

General Education Review Committee Agenda

12:30-1:30

February 26, 2010

ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Written Communication
() Oliver Hedgepeth	UAB/CBPP	
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Deborah Fox	UAB/Mat-Su	
() Kenrick Mock	UAB/CAS	
() Len Smiley	CAS	Quantitative Skills
() Barbara Harville	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Patricia Fagan	CAS	Humanities
() Beverly Barker		Natural and Physical Sciences
() Catherine Sullivan	CHSW	
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Vacant		Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg	FREN A301	Advanced French I (4 cr) (4+0) (pg. 3-8)
Chg	FREN A302	Advanced French II (4 cr) (4+0) (pg. 9-14)
Chg	GER A301	Advanced German I (4 cr) (4+0) (pg. 15-20)
Chg	GER A302	Advanced German II (4 cr) (4+0) (pg. 21-26)
Chg	JPN A301	Third Year Japanese I (4 cr) (4+0) (pg. 27-32)
Chg	JPN A302	Third Year Japanese II (4 cr) (4+0) (pg. 33-38)
Chg	RUSS A301	Advanced Russian I (4 cr) (4+0) (pg. 39-44)
Chg	RUSS A302	Advanced Russian II (4 cr) (4+0) (pg. 45-50)
Chg	SPAN A301	Advanced Spanish I (4 cr) (4+0) (pg. 51-56)
Chg	SPAN A302	Advanced Spanish II (4 cr) (4+0) (pg. 57-62)

VII. Old Business

A. Subcommittee Discussions

VIII. New Business

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30

February 12, 2010

ADM 204

I. Call to Order

Roll

(x) Suzanne Forster	UAB/CAS	Written Communication
(e) Oliver Hedgepeth	UAB/CBPP	
(x) Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
(x) Deborah Fox	UAB/Mat-Su	
(x) Kenrick Mock	UAB/CAS	
(x) Len Smiley	CAS	Quantitative Skills
(x) Barbara Harville	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
(x) Patricia Fagan	CAS	Humanities
(x) Beverly Barker		Natural and Physical Sciences
(x) Catherine Sullivan	CHSW	
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
() Vacant		Social Sciences
(e) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2-3)

Approved

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg GEOL A360 Geochemistry (3 cr) (3+0) (pg. 4-11)

GEOL A360 was not approved as a GER

VII. Old Business

A. Subcommittee Discussions

VIII. New Business

IX. Informational Items and Adjournment

Meeting adjourned



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 A301	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Advanced French I Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide; GER Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 French or for a minor in French.					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Advanced French course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.					
17a. Course Prerequisite(s) (list prefix and number) FREN A202 with a minimum grade of "C"		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update Course Description and Content Guide to reflect current outcomes; Change to GER Status; Adjust Contact Hours to agree with other Languages offered at the A301 Level.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced French I
FREN A301

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced French I
C. Course Subject/Number: FREN A301
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Advanced French course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: FREN A202 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1) Conduct the course in French.
- 2) Strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3) Introduce approaches to critically analyzing and interpreting cultural objects and belief systems of French-speaking communities.
- 4) Provide meaningful contexts in which students demonstrate a critical perspective regarding the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in French A202.	Interviews, dialogues, role-play, and improvisation
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in French A202.	Writing samples and tests
Integrate cultural knowledge of new topics addressed with previously acquired analytical skills for interpreting diverse perspectives and practices.	Tests, presentations, and/or writing samples

V. Course Activities:

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

VI. 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.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires four semesters of previous study in French and is a continuation of FREN A202.

VIII. Course Outline:

- A. Listening in French at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A202.
- B. Speaking in French at the university advanced level:
Oral communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in French A202.
- C. Reading in French at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A202.
- D. Writing in French at the university advanced level:
Presentation of analysis which is built upon the vocabulary, grammar, and communicative functions acquired in French A202.
- E. Cultural knowledge of the communities which speak French:
Critical examination of diverse cultural perspectives.

IX. Texts:

Blood, Elizabeth et Yasmina Mobarak. *L'Intrigue. Langue, culture et mystère dans le monde francophone*. Second edition. Prentice Hall: Upper Saddle River, NJ. (2007)

Students Activities Manual and Audio CDs to accompany *L'Intrigue*.

X. Bibliography in French:

- Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*. Prentice Hall (2008).
- Edmiston, William and Annie Duménil. *La France contemporaine*. 4th Edition. Cengage (2010).
- Horwitz, Elaine and Dolly J. Young. *Language Anxiety: From Theory & Research To Classroom Implications*. Prentice Hall (1991).
- Steele, Ross et al. *La civilisation française en évolution I: Institutions et culture avant la Ve République*. 1st Edition. Cengage (1997).
- *La civilisation française en évolution II: Institutions et culture depuis la Ve République*. 1st Edition. Cengage (1997).

XI. Bibliography in Advanced L2 Pedagogy:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Beckett, Gulbahar H. and Paul Chamness Miller. *Project-Based Second and Foreign Language Education: Past, Present, and Future*. Greenwich: Information Age Publishing, Inc., 2006.
- Blaz, Deborah. *Differentiated Instruction: A Guide for Foreign Language Teachers*. Larchmont: Eye on Education, Inc., 2006.

