# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#bookmark=id.4f1mdlm): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#bookmark=id.1fob9te) | **101 Elementary Italian, French, PortuguesE, Spanish I** | | | |  |
| [Replacing](#bookmark=id.2et92p0) |  | | | |
| A. 1b. Academic unit | Faculty of Arts and Sciences | | | |  |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: | revision | | | | |  |
| A.3. [Originator](#bookmark=id.4d34og8) | Eliani Basile, Silvia Oliveira, David Ramirez | [Home department](#bookmark=id.2s8eyo1) | Modern Languages | | |
| A.4. [Context and Rationale](#bookmark=id.17dp8vu) Must include additional information listed in smart tip for all [new programs](#bookmark=id.tyjcwt). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | Modern Languages would like to offer Elementary Italian, French, Portuguese, and Spanish I as part of the **Elective** category created for the recently revised General Education program. The Elementary 101 courses fulfill the following Learning Outcomes: Written Communication (WC), Critical and Creative Thinking (CCT), and Oral Communication (OC).  The inclusion of Elementary 101 courses in Italian, French, Portuguese, and Spanish in the revised General Education program will provide RIC students with the opportunity to begin the study of languages that have deep cultural and historical roots in New England and hold significant relevance in the United States and abroad. Offering students a basis for deeper study of languages, and particularly these community languages, is also a way to acknowledge the linguistic diversity of our student body and support, from the Gen. Ed. curriculum, RIC's commitment to be a college that values DEI and prepares its students for the diversity of the communities they serve. Additionally, the skills students learn in language courses, at all levels of instruction, can be put to immediate use in some disciplines, enhance students’ academic performance across the curriculum ([see ACTFL Opening Statement](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/opening-statement)), and contribute to the development of their literacy skills ([see ACFTL on literacy](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/literacy-language-learning)).  All language courses at RIC employ a communicative approach that allows students to develop their language skills (speaking, reading, writing, listening) in real and meaningful contexts. Class instruction is always in the target language. At the **Elementary 101 level**, students learn vocabulary used to describe familiar concepts, such as physical and emotional characteristics of people, places, and objects. They learn basic grammatical structures that enable them to create short paragraphs and ask/answer simple questions. They also learn how to express likes, dislikes, and opinions, orally and in writing. Finally, students explore the cultural linguistic diversity of the target language through music, art, literature, and other cultural manifestations. | | | | |
| A.5. [Student impact](#bookmark=id.3rdcrjn)  Must include to explain why this change is being made? | The inclusion of Elementary 101 courses in the elective category will increase the opportunities of language learning for students who have a professional, cultural or personal interest in these community languages and have no previous knowledge. RIC has a very diverse community of Heritage Learners. Heritage Learners who have received minimal to no instruction in the language and have low literacy skills, particularly in oral and written communication, will also benefit from this inclusion. | | | | |
| A.6. [Impact on other programs](#bookmark=id.3tbugp1) | None | | | | |
| A.7. [Resource impact](#bookmark=id.28h4qwu) | [*Faculty PT & FT*](#bookmark=id.nmf14n): | none | | | |
| [*Library*:](#bookmark=id.37m2jsg) | none | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | none | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | **None** | | | |
| [*Facilities*](#bookmark=id.1mrcu09): | **None** | | | |
| A.8. [Semester effective](#bookmark=id.35nkun2) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#bookmark=id.35nkun2) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](about:blank) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

**B.** [**NEW OR REVISED COURSES**](#bookmark=id.46r0co2) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable. Please note, that while the UCC requests information about a course’s modality, approval of the proposal does not constitute approval of any specific faculty to teach the course using that modality—that needs to be approved within the department/school.**

**DELETE SECTION B. IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED IN-PERSON COURSE. AS IN SECTION A. DO NOT HIGHLIGHT BUT SIMPLY DELETE SUGGESTED OPTIONS NOT BEING USED. ALWAYS FILL IN B. 1 AND B. 3 FOR CONTEXT. NOTE: COURSE LEARNING OUTCOMES AND TOPICAL OUTLINES ONLY NEEDED FOR NEW OR SUBSTANTIALLY REVISED COURSES.**

|  | Old ([for revisions only](#bookmark=id.2lwamvv)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv) | ITAL 101, FREN 101, PORT 101, SPAN 101 | ITAL 101, FREN 101, PORT 101, SPAN 101 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio) | Elementary Italian, French, Portuguese, Spanish I | Elementary Italian, French, Portuguese, Spanish I |
| B.4. [Course description](#bookmark=id.2jxsxqh) |  |  |
| B.5. [Prerequisite(s)](#bookmark=id.z337ya) |  |  |
| B.6. [Offered](#bookmark=id.111kx3o) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  |  |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) |  |  |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  |  |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |

|  |  |  |
| --- | --- | --- |
| B.10. [Grading system](#bookmark=id.206ipza) |  |  |
| B.11. [Type of cours](#bookmark=id.3whwml4)e |  |  |
| B.12. CATEGORIES  12. a. [How](#bookmark=id.2bn6wsx) to be used | Free elective | | Free elective | |
| 12 b. Is this an Honors  course? | | NO | | NO |
| 12. c. [General Education](#bookmark=id.qsh70q)  N.B. Connections must include at  least 50% Standard Classroom  instruction. | YES |  category: Second Language Requirement | YES |  category: Elective |
| 12. d. Writing in the  Discipline (WID) | | NO | | NO |
| B.13. [How will student performance be evaluated?](#bookmark=id.3as4poj) |  |  |
| B.14 [Recommended class-size](#bookmark=id.1pxezwc) | N/A |  |
| B.15. [Redundancy statement](#bookmark=id.49x2ik5) | N/A |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#bookmark=id.2p2csry)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.4k668n3)**, if relevant** | [**How will each outcome be measured?**](#bookmark=id.2zbgiuw) |
| --- | --- | --- |

