

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 9, 2017**

2:30 p.m.

**Rose Room
University Center**

**Stanley Jones
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE
AGENDA
January 9, 2017

1. Minutes of the December 5, 2016 meeting. (pages 1-2) were approved by email December 12, 2016.
2. **COLLEGE OF BUSINESS**
 - a. New minor in Accounting (pages 3-4)
3. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised title, prerequisite, and description KSPE 2010 (pages 5-7)
 - b. Revised title, prerequisite, and description KSPE 2020 (pages 8-10)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised requirements for the minor in Computer Science (pages 11-12)
 - b. Revised requirements Core Area F for the BS in Computer Science (pages 13-14)
 - c. Revised requirements Core Area F and Senior College Requirements for the BS in Computer Information Systems (pages 15-16)
 - d. Revised prerequisite for CS 4830 (pages 17-18)
 - e. Revised requirements Core Area F and Senior College Requirements for the BA in Spanish – Language and Culture Track (pages 19-21)
 - f. Revised requirements Senior College Requirements for the BA in Spanish – World Languages and Cultures Track (pages 22-24)
 - g. Revised requirements Senior College Requirements for the BA in Spanish – Foreign Language Education Track (pages 25-27)
 - h. Revised course description SPAN 1001 (pages 28-30)
 - i. Revised course title, prerequisite, and description SPAN 3000 (pages 31-33)
 - j. Revised course title, prerequisite, and description SPAN 3010 (pages 34-36)
 - k. Revised course prerequisite SPAN 3014 (pages 37-39)
 - l. New course SPAN 3300 (pages 40-48)
 - m. Revised course description SPAN 4020 (pages 49-51)
 - n. Revised course credit hours SPAN 4990 (pages 52-54)
 - o. Revised requirements for the minor in Spanish (pages 55-56)
 - p. Revised requirements Core Area F and Senior College Requirements for the BA in French – Language and Culture Track (pages 57-59)
 - q. Revised requirements Senior College Requirements for the BA in French – World Languages and Culture Track (pages 60-62)
 - r. Revised course description FREN 1001 (pages 63-65)
 - s. New course ARAB 1001 (pages 66-80)
 - t. New course ARAB 1002 (pages 81-93)
 - u. New course ARAB 2001 (pages 94-108)
 - v. New course ARAB 2002 (pages 109-123)
5. **Pending items**
 - a. Revised course CHEM 1010 – USG General Education Council approval
 - b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
 - c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
 - d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
December 5, 2016

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, December 5, 2016. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Dr. Bobbie Ticknor, Ms. Jessica Lee (Proxy Dr. Gary Futrell), Dr. Patti Campbell, Dr. Nicole Cox (Proxy Ms. Sarah Arnett), Mr. Craig Hawkins, Dr. Nicole Cox, Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Kathleen Lowney (Proxy Dr. Ellis Heath), Dr. Eugene Asola, Dr. Michelle Ritter (Proxy Ms. Kwanza Thomas), Dr. Bobbie Ticknor (Proxy Ms. Laura Carter), Ms. Jessica Lee and Dr. Xiaoai Ren.

Members Absent: Ms. Catherine Bowers, Ms. Sarah Arnett, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Ray Elson, Dr. Ellis Heath, Dr. Lars Leader, Ms. Kwanza Thomas, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Lai Orenduff, Dr. Corrine Myers-Jennings, Dr. Lynn Minor, Dr. Iris Ellis, Dr. Vesta Whisler, Ms. Teresa Williams, Dr. Reynaldo Martinez, Dr. David Nelson, and Dr. Michael Schmidt.

The Minutes of the November 14, 2016 meeting were approved by email on November 21, 2016. (pages 1-4).

A. College of the Arts

1. Revised credit hours, title, and course description, Master of Arts Communication (MAIC) 7999, "Thesis or Project", (THESIS OR PROJECT – 1-6 credit hours, 1-6 lecture hours, 0 lab hours, and 1-6 contact hours), was approved effective Fall Semester 2017. (pages 5-7).
2. Deactivation of COMM 7000, 7200, 7999 and MDIA 7700 were noted effective Fall Semester 2017. (pages 8-9).