- Brauer, Gerd. *Body and Language: Intercultural Learning through Drama*. Westport: Ablex Publishing Corporation [Imprint], Greenwood Publishing Group, Inc., 2002.
- Brown, H.D. *Teaching by Principles-An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: HBJ, 1988.
- Cook, V, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Day, Richard R. *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press, 2004.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Griffiths, Carol. *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 2008.
- Harden, Theo, Arnd Witte and Dirk Kohler. *The Concept of Progression in the Teaching and Learning of Foreign Language*. New York: Peter Lang Publishing, Inc., 2006.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH: Heinemann, 2003.
- , *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Kumaravadivelu, B. *Cultural Globalization and Language Education*. New Haven: Yale University Press, 2008.
- Leaver, Betty Lou and Boris Shekhtman. *Developing Professional-Level Language Proficiency*. New York: Cambridge University Press, 2005.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Liu, Jianda. *Measuring Interlanguage Pragmatic Knowledge of EFL Learners*. New York: Peter Lang Publishing, Inc., 2005.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.

- Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2006.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2003.
- Ruiz-Funes, Marcela. *On Teaching Foreign Languages: Linking Theory of Practice*. Westport: Bergin & Garvey [Imprint], Greenwood Publishing Group, Inc., 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Swaffar, Janet and Katherine Arens. *Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies*. New York: Modern Language Association of America, 2005.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced French II
FREN A302

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced French II
C. Course Subject/Number: FREN A302
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 advanced French. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: FREN A301 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1.) Conduct the class in French.
- 2.) Continue to strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3.) Provide greater depth and breadth to approaches in critically analyzing and interpreting cultural objects and belief systems of French-speaking communities.
- 4.) Establish a forum in which students can demonstrate initiative in presenting their own critical interpretation and appreciation of the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in French A301.	Interviews, dialogues, improvisation, role-play, and Prochievement Exam
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in French A301.	Writing samples and tests
Integrate cultural appreciation and knowledge of new topics addressed with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.	Tests, presentations, writing samples, and Prochievement Exam

V. Course Activities:

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

VI. 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 prochievement exams.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires five semesters of previous study in French and is a continuation of FREN A301.

VIII. Course Outline:

- A. Listening in French at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of French A301.
- B. Speaking in French at the university advanced level:
Communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in French A301.
- C. Reading in French at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of French A301.
- D. Writing in French at the university advanced level:
Presentation of creative language built upon the vocabulary, grammar, and communicative functions acquired in French A301.
- E. Cultural knowledge of the communities which speak French:
Cultural appreciation and knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.

IX. Texts:

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- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
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- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



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 A301	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Advanced German I Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide; GER Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 German or for a minor in German.					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Advanced German course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.					
17a. Course Prerequisite(s) (list prefix and number) GER A202 with a minimum grade of "C"		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update Course Description and Content Guide to reflect current outcomes; Change to GER Status.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced German I
GER A301

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced German I
C. Course Subject/Number: GER A301
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Advanced German course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: GER A202 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1) Conduct the course in German.
- 2) Strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3) Introduce approaches in critically analyzing and interpreting cultural objects and belief systems of German-speaking communities.
- 4) Provide meaningful contexts in which students demonstrate a critical perspective regarding the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in German A202.	Interviews, dialogues, role-play, and improvisation
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in German A202.	Writing samples and tests
Integrate cultural knowledge of new topics addressed with previously acquired analytical skills for interpreting diverse perspectives and practices.	Tests, presentations, and/or writing samples

V. Course Activities:

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

VI. 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.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires four semesters of previous study in German and is a continuation of GER A202.

VIII. Course Outline:

- A. Listening in German at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A202.
- B. Speaking in German at the university advanced level:
Oral communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in German A202.
- C. Reading in German at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A202.
- D. Writing in German at the university advanced level:
Presentation of analysis which is built upon the vocabulary, grammar, and communicative functions acquired in German A202.
- E. Cultural knowledge of the communities which speak German:
Critical examination of diverse cultural perspectives.

IX. Texts:

- Balcik, Ines. *Pons Zweifelfrei Deutsch: Grammatik*. Stuttgart: Klett, 2007.
- Borra, Adriana and Ruth Mader-Koltay. *German through Film*. New Haven: Yale University Press, 2007.
- Cherry, C. Maurice, ed. *Dimension 2006. Languages for Today's World. Selected Proceedings of the 2006 Joint Conference on Language Teaching and the Florida Foreign Language Association*. Valdosta: SCOLT, 2006.
- Ferenbach, Magda and Ingrid Schüssler. *Wörter zur Wahl. Wortschatzübungen. Deutsch als Fremdsprache*. Stuttgart: Klett, 2007.
- Gardt, Andreas and Bernd Hüppauf, eds. *Globalization and the Future of German*. Berlin: de Gruyter, 2004.
- Kaufmann, Susan, et al. *Qualifiziert Unterrichten: Fortbildung für Kursleitende Deutsch als Zweitsprache. Band 2: Grundlagen zu Didaktik und Methodik*. Ismaning: Hueber, 2008.
- König, Ekkehard and Volker Gast. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag, 2007.
- Kresic, Marijana. *Sprache, Sprechen und Identität: Studien zur sprachlich-medialen Konstruktion des Selbst*. München: Iudicium, 2006.
- Mc Kay, Penny. *Assessing Young Language Learners*. Cambridge: Cambridge University Press, 2006.
- Neuland, Eva, ed. *Variation im heutigen Deutsch: Perspektiven für den Unterricht*. Frankfurt am Main: Peter Lang, 2004.
- Pirz, Therese Slevin and Mark Hobson. *Language Helper. German*. Bluffton: Chou Chou Press, 2008.
- Ronke, Astrid. *Wozu all das Theater? Drama and Theater as a Method for Foreign Language Teaching and Learning in Higher Education in the United States*. Dissertation. Berlin: Technische Universität Berlin, 2005.
- Trim, John, et al. *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen*. Berlin: Langenscheidt, 2001.