|  |  |  |
| --- | --- | --- |
| **Written Communication**.  Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context. |  | Writing is one of the four main linguistic skills students learn and develop at the 101 language level. Students regularly use primary sources in the target language and authentic cultural artifacts (realia, artworks, music, etc.) to produce various forms of written communication (lists, emails, postcards, travel itineraries, notes, messages, and surveys). At this level, students use writing to describe and provide information about their immediate environment (classroom, familiar places) as well as themselves. They also learn about different purposes of writing, usage of grammar, and organization through peer review, collaborative writing activities, and midterm and final exams with open questions. These uses of writing are relevant in the professions and can immediately be used outside the classroom. |
| **Critical and Creative Thinking.** Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning. |  | At the 101 language level, students employ the target language to describe and compare visual texts (pictures, paintings, photos, nursery rhymes, riddles, videos), and create short dialogues using WH questions. They also analyze regional and social dialects of the target language through music, videos, readings from the textbook, and in-class assignments. Students compare the target language with the dominant language (i.e. English) and make connections with other disciplines by using the target language in career-related situations such as job interviews and doctor appointments. Students create a final project presenting one aspect of a country or culture that uses the target language (arts, politics, social issues, geography, traditions, among others). |
| **Oral Communication.** Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience. |  | Oral communication is at the heart of language learning. At the 101 language level, students begin the development of presentational competencies, essential for establishing effective, positive relationships across cultural boundaries (See [ACTFL Can-Do Statements](https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements)). Students participate in role-play activities to practice greetings, introductions, descriptions, and expressions of politeness in the target language, while also adapting them to different situations and audiences. Students create short dialogues in pairs and participate in small groups conversations based on simple open-ended questions. Students prepare and deliver oral presentations using vocabulary and grammar from chapters in the textbook. At the end of the semester, students meet with the instructor for and oral interview. |

| B.18. [**Topical outline**](#bookmark=id.147n2zr)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| Elementary 101 courses in Italian, French, Portuguese, and Spanish are intended for students who have not previous instruction in the target language. The goal of these courses is to develop basic language skills in listening, speaking, reading, writing, and cultural knowledge. Elementary 101 courses are taught in the target language. **As a reference, below is topical outline from a typical French 101 course**.  Topic 1. *Pour commencer* [Introduction]  Subtopic 1a. Greetings, ask for names, saying good bye  Subtopic 1b. Letters and sound of the alphabet, numbers, names of the months and days  Subtopic 1c. Identify people, places, using articles, subject pronouns, and verb *être*.  Subtopic 1d. France and the Francophonie  Topic 2. *Comment sont-elles?* [How are they?]  Subtopic 2a. Describe people, places, and things using adjectives.  Subtopic 2b. Expressing ownership and possession with the verb *avoir*.   Subtopic 2c. Ask yes/no questions  Subtopic 2d. Cultural notions of heritage and friendship; Paul Gauguin.  Topic 3. *Qu’est-ce que tu aimes faire?*  [What do you like to do?]  Subtopic 3a. Talking and writing about activities and weather using present tense; verb *faire*  Subtopic 3b. Ask information questions  Subtopic 3c. Describe people, places, and things in greater details using adjectives  Subtopic 3d. Cultural notions of work time and free time in the French-speaking world.  Topic 4. *En famille*  [Family]  Subtopic 4a. Review of introductions, use of articles, and how to talk about daily activities  Subtopic 4b. Express ownership and possession with possessive articles  Subtopic 4c. Situate an even in the recent past and the near future  Subtopic 4d. Cultural notions of family life in the French-speaking world;; Henri Rousseau  Topic 5. *Bon appétit!*  Subtopic 4a. Accept or decline invitations; food, beverage, and meal vocabulary  Subtopic 4b. Express nonspecific quantities using partitive articles  Subtopic 4c. Situate an event in the recent past and the near future; verbs *prendre*, *boire*, *vendre*  Subtopic 4d. Cultural notions of meals and dieting in the French-speaking world; Auguste Renoir |

## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

|  |  |  |  |
| --- | --- | --- | --- |
| Dr. Suchandra Basu | Program Director (Chair) of COGE | \*Approved by email | 5/3/2024 |
| Dr. Eliani Basile | Chair of Modern Languages | Eliani Basile | 4/24/2024 |
| Dr. Quenby Hughes | Dean of Arts and Sciences | \*Approved by email | 4/29/2024 |
| Dr. Marianne Raimondo | Dean of School of Business | C:\Users\rwennerstrom_6385\OneDrive - Rhode Island College\Documents\Romayne\Forms\signature.jpeg | 4/29/24 |
| Dr. Carol Cummings | Dean of School of Education | \*Approved by email | 5/8/2024 |
| Dr. Justin Dilibero | Dean of the School of Nursing | Justin DiLibero | 4/29/2024 |
| Dr. Sheila Flemming-Hunter | Dean School of Social Work | Sheila Flemming-Hunter | 5/6/24 |

##### G.2. [Acknowledgements](#bookmark=id.3fwokq0): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#bookmark=id.1v1yuxt) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |