how insightful are they regarding their clients’ and their own experience of closure in a professional setting; how well do they understand how this stage of planned change fits with preceding stages?

Class preparedness and participation

Students will be expected to attend class prepared to engage the material and each other in a respectful but challenging way, be it the instructor or a classmate who is lecturing and leading discussion. The remaining ½-hour of each class session following the presentations will consist of this integrative discussion.

GER outcomes: Through their participation, students should demonstrate increasing ability to integrate knowledge, use critical thinking skills, and communicate ideas in light of not only the social work and interdisciplinary knowledge they brought to the class, but also the growing body of knowledge of interventions which they develop during the course. Sample discussion questions are: How does this approach complement that one? These different interventions both have roots in theory X; what other historical or theoretical influences shaped them? How does the evidence base for this intervention compare to these others? What would it look like to use this approach with another client system?

IV. Course Level Justification

This is the capstone for both the Bachelor of Social Work practice sequence and the University GER. The course is designed to integrate knowledge gained through other social work classes and other GERs; to refine and gain experience using knowledge and practice principles previously obtained; to expand knowledge of social work theories and their linkages with other disciplines; and to develop professional judgment in the selection, application, and modification of
knowledge and skills. As with other practice methods courses, the overarching theme is of preparation for client-centered, generalist social work practice.

Organizing frameworks used throughout the BSW curriculum include ecological systems perspective, planned change methodology, client-centered practice, and a strengths perspective. Within the context of the liberal arts and sciences, these frameworks will be elaborated, refined, and used as guides for systematic assessment, planning, intervention, and termination in social work practice across client systems. Concepts of professional roles, relationships, ethical judgment, and professional use of self will be emphasized as part of developing students’ emerging sense of a professional self.

V. Topical Course Outline
A. Termination and evaluation
B. Integrating theory into practice
C. Presentation of student intervention projects (discussion of interdisciplinary influences, ethics, evidence-based practice, professional roles and identity, etc., interwoven)

VI. Suggested Texts

VII. Bibliography


15 March, 2008

Marilyn Borell, Academic Coordinator
University of Alaska Anchorage
College of Arts & Sciences
Office of the Deans
3211 Providence Drive
Anchorage, AK 99508

Dear Marilyn:

Attached you will find the most recently updated CARs, CCGs, and Coordination Forms for the following programs in the Department of Languages:

- American Sign Language
- French
- German
- Japanese
- Russian
- Spanish

All 101-202 level courses for each language listed above have been updated according to 1.) the Humanities/Languages Template established by the UAA General Education Requirement Committee during the academic year 2006-07, and 2.) the suggestions provided by the CAS Curriculum Committee on August 30 and October 11, 2007. Moreover, the entire enclosed packet adheres to the sample language (i.e. French) sent electronically on November 6, which was then formally approved by you and Brian Wick on November 7, 2007.

The Department of Languages Curriculum Committee has met four times to revise the enclosed packet in order to reflect your recommendations regarding CCG formatting, dates, course titles, and course descriptions. We believe that we have found a good balance fulfilling all the requirements of UAA GERS as well as those of the American Council for the Teaching of Foreign Languages.

Kindly note that, according to University policy, the Department of Languages is unable to submit materials as fulfillment of the General Education Requirement for Chinese, Italian, Korean, or Latin, since there are presently no full-time faculty members to coordinate or teach these languages.

Thank you very much for all of your guidance during this process. You have been most helpful.

Sincerely,

Patricia Fagan, Ph.D.
Dept. of Languages Curriculum Coordinator

cc: Dr. Hiroko Harada, Chair
### Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

---

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL</td>
<td>A101</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course/Program Title

**Elementary American Sign Language I**

Elementary ASL I

Abbreviated Title for Transcript (30 character)

7. Type of Course

- [x] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action

- [x] Add
- [ ] Change
- [ ] Delete

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions

9. Repeat Status

- [ ] No
- [x] # of Repeats
- [ ] Max Credits

10. Grading Basis

- [x] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date

- From: Fall/2008
- To: 9999

12. Cross Listed with

- [ ] Stacked

13. List any programs or college requirements that require this course

ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in ASL.

14. Coordinate with Affected Units

- UAA Faculty List Serve
- Department, School, or College

Initiator Signature

Date

15. General Education Requirement

- [x] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [x] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

16. Course Description

Introductory course for students with no previous knowledge of ASL. Develops receptive and expressive signing skills in ASL for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)

N/A

17b. Test Score(s)

N/A

17c. Co-requisite(s) (concurrent enrollment required)

N/A

17d. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

17e. Registration Restriction(s) (non-codable)

N/A

18. Mark if course has fees

19. Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes.

---

Initiator (faculty only)

Date

Approved

Disapproved:

Dean/Director of School/College

Date

Approved

Disapproved:

Department Chairperson

Date

Approved

Disapproved:

Academic Board Chairperson

Date

Approved

Disapproved:

Provost or Designee

Date
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary American Sign Language I
   C. Course Subject/Number: ASL A101
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of ASL. Develops receptive and expressive signing skills in ASL for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in American Sign Language.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which develop receptive and expressive proficiency in ASL.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate elementary proficiency in sign reception in ASL: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in sign production in ASL: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in ASL; sign reception and sign production assignments; presentations or evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of ASL.

### VII. Course Outline:

A. Sign reception in ASL at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

B. Sign production in ASL at the elementary level:
   Communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.

C. Cultural knowledge of Deaf Communities:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Deaf Communities.

### VIII. Recommended Texts:


### IX. Bibliography and Resources:


### 1. School or College
- **AS CAS**

### 2. Course Prefix
- ASL

### 3. Course Number
- A102

### 4. Previous Course Prefix & Number
- N/A

### 5. Credits/CEU
- 3

### 6. Contact Hours
- (Lecture + Lab) (3+0)

### 7. Type of Course
- Academic

### 8. Type of Action
- Add

### 9. Repeat Status No
- # of Repeats
- Max Credits

### 10. Grading Basis
- A-F
- P/NP
- NG

### 11. Implementation Date
- From: Fall/2008
- To: 9999

### 12. Cross Listed with
- Stacked

### 13. General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 14. Course Description
- Continuation of introductory course. Further develops elementary receptive and expressive signing skills in ASL for effective communication. Enhances appreciation of cross-cultural perspectives.

### 15. Justification for Action
- Update Course Description and Course Content Guide to reflect current GER outcomes.

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### Approved
- Date

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### Disapproved
- Date

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### Approved
- Date

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### Disapproved
- Date

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### Approved
- Date

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### Disapproved
- Date

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### Approved
- Date

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### Disapproved
- Date

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### Approved
- Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary American Sign Language II
   C. Course Subject/Number: ASL A102
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary receptive and expressive signing skills in ASL for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in American Sign Language.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: ASL A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which continue to develop student receptive and expressive signing skills in ASL.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate elementary proficiency in sign reception in ASL:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and complete sentences built upon the vocabulary,</td>
<td></td>
</tr>
<tr>
<td>grammar, and communicative functions acquired in ASL A101.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in sign production in ASL:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate using memorized words, phrases, and expressions built upon the</td>
<td></td>
</tr>
<tr>
<td>vocabulary, grammar, and communicative functions acquired in ASL A101.</td>
<td></td>
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<tr>
<td>Demonstrate cultural knowledge of new topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 100-level because it requires one semester of previous study in ASL.

### VII. Course Outline:

A. Sign reception in ASL at the elementary level:
   - Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of ASL A101.

B. Sign production in ASL at the elementary level:
   - Communication building upon the vocabulary, grammar, and communicative functions of ASL A101.

C. Cultural knowledge of Deaf Communities:
   - Enhanced appreciation of cross-cultural perspectives building upon topics addressed in ASL A101.

### VIII. Recommended Texts:


IX. Bibliography and Resources:


**Curriculum Action Request**

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
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<th>3. Course Number</th>
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<td>Intermediate ASL I</td>
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<th>8. Type of Action</th>
<th>9. Repeat Status</th>
<th>10. Grading Basis</th>
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<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>Required for the B.A. degree in Languages with a secondary emphasis in ASL.</td>
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<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
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<tbody>
<tr>
<td>UAA Faculty List Serve</td>
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<td>Department, School, or College</td>
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<tr>
<th>15. General Education Requirement</th>
<th>16. Course Description</th>
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<tr>
<td>Oral Communication</td>
<td>Intermediate course for students with basic knowledge of ASL. Enhances receptive and expressive signing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.</td>
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<td>Written Communication</td>
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<td>Fine Arts</td>
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<td>Social Sciences</td>
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</tr>
<tr>
<td>Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<td>Class</td>
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<td>Level</td>
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| 18. Mark if course has fees |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
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<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect current GER outcomes.</td>
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**Approved**

<table>
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<tr>
<th>Initiator (faculty only)</th>
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<td>Disapproved:</td>
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<th>Academic Board Chairperson</th>
<th>Date</th>
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<tbody>
<tr>
<td>Disapproved:</td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date:   Fall 2008

II. Course Information:
   A. College   College of Arts & Sciences
   B. Course Title:  Intermediate American Sign Language I
   C. Course Subject/Number: ASL A201
   D. Credit Hours:  3.0
   E. Contact Time:  3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of ASL. Enhances receptive and expressive signing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a secondary emphasis in American Sign Language.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees:   Yes
   K. Coordination:  UAA Faculty List Serve
   L. Course Prerequisite: ASL A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which continue to enhance receptive and expressive proficiency in ASL.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of Deaf Communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th>Demonstrate intermediate proficiency in sign reception in ASL: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate intermediate proficiency in sign production in ASL: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in ASL A102.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### Assessment Procedures

**IV. Course Activities:**

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

**V. Methods of Assessment:**

A student’s grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

**VI. Course-level Justification:**

This class is appropriate at the 200-level because it requires two semesters of previous study in ASL.

**VII. Course Outline:**

A. Sign reception in ASL at the intermediate level:
   Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of ASL A102.

B. Sign production in ASL at the intermediate level:
   Communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of ASL A102.

C. Cultural knowledge of Deaf Communities:
   Critical examination of diverse cultural perspectives.

**VIII. Recommended Texts:**


IX. Bibliography and Resources:


### Curriculum Action Request

University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<td>LANGUAGES</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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6. Complete Course/Program Title

Intermediate American Sign Language II
Intermediate ASL II

Abbreviated Title for Transcript (30 character)

7. Type of Course

- [ ] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action

- [x] Add
- [ ] Change
- [ ] Delete

(mark appropriate boxes)

9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

10. Grading Basis

- [ ] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date

From: Fall/2008  To: /9999

12. [ ] Cross Listed with

[ ] Stacked with

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

Required for the B.A. degree in Languages with a secondary emphasis in ASL.

14. Coordinate with Affected Units:

- UAA Faculty List Serve
- Department, School, or College

Initiator Signature Date

15. [x] General Education Requirement

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

16. Course Description

Continuation of first semester in intermediate ASL. Further develops receptive and expressive signing proficiency for effective communication and in preparation for advanced study of ASL. Students interpret diverse cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)

ASL A201

17b. Test Score(s)

N/A

17c. Co-requisite(s) (concurrent enrollment required)

N/A

17d. Other Restriction(s)

- College
- Major
- Class
- Level

N/A

17e. Registration Restriction(s) (non-codable)

N/A

18. [x] Mark if course has fees

19. Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes.

Initiator (faculty only) Date

Approved Disapproved

Dean/Director of School/College Date

Approved Disapproved

Department Chairperson Date

Approved Disapproved

Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved

Provost or Designee Date
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate American Sign Language II
   C. Course Subject/Number: ASL A202
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate ASL. Further develops receptive and expressive signing proficiency for effective communication and in preparation for advanced study of ASL. Students interpret diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a secondary emphasis in American Sign Language.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: ASL A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which continue to advance receptive and expressive signing skills in ASL.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of Deaf Communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
**Student Outcomes**

Students will be able to:

<table>
<thead>
<tr>
<th>Demonstrate intermediate proficiency in sign reception in ASL: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in ASL A201.</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Demonstrate intermediate proficiency in sign production in ASL: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in ASL A201.</th>
<th>Assessment Procedures</th>
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</thead>
<tbody>
<tr>
<td>Interviews and dialogues</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
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</table>

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 200-level because it requires three semesters of previous study in ASL.

VII. Course Outline:

A. Receptive skills in ASL at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of ASL A201.

B. Expressive skills in ASL at the intermediate level:
   Communication building upon the vocabulary, grammar, and communicative functions of ASL A201.

C. Cultural knowledge of Deaf Communities:
   Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:


IX. Bibliography and Resources:


Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities  

1c. Department  
LANGUAGES  

2. Course Prefix  
FREN  

3. Course Number  
A101  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEU  
4  

5b. Contact Hours (Lecture + Lab)  
(4+0)  

6. Complete Course/Program Title  
Elementary French I  

7. Type of Course  
☑️ Academic  
☐ Non-credit  
☐ CEU  
☐ Professional Development  

8. Type of Action  
☑️ Add  
☐ Change  
☐ Delete  

☐ Prefix  
☐ Credits  
☐ Title  
☐ Course Description  
☐ Test Score Prerequisites  
☐ Other Restrictions  
☒ Other Course Content Guide  

9. Repeat Status No  
# of Repeats  
Max Credits  

10. Grading Basis  
☑️ A-F  
☐ P/NP  
☐ NG  

11. Implementation Date  
From: Fall/2008  
To: /9999  

12. ☑️ Cross Listed with  
☐ Stacked with  
Cross-Listed Coordination Signature  

13. List any programs or college requirements that require this course  
FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French or for a minor in French.  

14. Coordinate with Affected Units:  
UAA Faculty List Serve  
Department, School, or College  
Initiator Signature  
Date  

15. ☑️ General Education Requirement  
☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☒ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ Integrative Capstone  

16. Course Description  
Introductory course for students with no previous knowledge of the French language. Develops listening, speaking, reading, and writing skills in French for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.  

17a. Course Prerequisite(s) (list prefix and number)  
N/A  

17b. Test Score(s)  
N/A  

17c. Co-requisite(s) (concurrent enrollment required)  
N/A  

17d. Other Restriction(s)  
☐ College  
☐ Major  
☐ Class  
☐ Level  

17e. Registration Restriction(s) (non-codable)  
N/A  

18. ☑️ Mark if course has fees  

19. Justification for Action  
Update Course Description and Course Content Guide to reflect current GER outcomes.  

Approved  
Disapproved:  
Initiator (faculty only)  
Date  

Approved  
Disapproved:  
Dean/Director of School/College  
Date  

Approved  
Disapproved:  
Department Chairperson  
Date  

Approved  
Disapproved:  
Undergraduate or Graduate  
Academic Board Chairperson  
Date  

Approved  
Disapproved:  
Provost or Designee  
29 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary French I
   C. Course Subject/Number: FREN A101
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of the French language. Develops listening, speaking, reading, and writing skills in French for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French or for a minor in French.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. **Instructional Goals:** The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in French.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate elementary proficiency in listening in French: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in French: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in French: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in French: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of French.

VII. Course Outline:
A. Listening in French at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
B. Speaking in French at the elementary level:
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
C. Reading in French at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
D. Writing in French at the elementary level:
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.
E. Cultural knowledge of the communities which speak French:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to French-speaking communities.
VIII. Recommended Texts:
   B. Workbook/Lab Manual to accompany the textbook Mais oui!
   C. Audio CDs and Video to accompany the textbook Mais oui!

IX. Bibliography and Resources:
   Q. Saville-Troike, Muriel. Introducing Second Language Acquisition. Cambridge:
### Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<th>6. Complete Course/Program Title</th>
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<tr>
<td>Elementary French II</td>
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<th>Contact Hours</th>
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<th>Co-requisites</th>
<th>Registration Restrictions</th>
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<table>
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<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French or for a minor in French.</td>
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<th>Department, School, or College</th>
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<th>Date</th>
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<tr>
<th>15. General Education Requirement</th>
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<tr>
<th>Oral Communication</th>
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<th>Humanities</th>
<th>Fine Arts</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
<th>Integrative Capstone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
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</table>

Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in French for effective communication. Enhances appreciation of cross-cultural perspectives.

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<td>College</td>
<td>Major</td>
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</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
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</thead>
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<table>
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<tr>
<th>19. Justification for Action</th>
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Update Course Description and Course Content Guide to reflect current GER outcomes.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<th>Dean/Director of School/College</th>
<th>Date</th>
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<th>Department Chairperson</th>
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<th>Undergraduate or Graduate Academic Board Chairperson</th>
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<th>Provost or Designee</th>
<th>Date</th>
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<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

34 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary French II
   C. Course Subject/Number: FREN A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in French for effective communication. Enhances appreciation of cross-cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French or for a minor in French.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: FREN A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. **Instructional Goals:** The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in French.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in listening in French: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in French A101.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in French: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in French A101.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in French: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in French A101.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in French: Present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in French A101.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in French.

VII. Course Outline:
A. Listening in French at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of French A101.
B. Speaking in French at the elementary level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of French A101.
C. Reading in French at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of French A101.
D. Writing in French at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of French A101.

E. Cultural knowledge of the communities which speak French:
Enhanced appreciation of cross-cultural perspectives building upon topics addressed in French A101.

VIII. Recommended Texts:
B. Workbook/Lab Manual to accompany the textbook *Mais oui!*
C. Audio CDs and Video to accompany the textbook *Mais oui!*

IX. Bibliography and Resources:


### Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM</td>
<td>LANGUAGES</td>
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<tr>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<tr>
<td>FREN</td>
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<thead>
<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>Intermediate French I</td>
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</table>

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<td>Non-credit</td>
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<tr>
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<td>To: /9999</td>
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<tr>
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<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>Required for the B.A. degree in Languages with a primary or secondary emphasis in French or for a minor in French.</td>
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<table>
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<td>UAA Faculty List Serve</td>
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Initiator Signature [Date]

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<th>15. General Education Requirement</th>
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<td>Humanities</td>
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<tr>
<td>Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>Intermediate course for students with basic knowledge of French. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.</td>
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| 18. Mark if course has fees |

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<th>19. Justification for Action</th>
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<tr>
<td>Update Course Description and Content Guide to reflect current GER outcomes.</td>
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Initiator (faculty only) [Date]

Dean/Director of School/College [Date]

Department Chairperson [Date]

Undergraduate or Graduate Academic Board Chairperson [Date]

Curriculum Committee Chairperson [Date]

Provost or Designee [Date]
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate French I
   C. Course Subject/Number: FREN A201
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of French. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in French or for a minor in French.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: FREN A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in French.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the French-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students shall be able to:**

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate intermediate proficiency in listening in French:</strong> Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in speaking in French:</strong> Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in French A102.</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in reading in French:</strong> Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment.</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in writing in French:</strong> Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life.</td>
</tr>
<tr>
<td><strong>Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.</strong></td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in French.