B. College of Arts and Sciences

1. Revised course number, French (FREN) 4800, "Special Topics, (SPECIAL TOPICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3contact hours), was approved effective Spring Semester 2017. (pages 10-11).
2. Revised course number, Spanish (SPAN) 4800, "Special Topics, (SPECIAL TOPICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3contact hours), was approved effective Spring Semester 2017. (pages 12-14).
3. Revised requirements for the minor in Women and Gender Studies was approved effective Fall Semester 2017 with the effective date changed from Spring 2017 to Fall 2017. (pages 15-16).

C. College of Education and Human Services

1. Revised admission requirements from the EDS in School Counseling was approved effective Fall Semester 2017. (pages 17-19).
2. Revised requirements for the SLPD in Communication Disorders was approved effective Fall Semester 2017. (pages 20-22).
3. Revised credit hours and description, Communication Disorders (CSD) 9220, "Advanced Clinical Intervention I", (ADV CLINICAL INTERVENTION I – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read ...evidence-based intervention. Students will...population. Students must document a minimum of 150 intervention hours in CSD 9220 and 9230 focused on increasing their evidence-based intervention effectiveness. (pages 23-25).
4. New course, Communication Disorders (CSD) 9230, "Advanced Clinical Intervention II", (ADV CLINICAL INTERVENTION II – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to - Prerequisites: CSD 9220. A continuation of CSD 9220. An online seminar in which students will share their findings from their intervention projects and discuss evidence-based practices. Students must document a minimum of 150 intervention hours in CSD 9220 and 9230 focused on increasing their evidence-based intervention effectiveness. (pages 26-32).

5. New program MAT with a major in Education and a concentration of Agriculture Education was approved effective Fall Semester 2017. (pages 33-35).
6. Revised catalogue copy for the Department of Middle, Secondary, Reading, and Deaf Education was approved effective Fall Semester 2017. (pages 26-38).
7. New course, Middle/Secondary Education (MSED) 5700, "Agriculture Education Methods, (AGRICULTURE EDUCATION METHODS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Summer Semester 2017 with the description changed to read ...6100. An examination of agriculture... (pages 39-49).
8. Revised Area F and Senior College Curriculum for the BS in OAT was approved effective Fall Semester 2017. (pages 50-56).
9. Revised catalogue copy for the BS in OAT was approved effective Fall Semester 2017. (pages 57-62).
10. New course, Adult and Career Education (ACED) 3000, "Office Calculations and Recordkeeping", (OFFICE CALC AND RECORDKEEP – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...consent. A study of major aspects...management. Emphasis is on solving.... (pages 63-69).
11. Revised prerequisites, Adult and Career Education (ACED) 3101, "Computerized Office Accounting", (COMPUTERIZED OFFICE ACCOUNTING – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 70-72).
12. Revised title, prerequisites and description, Adult and Career Education (ACED) 4070, "Advanced Document Processing", (COMPUTERIZED OFFICE ACCOUNTING – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...courses. A study of advanced document... (pages 73-75).
13. Revised prerequisites and description, Adult and Career Education (ACED) 4160, "Administrative Office Procedures", (ADMINISTRATIVE OFFICE PROCEDUR – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...ACED courses. A study of the role...activities. Credit may be issued... (pages 76-79).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A NEW PROGRAM

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

Proposed Effective Date: Fall, 2017

Degree and Program Name:
Minor in Accounting

Requirements: (attach new or revised course proposals separately)

Minor in Accounting... 15 Hours

Required:

ACCT 2101...3 Hours

ACCT 2102...3 Hours

ACCT 3201...3 Hours

ACCT 3400...3 Hours

Electives (Select 1):

ACCT 3202...3 Hours

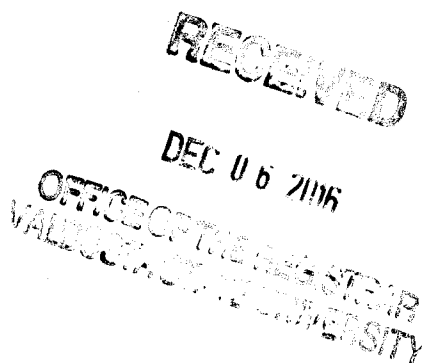
ACCT 4410...3 Hours

ACCT 4500...3 Hours

ACCT 4800...3 Hours

BUSA 3110...3 Hours

ACCT 4980*...3 Hours



*This internship course must be related to accounting. Also, for business majors, this course may count toward fulfillment of BUSA 3999.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

Improving Student Learning Outcomes A minor in accounting will provide majors and non-majors with additional learning opportunities to acquire skills that can be used on the job and in the marketplace.

Adopting Current Best Practice(s) in Field The college of business has been given the opportunity to add minors to the existing curriculum; and the college of business in engaging with local business, and the Accounting Advisory Board has determined that there is a need for the minor.

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Anecdotal evidence from students both from within the major as well as students from other majors suggests that such an offering would provide opportunities for students. The

local business and accounting community has also stated that Valdosta is in need of individuals who have an accounting background, particularly in light of economic growth and the need to effectively work and plan in the business community .

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Assessment Plan for the proposed program: The proposed minor utilizes existing courses within the college of business, and department of accounting. As such, the current AOL structure and reporting procedure will be used.

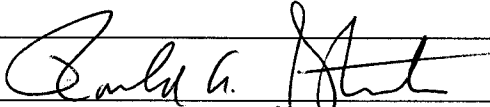
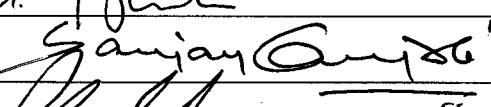

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni surveys and responses from the Accounting Advisory Board

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments, projects and portfolios

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

Dept. Head:		Date: 12/1/16
College/Division Exec. Comm.:		Date: 12/1/16
Dean/Director:		Date: 12/1/16
Graduate Exec. Comm.: (for graduate program)		Date:
Graduate Dean (for graduate program):		Date:
Academic Committee:		Date:

Form last updated: January 21, 2010

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DEC 16 2016

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 11/29/2016 (mm/dd/yyyy)

Department Initiating Revision: KSPE
Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 2010. Physical Activity Techniques I

List Current and Requested Revisions:

<p>Current: Course Prefix and Number: KSPE 2010 Credit Hours: 3 Course Title: Physical Activity Techniques I Pre-requisites:KSPE 2999 Course Description: Prerequisite: KSPE 2999. Instructional techniques primarily emphasizing elementary school physical education activities, health-related fitness, and related content areas.</p>	<p>Requested: Course Prefix and Number: KSPE 2010 Credit Hours: 3 Course Title: Activities and Games for Coaches and Teachers Pre-requisites:Declared health and physical education majors and/or permission of the department head. Course Description: Instructional techniques primarily emphasizing elementary school physical education activities, dance, health-related fitness, and related context areas.</p>
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Semester/Year to be Effective: fall 2017
Estimated Frequency of Course Offering: 1 X each fall

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: This change will be beneficial with engaging HPE majors earlier in their college years instead of waiting until they are fully accepted into the major by passing the KSPE 2999 course. This will allow students the ability to see what the HPE major is about and if the HPE major is a choice for them as they pursue a college career.

Plans for assessing the effectiveness of the course: Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>12-15-16</i>
Dept. Head: <i>Sonye Sanderson</i>	Date: <i>12-5-16</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>12-15-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 1, 2016

RECEIVED

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY
DEC 16 2016

Request for a Revised Course Valdosta State University	
Date of Submission: 11/29/2016 (mm/dd/yyyy)	
Department Initiating Revision: KSPE	Faculty Member Requesting Revision: Dr. Sonya Sanderson
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 2020. Physical Activity Techniques II	
List Current and Requested Revisions:	
Current: Course Prefix and Number: KSPE 2020 Credit Hours: 3 Course Title: Physical Activity Techniques II Pre-requisites:KSPE 2999 Course Description: Instructional techniques primarily emphasizing middle and secondary physical education activities and related context areas.	Requested: Course Prefix and Number: KSPE 2020 Credit Hours: 3 Course Title: Coaching and Teaching Team Sports Pre-requisites:Declared health and physical education majors and/or permission of the department head. Course Description: Instructional techniques primarily emphasizing middle and secondary physical education activities, team sports, and related context areas.
Semester/Year to be Effective: spring 2017	Estimated Frequency of Course Offering: 1 X each spring
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: This change will be beneficial with engaging HPE majors earlier in their college years instead of waiting until they are fully accepted into the major by passing the KSPE 2999 course. This will allow students the ability to see what the HPE major is about and if the HPE major is a choice for them as they pursue a college career.	

Plans for assessing the effectiveness of the course: Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Minni</i>	Date: <i>12-15-16</i>
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>12-5-16</i>
Dean/Director: <i>Lynn C. Minni</i>	Date: <i>12-15-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 1, 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
online

**Proposed Effective Date for
Curriculum Change:**
(Month/Year): August 2017

Degree & Program Name:
(e.g., BFA, Art): CS-Minor

Present Requirements: CS 1301, CS 1302, CS 3101, CS 3410, any CS course at the 3000-level or above (except CS 4800)

Proposed Requirements (Underline changes after printing this form): CS 1301, CS 1302, CS 3101, any two CS courses at the 3000-level or above (except CS 3200 and CS 4800)

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: CS 2620 is now a pre-requisite for CS 3410. Thus, if added to the minor there would be too many hours (20), but the only thing that could be taken away is a CS 3xxx which would mean the minor didn't have enough 3xxx hours. The proposed requirements allow a student to complete a CS minor with 17 hours of coursework. The proposed requirement are consistent with requirements for a Minor in CS in other peer universities like Armstrong Atlantic State University and Kennesaw State University.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Evaluation of course requirements and associated credit hours for a minor in CS at VSU as well as other peer universities.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures: SOIs; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:

Kristina J. [Signature]

Date: 12/5/2016

College/Division Exec. Committee:

Connie Richards

Date: 12/13/16

Dean(s)/Director(s):

Connie Richards

Date: 12/13/16

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F
F

Current Catalog Page Number:
online

Proposed Effective Date for
Curriculum Change:
(Month/Year): August 2017

Degree & Program Name:
(e.g., BFA, Art): BS CS
Area F

Present Requirements:

CS 1301
Principles of Programming I 4
CS 1302
Principles of Programming II 4
CS 2620
Discrete Structures 3
MATH 2261
Analytic Geometry and Calculus I (1 hour
"spillover" from Area D) 1
MATH 2262
Analytic Geometry and Calculus II 4
D.2.a Laboratory Science (with 2 hours
"spilling" into Supporting Courses) 2

Proposed Requirements (Underline changes after printing this form:

CS 1301
Principles of Programming I 4
CS 1302
Principles of Programming II 4
CS 2620
Discrete Structures 3
MATH 2261
Analytic Geometry and Calculus I (1 hour
"spillover" from Area D) 1
MATH 2262
Analytic Geometry and Calculus II 4
Any d.2.a or d.1 lab science course from a
different discipline than the sequence completed
in d.2.a or ENGR 2320 2

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
 Adopting current best practice(s) in field: Most USG schools allow area d.1 sciences in Area F
 Meeting mandates of state/federal/outside accrediting agencies:
 Other:

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Survey of USG schools
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Course not directly assessed as a part of ongoing program assessment as it is not a computing related course.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:

Richardson

Date: 12/5/2016

College/Division Exec. Committee:

Connie Richards

Date: 12/13/16

Dean(s)/Director(s):

Connie Richards

Date: 12/13/16

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F
F

Current Catalog Page Number: online	Proposed Effective Date for Curriculum Change: (Month/Year): 8/1/2017	Degree & Program Name: (e.g., BFA, Art): BS CIS
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Present Requirements:

Area F

Select one of the following sequences: ¹ 1
MATH 1261 Survey of Calculus I
& MATH 1262 and Survey of Calculus II
MATH 2261 Analytic Geometry and Calculus I
& MATH 2262 and Analytic Geometry and Calculus II

Senior College Curriculum 60

Two of any 3000-level or 4000-level course not required above
(excluding CS 3000, CS 3001, and CS 4800) 6

Select one of the following Calculus sequences: 2-5
MATH 1261 Survey of Calculus I
& MATH 1262 and Survey of Calculus II
MATH 2261 Analytic Geometry and Calculus I
& MATH 2262 and Analytic Geometry and Calculus II

ECON 2106 Principles of Microeconomics 3

Proposed Requirements (Underline changes after printing this form:

Area F

Add a new Row in Core Curriculum Area F –
ECON 2106 Principles of Microeconomics 1

Senior College Curriculum 60

Three of any 3000-level or 4000-level course not required above
(excluding CS 3000, CS 3001, and CS 4800) 9

Spilled hours from Area F
ECON 2106 Principles of Microeconomics 2

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Math 1262 was a terminal course that is not used to support any CIS learning outcomes. Also, ABET is cutting down on the math requirements for computing degrees
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. ABET recommendations

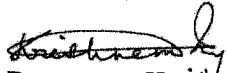
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The addition of an additional CS 3xxx elective will be regularly assessed using our ABET accreditation model.

Approvals:


Department Head:

12/12/2016
Date:

College/Division Exec. Committee:

Cornie Richards

Date: *12/13/16*

Dean(s)/Director(s):

Cornie Richards

Date: *12/13/16*

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/22/2016 (mm/dd/yyyy)

Department Initiating Revision:
 Computer Science

Faculty Member Requesting Revision:
 Dr. Radu Paul Mihail

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 CS4830 Computer Graphics

List Current and Requested Revisions: remove prerequisites CS3335 and MATH2150.

Current:
 Course Prefix and Number: CS4830
 Credit Hours: 3
 Course Title: Computer Graphics
 Pre-requisites: CS 3335, CS 3410, Math 2150
 Course Description: A survey of graphics systems and graphics programming. Topics include output primitives, transformations and viewing, modeling, user interfaces, and interactive methods. Both 2-D and 3-D concepts are discussed.

Requested:
 Course Prefix and Number: CS4830
 Credit Hours: 3
 Course Title: Computer Graphics
 Pre-requisites: CS 3410
 Course Description: A survey of graphics systems and graphics programming. Topics include output primitives, transformations and viewing, modeling, user interfaces, and interactive methods. Both 2-D and 3-D concepts are discussed.

Semester/Year to be Effective:
 Fall 2017

Estimated Frequency of Course Offering:
 Every Fall

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Computer graphics requires a subset of linear algebra concepts (MA2150) that are typically covered at the beginning of class as review. This requirement prevents registration of good students in our CIS program who do not have to take that course and students in our CS program who could take an elective but have not yet taken that course. Both categories of students would otherwise do well. This course is no longer using the C programming language (CS3335). Other languages are used (e.g., JavaScript), the essentials of which covered by the instructor.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

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 VALDOSTA STATE UNIVERSITY

Plans for assessing the effectiveness of the course: Quizzes, mid-term, homework projects and a final project.

Approvals:

College/Division Exec. Comm.:	<i>Connie Richards</i>	Date:	<i>12/13/16</i>
Dept. Head:	<i>R. J. ...</i>	Date:	12/4/2016
Dean/Director:	<i>Connie Richards</i>	Date:	<i>12/13/16</i>
Graduate Exec. Comm.(if needed):		Date:	
Graduate Dean (if needed):		Date:	
Academic Committee:		Date:	

Form last updated: December 5, 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

Specify: Area A,B,C,D,F
Area F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2017

Degree & Program Name:

(e.g., BFA, Art): BA in Spanish Language and Culture Track

Present Requirements: Core Curriculum

60
 Core Curriculum Areas A-E (See VSU Core Curriculum) 42
 Core Curriculum Area F
 SPAN 1001
 Beginning Spanish Language and Introduction to Hispanic Cultures, I
 SPAN 1002
 Beginning Spanish Language and Introduction to Hispanic Cultures, II
 SPAN 2001
 Intermediate Spanish Language and Hispanic Cultures I
 SPAN 2002
 & SPAN 2010
 Intermediate Spanish Language and Hispanic Cultures II
 and Intermediate Grammar
 Foreign Language and Culture (2nd Foreign Language)
 Electives from Area C and Area E Courses

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior College Curriculum 60
 Upper-Level Courses in Spanish
 SPAN 2011
 Intermediate Conversation 1
 SPAN 3010
 & SPAN 3150
 & SPAN 3160
 Conversation and Composition
 and Civilization and Culture of Spain
 and Civilization and Culture of Latin America 9
 SPAN 3200

Proposed Requirements (Underline changes after printing this form:

Core Curriculum 60
 Core Curriculum Areas A-E (See VSU Core Curriculum) 42
Core Curriculum Area F 18
 SPAN 1001 Beginning Spanish Language and Introduction to Hispanic Cultures, I 0-3
 SPAN 1002 Beginning Spanish Language and Introduction to Hispanic Cultures, II 0-3
 SPAN 2001 Intermediate Spanish Language and Hispanic Cultures I 0-3
 SPAN 2002 Intermediate Spanish Language and Hispanic Cultures II 0-3
 Foreign Language and Culture (2nd Foreign Language) 0-12
 Electives from Area C and Area E Courses 0-6

Students must achieve a grade of "C" or better in all courses taken in Area F.

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Senior College Curriculum 60
 Upper-Level Courses in Spanish
 SPAN 3000 Intermediate Grammar and Conversation 3
 SPAN 3010
 & SPAN 3150
 & SPAN 3160
 Culture, Conversation and Composition
 and Civilization and Culture of Spain
 and Civilization and Culture of Latin America 9
 SPAN 3200 Introduction to Hispanic Literature 3
 SPAN 3250 Survey of Peninsular Literature OR
 SPAN 3260 Survey of Latin American Literature 3
 SPAN 3300 Introduction to Spanish Phonetics and

<p>& SPAN 3250 Introduction to Hispanic Literature and Survey of Peninsular Literature 6 SPAN 3260 Survey of Latin American Literature 3 SPAN 4010 & SPAN 4110 Advanced Grammar and Spanish Phonetics and Phonology 6 SPAN 4020 Advanced Conversation 2 Electives: 3000/4000-level courses, to include one Spanish literature course numbered 4000 or above 6 SPAN 4980 Community Practicum (taken twice) 2 SPAN 4990 Senior Seminar 1 Supporting Courses ESOL 4010 Applied Linguistics for ESOL Teachers 2nd Foreign Language & Culture (may be taken in Areas C & F) Electives Total hours required for the degree 120</p>	<table border="0"> <tr><td><u>Phonology</u></td><td style="text-align: right;"><u>3</u></td></tr> <tr><td>SPAN 4010 Advanced Grammar</td><td style="text-align: right;">3</td></tr> <tr><td>SPAN 4020 Advanced Conversation</td><td style="text-align: right;">3</td></tr> <tr><td>Electives: 3000/4000-level courses</td><td style="text-align: right;">6</td></tr> <tr><td>SPAN 4980 Community Practicum (taken twice)</td><td style="text-align: right;">2</td></tr> <tr><td colspan="2"><hr/></td></tr> <tr><td>SPAN 4990 Senior Seminar</td><td style="text-align: right;">3</td></tr> <tr><td>Supporting Courses</td><td></td></tr> <tr><td>ESOL 4010 Applied Linguistics for ESOL Teachers</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"><hr/></td></tr> <tr><td>2nd Foreign Language & Culture (may be taken in Areas C & F)</td><td style="text-align: right;">0-12</td></tr> <tr><td>Electives</td><td style="text-align: right;">7-19</td></tr> <tr><td colspan="2"><hr/></td></tr> <tr><td>Total hours required for the degree</td><td style="text-align: right;">120</td></tr> </table>	<u>Phonology</u>	<u>3</u>	SPAN 4010 Advanced Grammar	3	SPAN 4020 Advanced Conversation	3	Electives: 3000/4000-level courses	6	SPAN 4980 Community Practicum (taken twice)	2	<hr/>		SPAN 4990 Senior Seminar	3	Supporting Courses		ESOL 4010 Applied Linguistics for ESOL Teachers	3	<hr/>		2nd Foreign Language & Culture (may be taken in Areas C & F)	0-12	Electives	7-19	<hr/>		Total hours required for the degree	120
<u>Phonology</u>	<u>3</u>																												
SPAN 4010 Advanced Grammar	3																												
SPAN 4020 Advanced Conversation	3																												
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Electives	7-19																												
<hr/>																													
Total hours required for the degree	120																												

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Puts more emphasis on building language skills and less on theory.
- Adopting current best practice(s) in field: More emphasis on communicative approach and individual coaching of oral skills
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Streamlines path to graduation.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, wrtitten essays

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, written essays

Summary of changes in area F and senior curriculum:

Drops SPAN 2010 & SPAN 2011 and adds SPAN 3000

Adds SPAN 3300 and drops SPAN 4110

Introduces a choice between SPAN 3250 and SPAN 3260

Lists SPAN 4020 as a 3-credit hour course (this change is already in the catalog under the course entry)

Drops the requirement for a 4000-level literature course among the electives

Adds two more credit hours to SPAN 4990 for a total of three.