- Waine, Anthony. *Changing Cultural Tastes: Writers and the Popular in Modern Germany*. New York: Berghahn, 2007.
- Zinggeler, Margrit. *Grimmatik. German Grammar through the Magic of the Brothers Grimm Fairy Tales*. Munich: Lincom, 2007.

X. Bibliography in Advanced L2 Pedagogy:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Beckett, Gulbahar H. and Paul Chamness Miller. *Project-Based Second and Foreign Language Education: Past, Present, and Future*. Greenwich: Information Age Publishing, Inc., 2006.
- Blaz, Deborah. *Differentiated Instruction: A Guide for Foreign Language Teachers*. Larchmont: Eye on Education, Inc., 2006.
- Brauer, Gerd. *Body and Language: Intercultural Learning through Drama*. Westport: Ablex Publishing Corporation [Imprint], Greenwood Publishing Group, Inc., 2002.
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- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: HBJ, 1988.
- Cook, V, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Day, Richard R. *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press, 2004.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Griffiths, Carol. *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 2008.
- Harden, Theo, Arnd Witte and Dirk Kohler. *The Concept of Progression in the Teaching and Learning of Foreign Language*. New York: Peter Lang Publishing, Inc., 2006.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH: Heinemann, 2003.
- . *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Kumaravadivelu, B. *Cultural Globalization and Language Education*. New Haven: Yale University Press, 2008.
- Leaver, Betty Lou and Boris Shekhtman. *Developing Professional-Level Language Proficiency*. New York: Cambridge University Press, 2005.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.

- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Liu, Jianda. *Measuring Interlanguage Pragmatic Knowledge of EFL Learners*. New York: Peter Lang Publishing, Inc., 2005.
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- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
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- Ruiz-Funes, Marcela. *On Teaching Foreign Languages: Linking Theory of Practice*. Westport: Bergin & Garvey [Imprint], Greenwood Publishing Group, Inc., 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Swaffar, Janet and Katherine Arens. *Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies*. New York: Modern Language Association of America, 2005.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



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 A302	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Advanced German II Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide; GER Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: /9999		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 German or for a minor in German.					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Continuation of first semester in advanced German. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.					
17a. Course Prerequisite(s) (list prefix and number) GER A301 with a minimum grade of "C"		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update Course Description and Course Content Guide to reflect current outcomes; Change to GER Status.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced German II
GER A302

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced German II
C. Course Subject/Number: GER A302
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 advanced German. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: GER A301 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1.) Conduct the class in German.
- 2.) Continue to strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3.) Provide greater depth and breadth to approaches in critically analyzing and interpreting cultural objects and belief systems of German-speaking communities.
- 4.) Establish a forum in which students can demonstrate initiative in presenting their own critical interpretation and appreciation of the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in German A301.	Interviews, dialogues, improvisation, role-play, and Prochievement Exam
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in German A301.	Writing samples and tests
Integrate cultural appreciation and knowledge of new topics addressed with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.	Tests, presentations, writing samples, and Prochievement Exam

V. Course Activities:

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

VI. 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 prochievement exams.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires five semesters of previous study in German and is a continuation of GER A301.

VIII. Course Outline:

- A. Listening in German at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of German A301.
- B. Speaking in German at the university advanced level:
Communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in German A301.
- C. Reading in German at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of German A301.
- D. Writing in German at the university advanced level:
Presentation of creative language built upon the vocabulary, grammar, and communicative functions acquired in German A301.
- E. Cultural knowledge of the communities which speak German:
Cultural appreciation and knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.