### VII. Course Outline:

**A. Listening in French at the intermediate level:**

- Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of French A102.

**B. Speaking in French at the intermediate level:**

- Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of French A102.
C. Reading in French at the intermediate level:
   Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of French A102.

D. Writing in French at the intermediate level:
   Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of French A102.

E. Cultural knowledge of the communities which speak French:
   Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:
   B. Workbook/Lab Manual to accompany the textbook *Interaction*.
   C. Audio CDs and Video to accompany the textbook *Interaction*.

IX. Bibliography and Resources:
   M. McKeachie, Wilbert J. Teaching Tips. *Strategies, Research, and Theory for


### Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<td>AHUM Division of Humanities</td>
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<tr>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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Abbreviated Title for Transcript (30 character)

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<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tbody>
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<td>CEU</td>
<td>Delete</td>
<td></td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
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<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of first semester in intermediate French. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of French. Students interpret diverse cultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect current GER outcomes.</td>
</tr>
</tbody>
</table>

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**Initiator (faculty only)**: Approved: Date

**Dean/Director of School/College**: Disapproved: Date

**Department Chairperson**: Approved: Date

**Undergraduate or Graduate Academic Board Chairperson**: Disapproved: Date

**Curriculum Committee Chairperson**: Approved: Date

**Provost or Designee**: Disapproved: 44 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate French II
   C. Course Subject/Number: FREN A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate French. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of French. Students interpret diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in French or for a minor in French.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: FREN A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in French.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the French-speaking communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in listening in French: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in French: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in French: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in French: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 200-level because it requires three semesters of previous study in French.

VII. Course Outline:

A. Listening in French at the intermediate level:

   Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of French A201.

B. Speaking in French at the intermediate level:

   Oral communication building upon the vocabulary, grammar, and communicative functions of French A201.
C. Reading in French at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon
   the vocabulary, grammar, and communicative functions of French
   A201.

D. Writing in French at the intermediate level:
   Presentation of creative language building upon the vocabulary, grammar,
   and communicative functions of French A201.

E. Cultural knowledge of the communities which speak French:
   Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
   A. Susan St. Onge, Ronald St. Onge and Katherine Kulick. Interaction. Révision
   B. Workbook/Lab Manual to accompany the textbook Interaction.
   C. Audio CDs and Video to accompany the textbook Interaction.

IX. Bibliography and Resources:
   A. Bean, John C. Engaging Ideas. The Professor’s Guide to Integrating Writing,
      Critical Thinking, and Active Learning in the Classroom. San Francisco:
   B. Brown, H.D. Teaching by Principles-An Interactive Approach to Language
   D. Cook, V, J. Second Language Learning and Language Teaching. London:
   E. Kirk, Delaney J. Taking Back the Classroom: Tips for the College Professor on
   F. Gass, Susan and Larry Selinker. Second Language Acquisition: An
   G. Johnson, Karen E. Understanding Communication in Second Language
   H. Krashen, Stephen. Explorations in Language Acquisition and Use. NH:
   I. -----. Principles and Practice in Second Language Acquisition. New
   J. Lee, J. and Bill VanPatten. Making Communicative Language Teaching
   K. Lightbown, Patsy M. and Nina Spada. How Languages are Learned. Oxford:
   L. Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. The Heinle Professional
      Series in Language Instruction. Teaching with Technology. Boston:
   M. McKeachie, Wilbert J. Teaching Tips. Strategies, Research, and Theory for


# Curriculum Action Request

## University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER</td>
<td>A101</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

6. Complete Course/Program Title

Elementary German I

Abbreviated Title for Transcript (30 character)

7. Type of Course
   - Academic
   - Non-credit
   - CEU
   - Professional Development

8. Type of Action
   - Add
   - Change
   - Delete

   (mark appropriate boxes)

9. Repeat Status
   - No
   - # of Repeats
   - Max Credits

10. Grading Basis
    - A-F
    - P/NP
    - NG

11. Implementation Date
    - semester/year
    - From: Fall/2008
    - To: /9999

12. Cross Listed with
    - Stacked
    - with
    - Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
    GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German or for a minor in German.

14. Coordinate with Affected Units:
    - UAA Faculty List Serve
    - Department, School, or College
    - Initiator Signature
    - Date

15. General Education Requirement
    - Oral Communication
    - Written Communication
    - Quantitative Skills
    - Humanities
    - Fine Arts
    - Social Sciences
    - Natural Sciences
    - Integrative Capstone

16. Course Description
    Introductory course for students with no previous knowledge of the German language. Develops listening, speaking, reading, and writing skills in German for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)
    - N/A

17b. Test Score(s)
    - N/A

17c. Co-requisite(s) (concurrent enrollment required)
    - N/A

17d. Other Restriction(s)
    - College
    - Major
    - Class
    - Level

17e. Registration Restriction(s) (non-codable)
    - N/A

18. Mark if course has fees

19. Justification for Action
    Update Course Description and Course Content Guide to reflect current GER outcomes.

---

Approved
Disapproved
Approved
Disapproved
Approved
Disapproved
Approved
Disapproved
Approved
Disapproved

Initiator (faculty only)
Date
Dean/Director of School/College
Date
Department Chairperson
Date
Undergraduate or Graduate
Academic Board Chairperson
Date
Curriculum Committee Chairperson
Date
Provost or Designee
Date
I. Initiation Date: Fall 2008

II. Course Information:

A. College: College of Arts & Sciences
B. Course Title: Elementary German I
C. Course Subject/Number: GER A101
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Introductory course for students with no previous knowledge of the German language. Develops listening, speaking, reading, and writing skills in German for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

H. Status of course relative to degree or certificate programs:
GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German or for a minor in German.

I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: None
M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:

A. Instructional Goals: The instructor will:

1) Conduct the class in German.
2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in German.
3) Develop approaches to heighten awareness of diverse cultural practices.

B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
**Student Outcomes**

**Students will be able to:**

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
</tr>
</tbody>
</table>

**Demonstrate elementary proficiency in listening in German:**
Comprehend words, phrases, and sentences pertaining to the most common features of daily life.

**Demonstrate elementary proficiency in speaking in German:**
Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.

**Demonstrate elementary proficiency in reading in German:**
Comprehend words, phrases, and sentences pertaining to the most common features of daily life.

**Demonstrate elementary proficiency in writing in German:**
Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.

**Demonstrate cultural knowledge of topics addressed.**

**Assessment Procedures**

- Tests
- Interviews and dialogues
- Writing samples and tests

**IV. Course Activities:**

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

**V. Methods of Assessment:**

A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

**VI. Course-level Justification:**

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of German.

**VII. Course Outline:**

A. Listening in German at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

B. Speaking in German at the elementary level:
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.

C. Reading in German at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

D. Writing in German at the elementary level:
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.

E. Cultural knowledge of the communities which speak German:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to German-speaking communities.
VIII. Recommended Texts:
C. Audio-visual resources supplied by the textbook publisher for student lab activities.

IX. Bibliography and Resources:


### Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

---

**1a. School or College**  
AS CAS

**1b. Division**  
AHUM Division of Humanities

**1c. Department**  
LANGUAGES

---

**2. Course Prefix**  
GER

**3. Course Number**  
A102

**4. Previous Course Prefix & Number**  
N/A

**5a. Credits/CEU**  
4

**5b. Contact Hours**  
(Lecture + Lab)  
(4+0)

---

**6. Complete Course/Program Title**  
Elementary German II

Abbreviated Title for Transcript (30 character)

---

**7. Type of Course**  
☒ Academic  ☐ Non-credit  ☐ CEU  ☐ Professional Development

---

**8. Type of Action**  
☒ Add  ☐ Change  ☐ Delete

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
  - Class
  - College
  - Level
  - Major
  - Other Course Content Guide

---

**9. Repeat Status No**  
# of Repeats  
Max Credits

---

**10. Grading Basis**  
☒ A-F  ☐ P/NP  ☐ NG

---

**11. Implementation Date**  
semester/year

From: Fall/2008  
To: 9999

---

**12. Cross Listed with**  
☐ Stacked  
with  
Cross-Listed Coordination Signature

---

13. List any programs or college requirements that require this course

GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German or for a minor in German.

---

14. Coordinate with Affected Units:  
UAA Faculty List Serve

Department, School, or College

Initiator Signature  
Date

---

15. ☒ General Education Requirement

☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☒ Humanities

☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

---

16. Course Description

Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in German for effective communication. Enhances appreciation of cross-cultural perspectives.

---

17a. Course Prerequisite(s) (list prefix and number)

GER A101

17b. Test Score(s)

N/A

17c. Co-requisite(s) (concurrent enrollment required)

N/A

17d. Other Restriction(s)

☐ College  ☐ Major  ☐ Class  ☐ Level

17e. Registration Restriction(s) (non-codable)

N/A

---

18. ☒ Mark if course has fees

---

19. Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes.

---

Initiator (faculty only)  
Date

Approved  
Disapproved:

Dean/Director of School/College  
Date

Approved  
Disapproved:

Department Chairperson  
Date

Approved  
Disapproved:

Undergraduate or Graduate  
Academic Board Chairperson  
Date

Approved  
Disapproved:

Provost or Designee  
Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary German II
   C. Course Subject/Number: GER A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in German for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German or for a minor in German.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: GER A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in German.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in German.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students will be able to:

<table>
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<tr>
<th>Assessment Procedures</th>
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<tbody>
<tr>
<td>Demonstrate elementary proficiency in listening in German: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in German A101.</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in German: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in German A101.</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in German: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in German A101.</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in German: Present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in German A101.</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed.</td>
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</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in German.

VII. Course Outline:
A. Listening in German at the elementary level:
Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of German A101.
B. Speaking in German at the elementary level:
Oral communication building upon the vocabulary, grammar, and communicative functions of German A101.
C. Reading in German at the elementary level:
Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of German A101.
D. Writing in German at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of German A101.

E. Cultural knowledge of the communities which speak German:
Enhanced appreciation of cross-cultural perspectives building upon topics addressed in German A101.

VIII. Recommended Texts:


C. Audio-visual resources supplied by the textbook publisher for student lab activities.


IX. Bibliography and Resources:


M. McKeachie, Wilbert J. Teaching Tips. Strategies, Research, and Theory for


### Curriculum Action Request

#### University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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</tr>
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<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER</td>
<td>A201</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

### 1.1. Complete Course/Program Title

**Intermediate German I**

Abbreviated Title for Transcript (30 character)

### 1.2. Type of Course

- [x] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 1.3. Type of Action

- [x] Course
- [ ] Program

### 1.4. Repeat Status No

- [ ] No

### 1.5. # of Repeats

- [ ] 1

### 1.6. Max Credits

- [ ] 4

### 1.7. Grading Basis

- [x] A-F
- [ ] P/NP
- [ ] NG

### 1.8. Implementation Date

- From: Fall/2008
- To: /9999

### 1.9. Cross Listed with

- [ ] No

### 1.10. Stacked with

- [ ] No

### 1.11. Cross-Listed Coordination Signature

- [ ] Yes

### 1.12. General Education Requirement

- [x] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [x] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 1.13. Course Description

Intermediate course for students with basic knowledge of German. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.

### 1.14. Course Prerequisite(s) (list prefix and number)

- GER A102

### 1.15. Test Score(s)

- N/A

### 1.16. Co-requisite(s) (concurrent enrollment required)

- N/A

### 1.17. Other Restriction(s)

- College
- Major
- Class
- Level

### 1.18. Registration Restriction(s) (non-codable)

- N/A

### 1.19. Mark if course has fees

- [ ] Yes

### 1.20. Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes.

---

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>Intermediate course for students with basic knowledge of German. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.</td>
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</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER A102</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17b. Test Score(s)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
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<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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### Approved

- Dean/Director of School/College
- Undergraduate or Graduate Academic Board Chairperson
- Provost or Designee

<table>
<thead>
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<tbody>
<tr>
<td>[ ]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
</tr>
</tbody>
</table>

Initiator (faculty only)  Date  Dean/Director of School/College  Date

Approved  Disapproved

Department Chairperson  Date  Undergraduate or Graduate Academic Board Chairperson  Date

Approved  Disapproved

Curriculum Committee Chairperson  Date  Provost or Designee  Date

Approved  Disapproved

59 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate German I
   C. Course Subject/Number: GER A201
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of German. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in German or for a minor in German.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: GER A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in German.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in German.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the German-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes
**Students shall be able to:**

<table>
<thead>
<tr>
<th>Assessmen Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate intermediate proficiency in listening in German:</strong> Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in speaking in German:</strong> Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in German A102.</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in reading in German:</strong> Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment.</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in writing in German:</strong> Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life.</td>
</tr>
<tr>
<td><strong>Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.</strong></td>
</tr>
</tbody>
</table>

### IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:
This class is appropriate at the 200-level because it requires two semesters of previous study in German.

### VII. Course Outline:
**A. Listening in German at the intermediate level:**
Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of German A102.

**B. Speaking in German at the intermediate level:**
Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of German A102.
C. Reading in German at the intermediate level:
   Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of German A102.

D. Writing in German at the intermediate level:
   Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of German A102.

E. Cultural knowledge of the communities which speak German:
   Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:
   C. Audio-visual resources supplied by the textbook publisher for student lab activities.

IX. Bibliography and Resources:
   K. Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford:
## Curriculum Action Request
**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

### 1. School or College
- AS CAS

### 2. Course Prefix
- GER

### 3. Course Number
- A202

### 4. Previous Course Prefix & Number
- N/A

### 5. Credits/CEU
- 4

### 5b. Contact Hours (Lecture + Lab)
- (4+0)

### 6. Complete Course/Program Title
- Intermediate German II

### Abbreviated Title for Transcript (30 character)

### 7. Type of Course
- Academic

### 8. Type of Action
- Add

### 9. Repeat Status No

### 10. Grading Basis
- A-F

### 11. Implementation Date
- From: Fall/2008
to: /9999

### 12. Cross Listed with
- Stacked

### 13. List any programs or college requirements that require this course
- Required for the B.A. degree in Languages with a primary or secondary emphasis in German or for a minor in German.

### 14. Coordinate with Affected Units
- UAA Faculty List Serve
- Department, School, or College

### 15. General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 16. Course Description
- Continuation of first semester in intermediate German. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of German. Students interpret diverse cultural perspectives.

### 17. Course Prerequisite(s) (list prefix and number)
- GER A201

### 17b. Test Score(s)
- N/A

### 17d. Other Restriction(s)
- College
- Major
- Class
- Level

### 17e. Registration Restriction(s) (non-codable)
- N/A

### 18. Mark if course has fees

### 19. Justification for Action
- Update Course Description and Course Content Guide to reflect current GER outcomes.

### Approved

### Disapproved

---

Initiator (faculty only)  Date
---

Dean/Director of School/College  Date
---

Department Chairperson  Date
---

Curriculum Committee Chairperson  Date
---

Provost or Designee  Date 64

---

Approved

Disapproved:
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate German II
   C. Course Subject/Number: GER A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate German. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of German. Students interpret diverse cultural perspectives.

H. Status of course relative to degree or certificate programs:
   Required for B.A. degree in Languages with a primary or secondary emphasis in German or for a minor in German.

I. Course Attributes:
   Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: GER A201
M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in German.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in German.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the German-speaking communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. **Defined Outcomes**: Students shall be able to comprehend and communicate effectively within the following contexts and formats:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate intermediate proficiency in listening in German:  Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in German:  Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in German:  Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in German:  Present creative language built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. **Course Activities**:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. **Methods of Assessment**:
A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. **Course-level Justification**:
This class is appropriate at the 200-level because it requires three semesters of previous study in German.

VII. **Course Outline**:
A. **Listening in German at the intermediate level**:  Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of German A201.
B. **Speaking in German at the intermediate level**:  Oral communication building upon the vocabulary, grammar, and communicative functions of German A201.
C. Reading in German at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon
   the vocabulary, grammar, and communicative functions of German
   A201.

D. Writing in German at the intermediate level:
   Presentation of creative language building upon the vocabulary, grammar,
   and communicative functions of German A201.

E. Cultural knowledge of the communities which speak German:
   Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
   A. Fritz, Daniela Dorsch, Newton, Stephen L., Daves-Schneider, Lida and Karl
      2000.
      2000.
   C. Audio-visual resources supplied by the textbook publisher for student lab
      activities.

IX. Bibliography and Resources:
   A. Bean, John C. *Engaging Ideas. The Professor’s Guide to Integrating Writing,
   B. Brown, H.D. *Teaching by Principles-An Interactive Approach to Language
   D. Cook, V, J. *Second Language Learning and Language Teaching*. London:
   E. Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on
   F. Gass, Susan and Larry Selinker. *Second Language Acquisition: An
   G. Johnson, Karen E. *Understanding Communication in Second Language
   H. Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH:
   I. -----, *Principles and Practice in Second Language Acquisition*. New
   J. Lee, J. and Bill VanPatten. *Making Communicative Language Teaching
   K. Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford:


# Curriculum Action Request

## University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN</td>
<td>A101</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Japanese I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
</tr>
<tr>
<td>Non-credit</td>
<td>Change</td>
</tr>
<tr>
<td>CEU</td>
<td>Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: Fall/2008</td>
</tr>
<tr>
<td>NG</td>
<td>To: /9999</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>Stacked with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese or for a minor in Japanese.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA Faculty List Serve</td>
</tr>
<tr>
<td>Department, School, or College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
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<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory course for students with no previous knowledge of the Japanese language. Develops listening, speaking, reading, and writing skills in Japanese for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>N/A</td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect current GER outcomes; Course Title Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved:</th>
<th>Disapproved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>initiator (faculty only)</td>
<td>Date</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Undergraduate or Graduate Academic Board Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: First Year Japanese I
   C. Course Subject/Number: JPN A101
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of the Japanese language. Develops listening, speaking, reading, and writing skills in Japanese for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese or for a minor in Japanese.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Japanese.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in listening in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and sentences pertaining to the most common features</td>
<td></td>
</tr>
<tr>
<td>of daily life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in speaking in Japanese:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate using memorized words, phrases, and expressions in order to</td>
<td></td>
</tr>
<tr>
<td>function in basic and immediate contexts.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in reading in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and sentences pertaining to the most common features</td>
<td></td>
</tr>
<tr>
<td>of daily life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in writing in Japanese:</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Present memorized expressions and personalized re-combinations of ideas</td>
<td></td>
</tr>
<tr>
<td>pertaining to the most common aspects of daily life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Japanese.

VII. Course Outline:
A. Listening in Japanese at the first year level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
B. Speaking in Japanese at the first year level:
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
C. Reading in Japanese at the first year level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
D. Writing in Japanese at the first year level:
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.
E. Cultural knowledge of the communities which speak Japanese:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Japan.
VIII. Texts currently approved:

IX. Bibliography and Resources:
   Q. ____________. 中上級を教える人のための日本語文法ハンドブック.

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN</td>
<td>A102</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Japanese II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
<td>A-F</td>
</tr>
<tr>
<td>Non-credit</td>
<td>Change</td>
<td></td>
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<td>P/NP</td>
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<td>CEU</td>
<td>Delete</td>
<td></td>
<td></td>
<td></td>
<td>NG</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2008</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese or for a minor in Japanese.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
<th>UAA Faculty List Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
</tr>
</thead>
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<td>Natural Sciences</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Japanese for effective communication. Enhances appreciation of cross-cultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>JPN A101</td>
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<table>
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<tr>
<th>17b. Test Score(s)</th>
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<table>
<thead>
<tr>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
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<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect current GER outcomes; Course Title Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Initator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
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</table>

<table>
<thead>
<tr>
<th>21. Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22. Department Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
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</table>

<table>
<thead>
<tr>
<th>23. Undergraduate or Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
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<tr>
<td>Disapproved</td>
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<table>
<thead>
<tr>
<th>24. Provost or Designee</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Approved</td>
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<tr>
<td>Disapproved</td>
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</table>

<table>
<thead>
<tr>
<th>25. Curriculum Committee Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: First Year Japanese II
   C. Course Subject/Number: JPN A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Japanese for effective communication. Enhances appreciation of cross-cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese or for a minor in Japanese.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: JPN A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in Japanese.
      3) Develop approaches to broaden awareness of diverse cultural practices.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate first year proficiency in listening in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and complete sentences built upon the vocabulary,</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in speaking in Japanese:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate using memorized words, phrases, and expressions built upon the</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in reading in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and complete sentences built upon the vocabulary,</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in writing in Japanese:</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Present memorized expressions and personalized re-combinations of ideas built</td>
<td></td>
</tr>
<tr>
<td>upon the vocabulary, grammar, and communicative functions acquired in Japanese A101.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in Japanese.

VII. Course Outline:
A. Listening in Japanese at the first year level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Japanese A101.
B. Speaking in Japanese at the first year level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of Japanese A101.
C. Reading in Japanese at the first year level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Japanese A101.
D. Writing in Japanese at the first year level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of Japanese A101.

E. Cultural knowledge of the communities which speak Japanese:

VIII. Texts currently approved:

IX. Bibliography and Resources:


### Curriculum Action Request

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>JPN</td>
<td>A201</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course/Program Title

**Second Year Japanese I**

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tbody>
<tr>
<td>Academic</td>
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<td>Change</td>
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<tr>
<td>CEU</td>
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### 8. Cross Listed with

<table>
<thead>
<tr>
<th>Stack with</th>
<th>Cross-Listed Coordination Signature</th>
</tr>
</thead>
</table>

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

**From:** Fall/2008  **To:** /9999

### 12. Co-requisite(s) (concurrent enrollment required)

**N/A**

### 13. List any programs or college requirements that require this course

- **Required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese or for a minor in Japanese.**

### 14. Coordinate with Affected Units

**UAA Faculty List Serve**

<table>
<thead>
<tr>
<th>Department, School, or College</th>
<th>Initiator Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

### 15. General Education Requirement

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 16. Course Description

Intermediate course for students with basic knowledge of Japanese. Enhances listening, speaking, reading, and writing skills for effective communication at the second year level. Students critically examine diverse cultural perspectives.

### 17. Course Prerequisite(s) (list prefix and number)

- JPN A102

### 18. Mark if course has fees

- **N/A**

### 19. Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes; Course Title Change

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<table>
<thead>
<tr>
<th>Approved (Initiator)</th>
<th>Disapproved (Initiator)</th>
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<tr>
<td>Date</td>
<td>Date</td>
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<th>Approved (Dean)</th>
<th>Disapproved (Dean)</th>
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<tr>
<td>Date</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Approved (Department Chairperson)</th>
<th>Disapproved (Department Chairperson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Approved (Undergraduate or Graduate)</th>
<th>Disapproved (Undergraduate or Graduate)</th>
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<tbody>
<tr>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Approved (Academic Board Chairperson)</th>
<th>Disapproved (Academic Board Chairperson)</th>
</tr>
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<tbody>
<tr>
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<thead>
<tr>
<th>Approved (Provost or Designee)</th>
<th>Disapproved (Provost or Designee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Second Year Japanese I
   C. Course Subject/Number: JPN A201
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of Japanese. Enhances listening, speaking, reading, and writing skills for effective communication at the second year level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Japanese or for a minor in Japanese.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: JPN A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in Japanese.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of Japan acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate second year proficiency in listening in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend simple, yet connected discourse relating to generally predictable</td>
<td></td>
</tr>
<tr>
<td>topics, personal environment, and social demands.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate second year proficiency in speaking in Japanese:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate to satisfy simple personal needs and social demands as well as</td>
<td></td>
</tr>
<tr>
<td>narrate or describe basic information in major time frames. Expand upon the</td>
<td></td>
</tr>
<tr>
<td>vocabulary, grammar, and communicative functions acquired in Japanese A102.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate second year proficiency in reading in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend simple, yet connected discourse relating to generally predictable</td>
<td></td>
</tr>
<tr>
<td>topics and daily environment.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate second year proficiency in writing in Japanese:</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Present uncomplicated creative language pertaining to familiar topics or relating</td>
<td></td>
</tr>
<tr>
<td>to major aspects of life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Adopt critical</td>
<td>Tests</td>
</tr>
<tr>
<td>perspectives for understanding diversity.</td>
<td></td>
</tr>
</tbody>
</table>

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in Japanese.

VII. Course Outline:

A. Listening in Japanese at the second year level:

Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of Japanese A102.

B. Speaking in Japanese at the second year level:

Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of Japanese A102.

C. Reading in Japanese at the second year level:
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of Japanese A102.

D. Writing in Japanese at the second year level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of Japanese A102.

E. Cultural knowledge of the communities which speak Japanese:
Critical examination of diverse cultural perspectives.

VIII. Texts currently approved:
G) Minna no Nihongo CD. Tokyo: 3A Corporation (Optional).

IX. Bibliography and Resources:


Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College  
AS CAS  
1b. Division  
AHUM Division of Humanities  
1c. Department  
LANGUAGES  

2. Course Prefix  
JPN  
3. Course Number  
A202  
4. Previous Course Prefix & Number  
N/A  
5a. Credits/CEU  
4  
5b. Contact Hours  
(4+0)  

6. Complete Course/Program Title  
Second Year Japanese II  
Abbreviated Title for Transcript (30 character)  

7. Type of Course  
☒ Academic  ☐ Non-credit  ☐ CEU  ☐ Professional Development  

8. Type of Action  
☒ Add  ☐ Change  ☐ Delete  
(mark appropriate boxes)  

9. Repeat Status No  ☐ # of Repeats  ☐ Max Credits  

10. Grading Basis  
☒ A-F  ☐ P/NP  ☐ NG  

11. Implementation Date  
From: Fall/2008  
To: /9999  

12. ☐ Cross Listed with  
☐ Stacked with  
☐ Cross-Listed Coordination Signature  

13. List any programs or college requirements that require this course  
Required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese and for a minor in Japanese.  

14. Coordinate with Affected Units:  
UAA Faculty List Serve  
Department, School, or College  
Initiator Signature  Date  

15. ☒ General Education Requirement  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☒ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone  

16. Course Description  

17a. Course Prerequisite(s) (list prefix and number)  
JPN A201  
17b. Test Score(s)  
N/A  
17c. Co-requisite(s) (concurrent enrollment required)  
N/A  

17d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
17e. Registration Restriction(s) (non-codable)  
N/A  

18. ☒ Mark if course has fees  

19. Justification for Action  
Update Course Description and Course Content Guide to reflect current GER outcomes; Course Title Change  

Initiator (faculty only)  Date  
Approved  Disapproved:  
Dean/Director of School/College  Date  
Approved  Disapproved:  
Department Chairperson  Date  
Approved  Disapproved:  
Undergraduate or Graduate Academic Board Chairperson  Date  
Approved  Disapproved:  
Provost or Designee  Date  
Approved
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Second Year Japanese II
   C. Course Subject/Number: JPN A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in second year Japanese. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Japanese. Students interpret diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Japanese or for a minor in Japanese.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: JPN A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in Japanese.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of Japan acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students shall be able to:

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated second year proficiency in listening in Japanese: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
</tr>
<tr>
<td>Demonstrated second year proficiency in speaking in Japanese: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
</tr>
<tr>
<td>Demonstrated second year proficiency in reading in Japanese: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
</tr>
<tr>
<td>Demonstrated second year proficiency in writing in Japanese: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in Japanese.

VII. Course Outline:
A. Listening in Japanese at the second year level:
Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Japanese A201.

B. Speaking in Japanese at the second year level:
Oral communication building upon the vocabulary, grammar, and communicative functions of Japanese A201.

C. Reading in Japanese at the second year level:
Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Japanese A201.
D. Writing in Japanese at the second year level:
   Presentation of creative language building upon the vocabulary, grammar,
   and communicative functions of Japanese A201.
E. Cultural knowledge of the communities which speak Japanese:
   Interpretation of diverse cultural perspectives.

VIII. Texts currently approved:
   B) *Minna no Nihongo II: Translation & Grammatical Notes.* Tokyo: 3A
   G) *Minna no Nihongo* CD. Tokyo: 3A Corporation, Japan (Optional)

IX. Bibliography and Resources:
   A. Bean, John C. *Engaging Ideas. The Professor’s Guide to Integrating Writing,
      Critical/Thinking, and Active Learning in the Classroom.* San Francisco:
   B. Brown, H.D. *Teaching by Principles-An Interactive Approach to Language
   D. Cook, V, J. *Second Language Learning and Language Teaching.*
   F. Harada, Hiroko. *Aspects of Post-War German and Japanese Drama (1945-
   G. *Japan at a Glance for Young Adults.* Tokyo: Kodansha International Ltd.
      2003.
      1956.
   I. Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor
   J. Gass, Susan and Larry Selinker. *Second Language Acquisition: An
   K. Johnson, Karen E. *Understanding Communication in Second Language
   L. Krashen, Stephen. *Explorations in Language Acquisition and Use.*
   M. ______________. *Principles and Practice in Second Language Acquisition.*
   N. Lee, J. and Bill VanPatten. *Making Communicative Language Teaching
   O. Lightbown, Patsy M. and Nina Spada. *How Languages are Learned.* Oxford:


Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College  
AS CAS

1b. Division  
AHUM Division of Humanities

1c. Department  
LANGUAGES

2. Course Prefix  
RUSS

3. Course Number  
A101

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEU  
4

5b. Contact Hours  
(4+0)

6. Complete Course/Program Title  
Elementary Russian I

7. Type of Course  
☑ Academic  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action  
☑ Add  ☐ Change  ☐ Delete

☐ Prefix  ☐ Credits  ☐ Title  ☐ Course Number  ☐ Contact Hours

☐ Grading Basis  ☐ Course Description  ☐ Test Score Prerequisites  ☐ Other Restrictions

☐ Course Prerequisites  ☐ Co-requisites  ☐ Registration Restrictions

☐ Other Course Content Guide

9. Repeat Status No  
# of Repeats  ☐ Max Credits

10. Grading Basis  
☑ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
semester/year

From:  Fall/2008  To:  /9999

12. ☐ Cross Listed with  ☐ Stacked with  
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian or for a minor in Russian.

14. Coordinate with Affected Units:  
UAA Faculty List Serve  
Department, School, or College

Initiator Signature  
Date

15. ☐ General Education Requirement  
☑ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities

☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

16. Course Description

Introductory course for students with no previous knowledge of the Russian language. Develops listening, speaking, reading, and writing skills in Russian for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)  
N/A

17b. Test Score(s)  
N/A

17c. Co-requisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  

☐ College  ☐ Major  ☐ Class  ☐ Level

17e. Registration Restriction(s) (non-codable)  
N/A

18. ☐ Mark if course has fees

19. Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes.

Initiator (faculty only)  
Date

Approved  
Disapproved:

Dean/Director of School/College  
Date

Approved  
Disapproved:

Department Chairperson  
Date

Approved  
Disapproved:

Academic Board Chairperson  
Date

Approved  
Disapproved:

Provost or Designee  
Date
I. Initiation Date:  
   Fall 2008

II. Course Information:
   A. College:  College of Arts & Sciences
   B. Course Title:  Elementary Russian I
   C. Course Subject/Number:  RUSS A101
   D. Credit Hours:  4.0
   E. Contact Time:  4 + 0 hours per week
   F. Grading Information:  A-F
   G. Course Description:
      Introductory course for students with no previous knowledge of the Russian language. Develops listening, speaking, reading, and writing skills in Russian for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian or for a minor in Russian.

   I. Course Attributes:
      Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees:  Yes
   K. Coordination:  UAA Faculty List Serve
   L. Course Prerequisite:  None
   M. Registration Restriction:  None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals:  The instructor will:
      1) Conduct the class in Russian.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Russian.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes:  Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes

Students shall be able to:

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall be able to:</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in listening in Russian: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in Russian: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in Russian: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in Russian: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Russian.

VII. Course Outline:
A. Listening in Russian at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
B. Speaking in Russian at the elementary level:
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
C. Reading in Russian at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
D. Writing in Russian at the elementary level:
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.
E. Cultural knowledge of the communities which speak Russian:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Russian-speaking communities.
VIII. Recommended Texts:
A. Course Textbook/Laboratory Manual/Audio Program:

B. Optional Supplemental Materials:

IX. Bibliography and Resources:
Russian:

General:


# Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS</td>
<td>A102</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course/Program Title

**Elementary Russian II**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

- Academic
- Non-credit
- CEU
- Professional Development

### 8. Type of Action

- Add
- Change
- Delete

### 9. Repeat Status No

#### # of Repeats

#### Max Credits

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

- From: Fall/2008
- To: /9999

### 12. Cross Listed with

- Stacked

### 13. List any programs or college requirements that require this course

RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian or for a minor in Russian.

### 14. Coordinate with Affected Units:

- UAA Faculty List Serve
- Department, School, or College

### 15. General Education Requirement

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 16. Course Description

Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Russian for effective communication. Enhances appreciation of cross-cultural perspectives.

### 17a. Course Prerequisite(s) (list prefix and number)

- RUSS A101

### 17b. Test Score(s)

- N/A

### 17c. Co-requisite(s) (concurrent enrollment required)

- N/A

### 17d. Other Restriction(s)

- College
- Major
- Class
- Level

### 17e. Registration Restriction(s) (non-codable)

- N/A

### 18. Mark if course has fees

### 19. Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes.

---

**Initiator (faculty only)**

**Date**

**Approved**

**Disapproved:**

**Dean/Director of School/College**

**Date**

**Approved**

**Disapproved:**

**Department Chairperson**

**Date**

**Approved**

**Disapproved:**

**Undergraduate or Graduate Academic Board Chairperson**

**Date**

**Approved**

**Disapproved:**

**Provost or Designee**

**Date**
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary Russian II
   C. Course Subject/Number: RUSS A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Russian for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian or for a minor in Russian.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: RUSS A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Russian.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in Russian.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
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<td>Students shall be able to:</td>
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<tr>
<td>Demonstrate elementary proficiency in listening in Russian: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in Russian: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in Russian: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</td>
<td>Tests</td>
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<tr>
<td>Demonstrate elementary proficiency in writing in Russian: Present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in Russian.

VII. Course Outline:
A. Listening in Russian at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Russian A101.
B. Speaking in Russian at the elementary level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of Russian A101.
C. Reading in Russian at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Russian A101.
D. Writing in Russian at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of Russian A101.

E. Cultural knowledge of the communities which speak Russian:
Enhanced appreciation of cross-cultural perspectives building upon topics addressed in Russian A101.

VIII. Recommended Texts:
A. Course Textbook/Laboratory Manual/Audio Program:

B. Optional Supplemental Materials:


IX. Bibliography and Resources:
Russian:


General:


### Curriculum Action Request

#### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
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<tr>
<th>2. <strong>Course Prefix</strong></th>
<th>3. <strong>Course Number</strong></th>
<th>4. <strong>Previous Course Prefix &amp; Number</strong></th>
<th>5a. <strong>Credits/CEU</strong></th>
<th>5b. <strong>Contact Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS</td>
<td>A201</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. <strong>Complete Course/Program Title</strong></th>
<th><strong>Intermediate Russian I</strong></th>
</tr>
</thead>
</table>

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. <strong>Type of Course</strong></th>
<th><strong>Academic</strong></th>
<th><strong>Non-credit</strong></th>
<th><strong>CEU</strong></th>
<th><strong>Professional Development</strong></th>
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<table>
<thead>
<tr>
<th>8. <strong>Type of Action</strong></th>
<th><strong>Add</strong></th>
<th><strong>Change</strong></th>
<th><strong>Delete</strong></th>
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</table>

<table>
<thead>
<tr>
<th>9. <strong>Repeat Status No</strong></th>
<th><strong># of Repeats</strong></th>
<th><strong>Max Credits</strong></th>
</tr>
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<table>
<thead>
<tr>
<th>10. <strong>Grading Basis</strong></th>
<th><strong>A-F</strong></th>
<th><strong>P/NP</strong></th>
<th><strong>NG</strong></th>
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<table>
<thead>
<tr>
<th>11. <strong>Implementation Date</strong></th>
<th><strong>semester/year</strong></th>
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</thead>
<tbody>
<tr>
<td>From: Fall/2008</td>
<td>To: /9999</td>
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<table>
<thead>
<tr>
<th>12. <strong>Cross Listed with</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13. <strong>List any programs or college requirements that require this course</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for the B.A. degree in Languages with a primary or secondary emphasis in Russian or for a minor in Russian.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. <strong>Coordinate with Affected Units:</strong></th>
<th>UAA Faculty List Serve</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>15. <strong>General Education Requirement</strong></th>
<th><strong>Oral Communication</strong></th>
<th><strong>Written Communication</strong></th>
<th><strong>Quantitative Skills</strong></th>
<th><strong>Humanities</strong></th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16. <strong>Course Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate course for students with basic knowledge of Russian. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. <strong>Course Prerequisite(s) (list prefix and number)</strong></th>
<th>17b. <strong>Test Score(s)</strong></th>
<th>17c. <strong>Co-requisite(s) (concurrent enrollment required)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS A102</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17d. <strong>Other Restriction(s)</strong></th>
<th>17e. <strong>Registration Restriction(s) (non-codable)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| 18. **Mark if course has fees** |

<table>
<thead>
<tr>
<th>19. <strong>Justification for Action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect current GER outcomes.</td>
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</tbody>
</table>

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**Approved**

**Disapproved**

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<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Department Chairperson</th>
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</tr>
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<tbody>
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<tr>
<td>Disapproved</td>
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<table>
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<tr>
<th>Academic Board Chairperson</th>
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<tr>
<th>Provost or Designee</th>
<th>Date</th>
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<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate Russian I
   C. Course Subject/Number: RUSS A201
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of Russian. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Russian or for a minor in Russian.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: RUSS A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Russian.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in Russian.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the Russian-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
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<tr>
<td>Students shall be able to:</td>
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</tr>
<tr>
<td>Demonstrate intermediate proficiency in listening in</td>
<td>Tests</td>
</tr>
<tr>
<td>Russian: Comprehend simple, yet connected discourse</td>
<td></td>
</tr>
<tr>
<td>relating to generally predictable topics, personal</td>
<td></td>
</tr>
<tr>
<td>environment, and social demands.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in</td>
<td>Interviews and</td>
</tr>
<tr>
<td>Russian: Communicate to satisfy simple personal needs</td>
<td>dialogues</td>
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<tr>
<td>and social demands as well as narrate or describe</td>
<td></td>
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<tr>
<td>basic information in major time frames. Expand upon</td>
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</tr>
<tr>
<td>the vocabulary, grammar, and communicative functions</td>
<td></td>
</tr>
<tr>
<td>acquired in Russian A102.</td>
<td></td>
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<tr>
<td>Demonstrate intermediate proficiency in reading in</td>
<td>Tests</td>
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<tr>
<td>Russian: Comprehend simple, yet connected discourse</td>
<td></td>
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<tr>
<td>relating to generally predictable topics and daily</td>
<td></td>
</tr>
<tr>
<td>environment.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in</td>
<td>Writing samples and</td>
</tr>
<tr>
<td>Russian: Present uncomplicated creative language</td>
<td>tests</td>
</tr>
<tr>
<td>pertaining to familiar topics or relating to major</td>
<td></td>
</tr>
<tr>
<td>aspects of life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics</td>
<td>Tests</td>
</tr>
<tr>
<td>addressed. Adopt critical perspectives for</td>
<td></td>
</tr>
<tr>
<td>understanding diversity.</td>
<td></td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires two semesters of previous study in Russian.

VII. Course Outline:
A. Listening in Russian at the intermediate level:
   Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of Russian A102.

B. Speaking in Russian at the intermediate level:
   Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of Russian A102.
C. Reading in Russian at the intermediate level:
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of Russian A102.

D. Writing in Russian at the intermediate level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of Russian A102.

E. Cultural knowledge of the communities which speak Russian:
Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:

A. Course Textbook/Laboratory Manual/Audio Program:

B. Optional Supplemental Materials:


IX. Bibliography and Resources:

Russian:


General:

A. Bean, John C. Engaging Ideas. The Professor’s Guide to Integrating Writing,
### Course Information

1. **School or College**
   - AS CAS
   - AHUM Division of Humanities

2. **Division**
   - Languages

3. **Course Prefix**
   - RUSS

4. **Course Number**
   - A202

5. **Previous Course Prefix & Number**
   - N/A

6. **Credits/CEUs**
   - 4

7. **Contact Hours**
   - (Lecture + Lab) (4+0)

8. **Complete Course/Program Title**
   - Intermediate Russian II

9. **Abbreviated Title for Transcript (30 characters)**
   - Intermediate Russian II

10. **Type of Course**
    - Academic
    - Non-credit
    - CEU
    - Professional Development

11. **Type of Action**
    - Add
    - Change
    - Delete

12. **Course Prefix**
    - RUSS

13. **Course Number**
    - A202

14. **Previous Course Prefix & Number**
    - N/A

15. **Credits/CEUs**
    - 4

16. **Contact Hours**
    - (Lecture + Lab) (4+0)

17. **Course Description**
    - Continuation of first semester in intermediate Russian. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Russian. Students interpret diverse cultural perspectives.

18. **Course Prerequisites**
    - RUSS A201

19. **Test Scores**
    - N/A

20. **Co-requisites**
    - N/A

21. **Other Restrictions**
    - N/A

22. **Registration Restrictions**
    - N/A

### Justification for Action

Update Course Description and Course Content Guide to reflect current GER outcomes.

---

**Initiator Signature**

**Date**

**Dean/Director of School/College**

**Date**

**Department Chairperson**

**Date**

**Undergraduate or Graduate Academic Board Chairperson**

**Date**

**Provost or Designee**

**Date**

104 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate Russian II
   C. Course Subject/Number: RUSS A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate Russian. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Russian. Students interpret diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Russian or for a minor in Russian.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: RUSS A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Russian.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in Russian.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the Russian-speaking communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:

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<td><strong>Students shall be able to:</strong></td>
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<tr>
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<td>Tests</td>
</tr>
<tr>
<td>Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in Russian:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in Russian:</td>
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<tr>
<td>Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
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<tr>
<td>Demonstrate intermediate proficiency in writing in Russian:</td>
<td>Writing samples and tests</td>
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<tr>
<td>Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
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</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
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</table>

IV. **Course Activities:**

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. **Methods of Assessment:**

A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. **Course-level Justification:**

This class is appropriate at the 200-level because it requires three semesters of previous study in Russian.

VII. **Course Outline:**

A. Listening in Russian at the intermediate level:

  Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Russian A201.

B. Speaking in Russian at the intermediate level:

  Oral communication building upon the vocabulary, grammar, and communicative functions of Russian A201.
C. Reading in Russian at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Russian A201.

D. Writing in Russian at the intermediate level:
   Presentation of creative language building upon the vocabulary, grammar, and communicative functions of Russian A201.

E. Cultural knowledge of the communities which speak Russian:
   Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
   A. Course Textbook/Laboratory Manual/Audio Program:
   B. Optional Supplemental Materials:

IX. Bibliography and Resources:
   Russian:
   General:


### Curriculum Action Request

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

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<tr>
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#### 6. Complete Course/Program Title

**Elementary Spanish I**

Abbreviated Title for Transcript (30 character): 

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<table>
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<tr>
<th>16. Course Description</th>
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<td>Introductory course for students with no previous knowledge of the Spanish language. Develops listening, speaking, reading, and writing skills in Spanish for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.</td>
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<tr>
<td>Update Course Description and Course Content Guide to reflect current GER outcomes.</td>
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<td>Provost or Designee</td>
<td>Date</td>
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<td>Disapproved</td>
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</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College                College of Arts & Sciences
   B. Course Title:         Elementary Spanish I
   C. Course Subject/Number: SPAN A101
   D. Credit Hours:         4.0
   E. Contact Time:         4 + 0 hours per week
   F. Grading Information:  A-F
   G. Course Description:   Introductory course for students with no previous knowledge of the Spanish language. Develops listening, speaking, reading, and writing skills in Spanish for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

H. Status of course relative to degree or certificate programs:
   SPAN A101 and SPAN A102 are prerequisites for SPAN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish or for a minor in Spanish.

I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: None
M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes
   A. **Instructional Goals:** The instructor will:
      1) Conduct the class in Spanish.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Spanish.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in listening in Spanish: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in Spanish: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in Spanish: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in Spanish: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Spanish.

VII. Course Outline:
A. Listening in Spanish at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
B. Speaking in Spanish at the elementary level:
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
C. Reading in Spanish at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
D. Writing in Spanish at the elementary level:
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.
E. Cultural knowledge of the communities which speak Spanish:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Spanish-speaking communities.
VIII. Recommended Texts:
   A. Course Textbook:
      Jarvis, Ana C., Raquel Lebredo and Francisco Mena-Ayllón. 8th edition.
   B. Course Laboratory Manual/Multimedia Program
      -----. ¿Cómo se dice...?: Workbook/Laboratory Manual. 8th edition. Boston:
      Houghton Mifflin, 2005. [Including all multimedia DVDs.]
      -----. ¿Cómo se dice...?: Workbook Answer Key. 8th edition. Boston:
   C. Optional Supplemental Material:
      Series. (most recent edition)

IX. Bibliography and Resources:
   A. Bean, John C. *Engaging Ideas. The Professor’s Guide to Integrating Writing,
      Critical Thinking, and Active Learning in the Classroom*. San Francisco:
   B. Brown, H.D. *Teaching by Principles-An Interactive Approach to Language
   D. Cook, V, J. *Second Language Learning and Language Teaching*. London:
   E. Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on
   F. Gass, Susan and Larry Selinker. *Second Language Acquisition: An
   G. Johnson, Karen E. *Understanding Communication in Second Language
   H. Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH:
   I. -----. *Principles and Practice in Second Language Acquisition*. New
   J. Lee, J. and Bill VanPatten. *Making Communicative Language Teaching
   K. Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford:
   L. Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional
      Series in Language Instruction. Teaching with Technology*. Boston:
   M. McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for
      College and University Teachers*. New York: Houghton Mifflin Company,
      1999.
   N. Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and


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| 13. List any programs or college requirements that require this course | SPAN A101 and SPAN A102 are prerequisites for SPAN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish or for a minor in Spanish. |

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<th>Integrative Capstone</th>
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| 16. Course Description | Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Spanish for effective communication. Enhances appreciation of cross-cultural perspectives. |

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| 19. Justification for Action | Update Course Description and Course Content Guide to reflect current GER outcomes. |

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**Initiator (faculty only)**

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II. Course Information:
A. College: College of Arts & Sciences
B. Course Title: Elementary Spanish II
C. Course Subject/Number: SPAN A102
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Spanish for effective communication. Enhances appreciation of cross-cultural perspectives.

H. Status of course relative to degree or certificate programs:
SPAN A101 and SPAN A102 are prerequisites for SPAN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish or for a minor in Spanish.

I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: SPAN A101
M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes
A. **Instructional Goals:** The instructor will:
   1) Conduct the class in Spanish.
   2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in Spanish.
   3) Develop approaches to broaden awareness of diverse cultural practices.

B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students shall be able to:

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IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in Spanish.

VII. Course Outline:
A. Listening in Spanish at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Spanish A101.

B. Speaking in Spanish at the elementary level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of Spanish A101.

C. Reading in Spanish at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Spanish A101.

D. Writing in Spanish at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of Spanish A101.

E. Cultural knowledge of the communities which speak Spanish: Enhanced appreciation of cross-cultural perspectives building upon topics addressed in Spanish A101.

VIII. Recommended Texts:
A. Course Textbook:

B. Course Laboratory Manual/Multimedia Program:

C. Optional Supplemental Material:

IX. Bibliography and Resources:
L. Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. The Heinle Professional


## Curriculum Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>SPAN</td>
<td>A201</td>
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### Complete Course/Program Title
**Intermediate Spanish I**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tr>
<td>A-F</td>
<td>From: Fall/2008</td>
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<tr>
<td>P/NP</td>
<td>To: /9999</td>
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<th>12. Cross Listed with</th>
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</thead>
<tbody>
<tr>
<td>Stacked</td>
</tr>
<tr>
<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

### List any programs or college requirements that require this course
Required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish or for a minor in Spanish.

### Coordinate with Affected Units
UAA Faculty List Serve
Department, School, or College

Initiator Signature Date

### General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### Course Description
Intermediate course for students with basic knowledge of Spanish. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.

### Course Prerequisite(s) (list prefix and number)
- SPAN A102

### Test Score(s)
N/A

### Co-requisite(s) (concurrent enrollment required)
N/A

### Other Restriction(s)
- College
- Major
- Class
- Level

### Registration Restriction(s) (non-codable)
N/A

### Mark if course has fees

### Justification for Action
Update Course Description and Course Content Guide to reflect current GER outcomes.

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**Initiator (faculty only)**
Initiator Signature Date

**Dean/Director of School/College**
Approved Disapproved: Date

**Department Chairperson**
Approved Disapproved: Date

**Undergraduate or Graduate Academic Board Chairperson**
Approved Disapproved: Date

**Provost or Designee**
Approved Disapproved: Date

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I. Initiation Date:  Fall 2008

II. Course Information:
   A. College  College of Arts & Sciences
   B. Course Title:  Intermediate Spanish I
   C. Course Subject/Number:  SPAN A201
   D. Credit Hours:  4.0
   E. Contact Time:  4 + 0 hours per week
   F. Grading Information:  A-F
   G. Course Description:  Intermediate course for students with basic knowledge of Spanish. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Spanish or for a minor in Spanish.
   I. Course Attributes:  Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees:  Yes
   K. Coordination:  UAA Faculty List Serve
   L. Course Prerequisite:  SPAN A102
   M. Registration Restriction:  None

III. Instructional Goals and Defined Outcomes:
   A. **Instructional Goals:** The instructor will:
      1) Conduct the class in Spanish.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in Spanish.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the Spanish-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.

   B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:
**Student Outcomes**

**Students shall be able to:**

| Demonstrate intermediate proficiency in listening in Spanish: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. | Tests |
| Demonstrate intermediate proficiency in speaking in Spanish: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in Spanish A102. | Interviews and dialogues |
| Demonstrate intermediate proficiency in reading in Spanish: Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment. | Tests |
| Demonstrate intermediate proficiency in writing in Spanish: Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. | Writing samples and tests |
| Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity. | Tests |

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in Spanish.

VII. Course Outline:

A. Listening in Spanish at the intermediate level:

   Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of Spanish A102.

B. Speaking in Spanish at the intermediate level:

   Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of Spanish A102.
C. Reading in Spanish at the intermediate level:
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of Spanish A102.

D. Writing in Spanish at the intermediate level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of Spanish A102.

E. Cultural knowledge of the communities which speak Spanish:
Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:
A. Course Textbook:

B. Course Laboratory Manual/Multimedia Program:

-----.

C. Optional Supplemental Material:

IX. Bibliography and Resources:


I. -----. Principles and Practice in Second Language Acquisition. New
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>AHUM Division of Humanities</th>
<th>1c. Department</th>
<th>LANGUAGES</th>
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<td>2. Course Prefix</td>
<td>SPAN</td>
<td>3. Course Number</td>
<td>A202</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
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<td>5a. Credits/CEU</td>
<td>4</td>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (4+0)</td>
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<td></td>
</tr>
</tbody>
</table>

6. Complete Course/Program Title
Intermediate Spanish II
Abbreviated Title for Transcript (30 character)

7. Type of Course
- Academic
- Non-credit
- CEU
- Professional Development

8. Type of Action
- Add
- Change
- Delete

9. Repeat Status No
- # of Repeats
- Max Credits

10. Grading Basis
- A-F
- P/NP
- NG

11. Implementation Date
- semester/year
- From: Fall/2008
- To: /9999

12. Cross Listed with
- Stacked with

13. List any programs or college requirements that require this course
Required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish or for a minor in Spanish.

14. Coordinate with Affected Units:
- UAA Faculty List Serve
- Department, School, or College

15. General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

16. Course Description
Continuation of first semester in intermediate Spanish. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Spanish. Students interpret diverse cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)
SPAN A201

17b. Test Score(s)
N/A

17c. Co-requisite(s) (concurrent enrollment required)
N/A

17d. Other Restriction(s)
- College
- Major
- Class
- Level

17e. Registration Restriction(s) (non-codable)
N/A

18. Mark if course has fees

19. Justification for Action
Update Course Description and Course Content Guide to reflect current GER outcomes.

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Approved: [Signature] [Date]
Disapproved: [Signature] [Date]
Approved: [Signature] [Date]
Disapproved: [Signature] [Date]
Approved: [Signature] [Date]
Disapproved: [Signature] [Date]
Approved: [Signature] [Date]
Disapproved: [Signature] [Date]
Approved: [Signature] [Date]
Disapproved: [Signature] [Date]
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate Spanish II
   C. Course Subject/Number: SPAN A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate Spanish. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Spanish. Students interpret diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Spanish or for a minor in Spanish.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: SPAN A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:

   A. **Instructional Goals:** The instructor will:
      1) Conduct the class in Spanish.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in Spanish.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the Spanish-speaking communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. **Defined Outcomes**: Students shall be able to comprehend and communicate effectively within the following contexts and formats:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate intermediate proficiency in listening in Spanish: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in Spanish: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in Spanish: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in Spanish: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in Spanish.

VII. Course Outline:
A. Listening in Spanish at the intermediate level:
Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Spanish A201.

B. Speaking in Spanish at the intermediate level:
Oral communication building upon the vocabulary, grammar, and communicative functions of Spanish A201.
C. Reading in Spanish at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon
   the vocabulary, grammar, and communicative functions of Spanish
   A201.
D. Writing in Spanish at the intermediate level:
   Presentation of creative language building upon the vocabulary, grammar,
   and communicative functions of Spanish A201.
E. Cultural knowledge of the communities which speak Spanish:
   Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
A. Course Textbook:
   Zayas-Bazán, Eduardo, Susan M. Bacon, and Dulce M. García. Conexiones:
   2006.
B. Course Laboratory Manual/Multimedia Program:
   García, Dulce M. Conexiones: Student Activities Manual—Workbook. 3rd
   DVDs.]
   -----.
   Conexiones: Answer Key to Accompany Student Activities
C. Optional Supplemental Material:
   Kendris, Christopher. 501 Spanish Verbs. New York: Barron’s Educational
   Series (most recent edition).

IX. Bibliography and Resources:
A. Bean, John C. Engaging Ideas. The Professor’s Guide to Integrating Writing,
   Critical Thinking, and Active Learning in the Classroom. San Francisco:
B. Brown, H.D. Teaching by Principles-An Interactive Approach to Language
D. Cook, V, J. Second Language Learning and Language Teaching. London:
E. Kirk, Delaney J. Taking Back the Classroom: Tips for the College Professor on
F. Gass, Susan and Larry Selinker. Second Language Acquisition: An
G. Johnson, Karen E. Understanding Communication in Second Language
H. Krashen, Stephen. Explorations in Language Acquisition and Use. NH:
I. -----.
   Principles and Practice in Second Language Acquisition. New