IX. Texts:

- Balcik, Ines. *Pons Zweifelfrei Deutsch: Grammatik*. Stuttgart: Klett, 2007.
- Borra, Adriana and Ruth Mader-Koltay. *German through Film*. New Haven: Yale University Press, 2007.
- Cherry, C. Maurice, ed. *Dimension 2006. Languages for Today's World. Selected Proceedings of the 2006 Joint Conference on Language Teaching and the Florida Foreign Language Association*. Valdosta: SCOLT, 2006.
- Ferenbach, Magda and Ingrid Schüssler. *Wörter zur Wahl. Wortschatzübungen. Deutsch als Fremdsprache*. Stuttgart: Klett, 2007.
- Gardt, Andreas and Bernd Hüppauf, eds. *Globalization and the Future of German*. Berlin: de Gruyter, 2004.
- Kaufmann, Susan, et al. *Qualifiziert Unterrichten: Fortbildung für Kursleitende Deutsch als Zweitsprache. Band 2: Grundlagen zu Didaktik und Methodik*. Ismaning: Hueber, 2008.
- König, Ekkehard and Volker Gast. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag, 2007.
- Kresic, Marijana. *Sprache, Sprechen und Identität: Studien zur sprachlich-medialen Konstruktion des Selbst*. München: Iudicium, 2006.
- Mc Kay, Penny. *Assessing Young Language Learners*. Cambridge: Cambridge University Press, 2006.
- Neuland, Eva, ed. *Variation im heutigen Deutsch: Perspektiven für den Unterricht*. Frankfurt am Main: Peter Lang, 2004.
- Pirz, Therese Slevin and Mark Hobson. *Language Helper. German*. Bluffton: Chou Chou Press, 2008.

- Ronke, Astrid. *Wozu all das Theater? Drama and Theater as a Method for Foreign Language Teaching and Learning in Higher Education in the United States*. Dissertation. Berlin: Technische Universität Berlin, 2005.
- Trim, John, et al. *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen*. Berlin: Langenscheidt, 2001.
- Waine, Anthony. *Changing Cultural Tastes: Writers and the Popular in Modern Germany*. New York: Berghahn, 2007.
- Zinggeler, Margrit. *Grimmatik. German Grammar through the Magic of the Brothers Grimm Fairy Tales*. Munich: Lincom, 2007.

X. Bibliography in Advanced L2 Pedagogy:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Beckett, Gulbahar H. and Paul Chamness Miller. *Project-Based Second and Foreign Language Education: Past, Present, and Future*. Greenwich: Information Age Publishing, Inc., 2006.
- Blaz, Deborah. *Differentiated Instruction: A Guide for Foreign Language Teachers*. Larchmont: Eye on Education, Inc., 2006.
- Brauer, Gerd. *Body and Language: Intercultural Learning through Drama*. Westport: Ablex Publishing Corporation [Imprint], Greenwood Publishing Group, Inc., 2002.
- Brown, H.D. *Teaching by Principles-An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: HBJ, 1988.
- Cook, V, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Day, Richard R. *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press, 2004.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Griffiths, Carol. *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 2008.
- Harden, Theo, Arnd Witte and Dirk Kohler. *The Concept of Progression in the Teaching and Learning of Foreign Language*. New York: Peter Lang Publishing, Inc., 2006.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH: Heinemann, 2003.
- , *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.

- Kumaravadivelu, B. *Cultural Globalization and Language Education*. New Haven: Yale University Press, 2008.
- Leaver, Betty Lou and Boris Shekhtman. *Developing Professional-Level Language Proficiency*. New York: Cambridge University Press, 2005.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Liu, Jianda. *Measuring Interlanguage Pragmatic Knowledge of EFL Learners*. New York: Peter Lang Publishing, Inc., 2005.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2006.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2003.
- Ruiz-Funes, Marcela. *On Teaching Foreign Languages: Linking Theory of Practice*. Westport: Bergin & Garvey [Imprint], Greenwood Publishing Group, Inc., 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Swaffar, Janet and Katherine Arens. *Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies*. New York: Modern Language Association of America, 2005.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced Japanese I
JPN A301

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced Japanese I
C. Course Subject/Number: JPN A301
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Advanced Japanese course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: JPN A202 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1) Conduct the course in Japanese.
- 2) Strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3) Introduce approaches in critically analyzing and interpreting cultural objects and belief systems of Japanese-speaking communities.
- 4) Provide meaningful contexts in which students demonstrate a critical perspective regarding the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.	Interviews, dialogues, role-play, and improvisation
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.	Writing samples and tests
Integrate cultural knowledge of new topics addressed with previously acquired analytical skills for interpreting diverse perspectives and practices.	Tests, presentations, and/or writing samples

V. Course Activities:

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

VI. 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.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires four semesters of previous study in Japanese and is a continuation of JPN A202.

VIII. Course Outline:

- A. Listening in Japanese at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.
- B. Speaking in Japanese at the university advanced level:
Oral communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.
- C. Reading in Japanese at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.
- D. Writing in Japanese at the university advanced level:
Presentation of analysis which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A202.
- E. Cultural knowledge of the communities which speak Japanese:
Critical examination of diverse cultural perspectives.

IX. Texts:

- A) *Minna no Nihongo Shokyu* (Elementary level) II. Tokyo: 3A Corporation, 1998.
- B) *Minna no Nihongo Shokyu II: Translation & Grammatical Notes*. Tokyo: 3A Corporation, 1998.
- C) *Minna no Nihongo Shokyu II: Bunkei-renshu-cho*. Tokyo: 3A Corporation, 2001.
- D) *Minna no Nihongo Shokyu II: Hyojun Mondai-shu*. Tokyo: 3A Corporation, 1999.
- E) *Minna no Nihongo Chukyu* (Intermediate level) I: 3A Corporation, 2008.
- F) Kano, Chieko, et. al., *Basic Kanji Book*. Vol. 2. Tokyo: Bonjinsha, 1989.
- G) *Minna no Nihongo II* CD. Tokyo: 3A Corporation, Japan (Optional)
- H) *Minn no Nihongo Chukyu I* CD. Tokyo: 3A Corporation, Japan (Optional)

X. Bibliography in Japanese and Advanced L2 Pedagogy:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical/Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Brown, H.D. *Teaching by Principles-An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: HBJ, 1988.
- Cook, V, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
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- Encyclopedia of Japanese POP Culture*. New York: Weatherhill, 1997.
- Fujii, Noriko. *Aozora: Intermediate-Advanced Japanese Communication*. Honolulu: University of Hawaii Press, 2003.

- Harada, Hiroko. *Aspects of Post-War German and Japanese Drama (1945-1970)*. New York: The Edwin Mellen Press, 2000.
- Iori, Isao. *初級を教える人のための日本語文法ハンドブック*. Tokyo: 3A Network 2000.
- _____. *中級を教える人のための日本語文法ハンドブック*. Tokyo: 3A Network 2001.
- _____. *中上級を教える人のための日本語文法ハンドブック*. Tokyo: 3A Network 2001.
- Japan at a Glance for Young Adults*. Tokyo: Kodansha International Ltd., 2003.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kataoka, Hiroko. *Japanese Cultural Encounters*. New York: McGraw-Hill, 1991.
- Keene, Donald and Akira Yamaguchi, *Chronicles of My Life: An American in the Heart of Japan*. New York: Columbia University Press, 2008.
- _____. *Dawn to the West: Poetry, Drama, Criticism*. New York: Columbia University Press, 1999.
- Keene, Donald. *Modern Japanese Literature*. New York: Grove Press, 1956.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
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- _____. *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Lampkin, Rita. *Japanese Verbs and Essentials of Grammar*. New York: McGraw-Hill, 2004.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced Japanese II
JPN A302

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced Japanese II
C. Course Subject/Number: JPN A302
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 advanced Japanese. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: JPN A301 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1.) Conduct the class in Japanese.
- 2.) Continue to strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3.) Provide greater depth and breadth to approaches in critically analyzing and interpreting cultural objects and belief systems of Japanese-speaking communities.
- 4.) Establish a forum in which students can demonstrate initiative in presenting their own critical interpretation and appreciation of the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A301.	Interviews, dialogues, improvisation, role-play, and Prochievement Exam
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Japanese A301.	Writing samples and tests
Integrate cultural appreciation and knowledge of new topics addressed with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.	Tests, presentations, writing samples, and Prochievement Exam

V. Course Activities:

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

VI. 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 prochievement exams.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires five semesters of previous study in Japanese and is a continuation of JPN A301.

VIII. Course Outline:

- A. Listening in Japanese at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of Japanese A301.
- B. Speaking in Japanese at the university advanced level:
Communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A301.
- C. Reading in Japanese at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of Japanese A301.
- D. Writing in Japanese at the university advanced level:
Presentation of creative language built upon the vocabulary, grammar, and communicative functions acquired in Japanese A301.
- E. Cultural knowledge of the communities which speak Japanese:
Cultural appreciation and knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.

IX. Texts:

- A) *Minna no Nihongo Shokyu* (Elementary level) II. Tokyo: 3A Corporation, 1998.
- B) *Minna no Nihongo Shokyu II: Translation & Grammatical Notes*. Tokyo: 3A Corporation, 1998.
- C) *Minna no Nihongo Shokyu II: Bunkei-renshu-cho*. Tokyo: 3A Corporation, 2001.
- D) *Minna no Nihongo Shokyu II: Hyojun Mondai-shu*. Tokyo: 3A Corporation, 1999.
- E) *Minna no Nihongo Chukyu* (Intermediate level) I: 3A Corporation, 2008.
- F) Kano, Chieko, et. al., *Basic Kanji Book*. Vol. 2. Tokyo: Bonjinsha, 1989.
- G) *Minna no Nihongo II* CD. Tokyo: 3A Corporation, Japan (Optional)
- H) *Minna no Nihongo Chukyu I* CD. Tokyo: 3A Corporation, Japan (Optional)

X. Bibliography in Japanese and Advanced L2 Pedagogy:

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- Harada, Hiroko. *Aspects of Post-War German and Japanese Drama (1945-1970)*. New York: The Edwin Mellen Press, 2000.
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- _____. *中級を教える人のための日本語文法ハンドブック*. Tokyo: 3A Network 2001.
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- _____. *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Lampkin, Rita. *Japanese Verbs and Essentials of Grammar*. New York: McGraw-Hill, 2004.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- Makino, Seiichi. *A Dictionary of Basic Japanese Grammar*. Japan Publications Trading Co., 1991.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Mikami, Akira. *象は鼻が長いー日本文法入門 (The Elephant has a Long Trunk)*. Tokyo: Kuroshio-shuppan, 1960.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.

- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Singleton, D. M. and Lisa Ryan, *Language Acquisition: The Age Factor*. Multilingual Matters Limited, 2004.
- Takahashi, Taro. *日本語の文法* (Japanese Grammar). Tokyo: Hitsujishobo, 2005.
- Toda, Takako, *Second Language Speech Perception and Production: Acquisition of Phonological Contrasts in Japanese*. University Press of America, 2003.
- Tomasello, Michel, *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press, 2005.
- Tsujimura Natsuko. *An Introduction to Japanese Linguistics*. Blackwell Publishing Limited, 2006.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.
- Varley, Paul H. *Japanese Culture*. Honolulu: University of Hawaii Press, 1973.
- Yamaguchi, Toshiko. *Japanese Linguistics: An Introduction*. Continuum International Publishing Group, 2007.



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 A301	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Advanced Russian I Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide; GER Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 Russian or for a minor in Russian.					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Advanced Russian course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.					
17a. Course Prerequisite(s) (list prefix and number) RUSS A202 with a minimum grade of "C"		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update Course Description and Content Guide to reflect current outcomes; Change to GER Status.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced Russian I
RUSS A301

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced Russian I
C. Course Subject/Number: RUSS A301
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Advanced Russian course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: RUSS A202 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1) Conduct the course in Russian.
- 2) Strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3) Introduce approaches in critically analyzing and interpreting cultural objects and belief systems of Russian-speaking communities.
- 4) Provide meaningful contexts in which students demonstrate a critical perspective regarding the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.	Interviews, dialogues, role-play, and improvisation
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.	Writing samples and tests
Integrate cultural knowledge of new topics addressed with previously acquired analytical skills for interpreting diverse perspectives and practices.	Tests, presentations, and/or writing samples

V. Course Activities:

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

VI. 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.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires four semesters of previous study in Russian and is a continuation of RUSS A202.

VIII. Course Outline:

- A. Listening in Russian at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.
- B. Speaking in Russian at the university advanced level:
Oral communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.
- C. Reading in Russian at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.
- D. Writing in Russian at the university advanced level:
Presentation of analysis which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A202.
- E. Cultural knowledge of the communities which speak Russian:
Critical examination of diverse cultural perspectives.

IX. Texts:

- A. Course Textbook:
Dabars, Zita D., George W. Morris and Tatiana V. Stramnova. *Mir russkikh*
Dubique, Iowa: Kendall/Hunt Publishing Company, 1997.
- B. Optional Supplemental Materials:
Cruise, Edwina J. *English Grammar for Students of Russian*. Second edition.
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- *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
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- Leaver, Betty Lou and Boris Shekhtman. *Developing Professional-Level Language Proficiency*. New York: Cambridge University Press, 2005.
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- Ruiz-Funes, Marcela. *On Teaching Foreign Languages: Linking Theory of Practice*. Westport: Bergin & Garvey [Imprint], Greenwood Publishing Group, Inc., 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Swaffar, Janet and Katherine Arens. *Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies*. New York: Modern Language Association of America, 2005.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



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 A302	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Advanced Russian II <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide; GER Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 Russian or for a minor in Russian.					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Continuation of first semester in advanced Russian. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.					
17a. Course Prerequisite(s) (list prefix and number) RUSS A301 with a minimum grade of "C"		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update Course Description and Course Content Guide to reflect current outcomes; Change to GER Status.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced Russian II
RUSS A302

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced Russian II
C. Course Subject/Number: RUSS A302
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 advanced Russian. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: RUSS A301 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1.) Conduct the class in Russian.
- 2.) Continue to strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3.) Provide greater depth and breadth to approaches in critically analyzing and interpreting cultural objects and belief systems of Russian-speaking communities.
- 4.) Establish a forum in which students can demonstrate initiative in presenting their own critical interpretation and appreciation of the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A301.	Interviews, dialogues, improvisation, role-play, and Prochievement Exam
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Russian A301.	Writing samples and tests
Integrate cultural appreciation and knowledge of new topics addressed with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.	Tests, presentations, writing samples, and Prochievement Exam

V. Course Activities:

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

VI. 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 prochievement exams.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires five semesters of previous study in Russian and is a continuation of RUSS A301.

VIII. Course Outline:

- A. Listening in Russian at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of Russian A301.
- B. Speaking in Russian at the university advanced level:
Communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A301.
- C. Reading in Russian at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of Russian A301.
- D. Writing in Russian at the university advanced level:
Presentation of creative language built upon the vocabulary, grammar, and communicative functions acquired in Russian A301.
- E. Cultural knowledge of the communities which speak Russian:
Cultural appreciation and knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.

IX. Texts:

- A. Course Textbook:
Dabars, Zita D., George W. Morris and Tatiana V. Stramnova. *Mir russkikh* Dubique, Iowa: Kendall/Hunt Publishing Company, 1997.
- B. Optional Supplemental Materials:
Cruise, Edwina J. *English Grammar for Students of Russian*. Second edition. Olivia & Hill, 1993.
Russnet. 2003. The American Council of Teachers of Russian. 14 March 2006. <<http://russnet.org/>>.

X. Bibliography in Russian:

- “ACTFL Russian Proficiency Guidelines.” *Foreign Language Annals: The Journal of the American Council on the Teaching of Foreign Languages*. 21.2 (1988): 177-97.
- Kagan, Olga and Benjamin Rifkin, eds. *The Learning and Teaching of Slavic Languages and Cultures*. Bloomington: Slavica, 2000.
- Merrill, Peter, Maria Lekic, James Levine and Olga Kagan. *Russian Programs in the United States: A Language Learning Framework for Secondary and Post-Secondary Education*. Washington, DC: The American Council of Language Teachers of Russian, 1997. 12 March 2006. <<http://russnet.org/llf/LLF9602.html>>.

XI. Bibliography in Advanced L2 Pedagogy:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.

- Beckett, Gulbahar H. and Paul Chamness Miller. *Project-Based Second and Foreign Language Education: Past, Present, and Future*. Greenwich: Information Age Publishing, Inc., 2006.
- Blaz, Deborah. *Differentiated Instruction: A Guide for Foreign Language Teachers*. Larchmont: Eye on Education, Inc., 2006.
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- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: HBJ, 1988.
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- Day, Richard R. *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press, 2004.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Griffiths, Carol. *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 2008.
- Harden, Theo, Arnd Witte and Dirk Kohler. *The Concept of Progression in the Teaching and Learning of Foreign Language*. New York: Peter Lang Publishing, Inc., 2006.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH: Heinemann, 2003.
- , *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Kumaravadivelu, B. *Cultural Globalization and Language Education*. New Haven: Yale University Press, 2008.
- Leaver, Betty Lou and Boris Shekhtman. *Developing Professional-Level Language Proficiency*. New York: Cambridge University Press, 2005.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Liu, Jianda. *Measuring Interlanguage Pragmatic Knowledge of EFL Learners*. New York: Peter Lang Publishing, Inc., 2005.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.

- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2006.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2003.
- Ruiz-Funes, Marcela. *On Teaching Foreign Languages: Linking Theory of Practice*. Westport: Bergin & Garvey [Imprint], Greenwood Publishing Group, Inc., 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Swaffar, Janet and Katherine Arens. *Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies*. New York: Modern Language Association of America, 2005.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



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 SPAN	3. Course Number A301	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Advanced Spanish I Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide; GER Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 Spanish or for a minor in Spanish.					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Advanced Spanish course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.					
17a. Course Prerequisite(s) (list prefix and number) SPAN A202 with a minimum grade of "C"		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update Course Description and Content Guide to reflect current outcomes; Change Course Title; Change to GER Status.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced Spanish I
SPAN A301

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Advanced Spanish I
C. Course Subject/Number: SPAN A301
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Advanced Spanish course in refining listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
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.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: SPAN A202 with a minimum grade of "C"
M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1) Conduct the course in Spanish.
- 2) Strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3) Introduce approaches in critically analyzing and interpreting cultural objects and belief systems of Spanish-speaking communities.
- 4) Provide meaningful contexts in which students demonstrate a critical perspective regarding the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in listening as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.	Interviews, dialogues, role-play, and improvisation
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.	Tests
Demonstrate measurable progress toward a proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.	Writing samples and tests
Integrate cultural knowledge of new topics addressed with previously acquired analytical skills for interpreting diverse perspectives and practices.	Tests, presentations, and/or writing samples

V. Course Activities:

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

VI. 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.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires four semesters of previous study in Spanish and is a continuation of SPAN A202.

VIII. Course Outline:

- A. Listening in Spanish at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.
- B. Speaking in Spanish at the university advanced level:
Oral communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.
- C. Reading in Spanish at the university advanced level:
Comprehension of sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.
- D. Writing in Spanish at the university advanced level:
Presentation of analysis which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A202.
- E. Cultural knowledge of the communities which speak Spanish:
Critical examination of diverse cultural perspectives.

IX. Texts:

A. Course Textbooks:

Ayllón, Cándido, Paul Smith, and Antonio Morillo. *Spanish Composition through Literature*. 5th ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006.

Agosín, Marjorie (ed.) *Writing toward Hope: The Literature of Human Rights in Latin America*. New Haven and London: Yale University Press, 2007.

B. Latin American and Spanish-Related Bibliography and Resources:

Abad Nebot, Francisco. *El artículo*. Madrid: Aravaca, 1977.

Anderson, Danny J. and Jill S. Kuhnheim (eds.) *Cultural Studies in the Curriculum: Teaching Latin America*. New York: Modern Language Association of America, 2003.

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Luque Durán, Juan D. *Las preposiciones: valores generales*. Madrid: Sociedad General Española de Librerías, S.A., 1973.

Martínez de Sousa, José. *Manual de estilo de la lengua española*. 3ra. ed. Gijón, Asturias: Ediciones Trea, S.L., 2007.

Onieva Morales, Juan Luis. *La oración compleja*. Madrid: Editorial Playor, 1995.

- Perry, Patricia H. *A Composition of Consciousness: Roads of Reflection from Freire to Elbow*. New York: Peter Lang, 2000.
- Robertson, Robbie. *Three Waves of Globalization: A History of a Developing Global Consciousness*. London: Zed Books, 2003.
- Sampedro, R., and S. Hillyard. *Global Issues*. Oxford: Oxford University Press, 2004.

X. Bibliography in Advanced L2 Pedagogy:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Beckett, Gulbahar H. and Paul Chamness Miller. *Project-Based Second and Foreign Language Education: Past, Present, and Future*. Greenwich: Information Age Publishing, Inc., 2006.
- Blaz, Deborah. *Differentiated Instruction: A Guide for Foreign Language Teachers*. Larchmont: Eye on Education, Inc., 2006.
- Brauer, Gerd. *Body and Language: Intercultural Learning through Drama*. Westport: Ablex Publishing Corporation [Imprint], Greenwood Publishing Group, Inc., 2002.
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- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: HBJ, 1988.
- Cook, V, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
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- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Griffiths, Carol. *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 2008.
- Harden, Theo, Arnd Witte and Dirk Kohler. *The Concept of Progression in the Teaching and Learning of Foreign Language*. New York: Peter Lang Publishing, Inc., 2006.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH: Heinemann, 2003.
- *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Kumaravadivelu, B. *Cultural Globalization and Language Education*. New Haven: Yale University Press, 2008.

- Leaver, Betty Lou and Boris Shekhtman. *Developing Professional-Level Language Proficiency*. New York: Cambridge University Press, 2005.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Liu, Jianda. *Measuring Interlanguage Pragmatic Knowledge of EFL Learners*. New York: Peter Lang Publishing, Inc., 2005.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2006.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2003.
- Ruiz-Funes, Marcela. *On Teaching Foreign Languages: Linking Theory of Practice*. Westport: Bergin & Garvey [Imprint], Greenwood Publishing Group, Inc., 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Swaffar, Janet and Katherine Arens. *Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies*. New York: Modern Language Association of America, 2005.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



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 SPAN	3. Course Number A302	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Advanced Spanish II <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide; GER Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: /9999		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 Spanish or for a minor in Spanish.					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Continuation of first semester in advanced Spanish. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.					
17a. Course Prerequisite(s) (list prefix and number) SPAN A301 with a minimum grade of "C"		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update Course Description and Course Content Guide to reflect current outcomes; Change Course Title; Change to GER Status.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Advanced Spanish II
SPAN A302

I. Initiation Date: Fall 2010

II. Course Information:

- A. College: College of Arts & Sciences
- B. Course Title: Advanced Spanish II
- C. Course Subject/Number: SPAN A302
- 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 advanced Spanish. Further refines listening, speaking, reading, writing, and analytical skills for effective interaction in communicatively-complex situations. Students critically analyze diverse cultural topics.
- 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.
- J. Lab Fees: Yes
- K. Coordination: UAA Faculty List Serve
- L. Course Prerequisite: SPAN A301 with a minimum grade of "C"
- M. Registration Restriction: Special Note: If prerequisite not met, students can gain entrance to course with Departmental Approval.

III. Instructional Goals:

- 1.) Conduct the class in Spanish.
- 2.) Continue to strengthen and enhance listening, speaking, reading, writing, and analytical and interpretive skills.
- 3.) Provide greater depth and breadth to approaches in critically analyzing and interpreting cultural objects and belief systems of Spanish-speaking communities.
- 4.) Establish a forum in which students can demonstrate initiative in presenting their own critical interpretation and appreciation of the attitudes, values, customs, and institutions that differ from their own.

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

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in listening as designated by the ACTFL (Association of College Teachers of Foreign Languages) guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in speaking as designated by the ACTFL guidelines: Communicate to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A301.	Interviews, dialogues, improvisation, role-play, and Prochievement Exam
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in reading as designated by the ACTFL guidelines: Comprehend sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A301.	Tests
Demonstrate consistently attainment of a solid proficiency level of Intermediate-Mid in writing as designated by the ACTFL guidelines: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Spanish A301.	Writing samples and tests
Integrate cultural appreciation and knowledge of new topics addressed with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.	Tests, presentations, writing samples, and Prochievement Exam

V. Course Activities:

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

VI. 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 prochievement exams.

VII. Course-level Justification:

This course is appropriate at the 300-level because it requires five semesters of previous study in Spanish and is a continuation of SPAN A301.

VIII. Course Outline:

- A. Listening in Spanish at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of Spanish A301.
- B. Speaking in Spanish at the university advanced level:
Communication to convey, analyze, or interpret information which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A301.
- C. Reading in Spanish at the university advanced level:
Comprehension of sustained discourse building upon the vocabulary, grammar, and communicative functions of Spanish A301.
- D. Writing in Spanish at the university advanced level:
Presentation of creative language built upon the vocabulary, grammar, and communicative functions acquired in Spanish A301.
- E. Cultural knowledge of the communities which speak Spanish:
Cultural appreciation and knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting specific cultural artifacts and diverse perspectives and practices.

IX. Texts:

A. Course Textbooks:

Ayllón, Cándido, Paul Smith, and Antonio Morillo. *Spanish Composition through Literature*. 5th ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006.

Agosín, Marjorie (ed.) *Writing toward Hope: The Literature of Human Rights in Latin America*. New Haven and London: Yale University Press, 2007.

B. Latin American and Spanish-Related Bibliography and Resources:

Abad Nebot, Francisco. *El artículo*. Madrid: Aravaca, 1977.

Anderson, Danny J. and Jill S. Kuhnheim (eds.) *Cultural Studies in the Curriculum: Teaching Latin America*. New York: Modern Language Association of America, 2003.

Badal Bernia, Flor, et al. *Escribir un texto: unidad didáctica*. Zaragoza: Instituto de Ciencias de la Educación, Universidad de Zaragoza, 1995.

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