Approvals:

Department Head: *Olga R. Nikolova* Date: *12-12-16*

College/Division Exec. Committee: *Ernie Richards* Date: *12/13/16*

Dean(s)/Director(s): *Ernie Richards* Date: *12/13/16*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): Fall 2017

Degree & Program Name:
 (e.g., BFA, Art): BA in Spanish World Languages & Cultures Track

Present Requirements: Senior College Curriculum

Upper-Level Courses in Spanish	60
SPAN 2010 & SPAN 2011 Intermediate Grammar and Intermediate Conversation	4
SPAN 3010 Conversation and Composition	3
SPAN 3150 & SPAN 3160 Civilization and Culture of Spain and Civilization and Culture of Latin America	
Select one of the following options:	6
SPAN 3200 & SPAN 3250 Introduction to Hispanic Literature and Survey of Peninsular Literature	
SPAN 3200 & SPAN 3260 Introduction to Hispanic Literature and Survey of Latin American Literature	
SPAN 4010 Advanced Grammar	3
SPAN 4020 Advanced Conversation	2
SPAN 3000- or 4000-level courses	6
ESOL 4010 Applied Linguistics for ESOL Teachers	3
Related Electives	27
Total hours required for the degree	120

Proposed Requirements (Underline changes after printing this form:

Senior College Curriculum	60
Upper-Level Courses in Spanish	
SPAN 3000 Intermediate Grammar and Conversation	3
SPAN 3010 Culture, Conversation, and Composition	3
SPAN 3150 & SPAN 3160 Civilization and Culture of Spain and Civilization and Culture of Latin America	6
Select one of the following options:	6
SPAN 3200 & SPAN 3250 Introduction to Hispanic Literature and Survey of Peninsular Literature OR	
SPAN 3200 & SPAN 3260 Introduction to Hispanic Literature and Survey of Latin American Literature	
SPAN 4010 Advanced Grammar	3
SPAN 4020 Advanced Conversation	3
Electives: 3000/4000-level courses	6
Supporting Courses	
ESOL 4010 Applied Linguistics for ESOL Teachers	3
Related Electives	27
Total hours required for degree	120

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Reflects changes in courses that were already introduced in the course offerings. Aligns program with partners from e-Languages Collaborative

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, wrtitten essays

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, written essays

Summary of changes in Spanish Senior curriculum:

Drops SPAN 2010 & SPAN 2011 and adds SPAN 3000

Lists SPAN 4020 as a 3-credit hour course (this change has already been made in the catalog under the course entry)

Approvals:

Department Head: *Oferwa R. Nikolova* Date: *12-12-16*

College/Division Exec. Committee: *Connie Richards* Date: *12/13/16*

Dean(s)/Director(s): *Connie Richards* Date: *12/13/16*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): Fall 2017

Degree & Program Name:
 (e.g., BFA, Art): BA in Spanish FLED

Present Requirements: Senior College Curriculum 60
Upper-Level Courses in Spanish SPAN 2010 & SPAN 3010
Intermediate Grammar and Conversation and Composition 6
SPAN 2011
Intermediate Conversation 1
SPAN 3150 & SPAN 3160 & SPAN 3200
Civilization and Culture of Spain and Civilization and Culture of Latin America and Introduction to Hispanic Literature 9
SPAN 3250
Survey of Peninsular Literature 3
SPAN 3260
Survey of Latin American Literature 3
SPAN 4010 & SPAN 4110
Advanced Grammar and Spanish Phonetics and Phonology 6
SPAN 4020
Advanced Conversation 2
SPAN literature course numbered above 4000 3
SPAN 4980
Community Practicum 2
Supporting Course
ESOL 4010
Applied Linguistics for ESOL Teachers 3
Upper-Level Courses in Education
SEED 4010 & FLED 3510 & FLED 4510
Integrating Technology in Secondary Education and Elementary Classroom Laboratory and Classroom Laboratory 3
FLED 3500 & FLED 4500

Proposed Requirements (Underline changes after printing this form):
 Senior College Curriculum 60
 Upper-Level Courses in Spanish SPAN 3000 & SPAN 3010
Intermediate Grammar and Conversation and Culture, Conversation, and Composition 6
 SPAN 3150 & SPAN 3160 & SPAN 3200
 Civilization and Culture of Spain and Civilization and Culture of Latin America and Introduction to Hispanic Literature 9
 SPAN 3250 Survey of Peninsular Literature OR SPAN 3260 Survey of Latin American Literature 3
SPAN 3300 Introduction to Spanish Phonetics and Phonology 3
 SPAN 4010 Advanced Grammar 3
 SPAN 4020 Advanced Conversation 3
Electives: 3000/4000-level courses 3
 SPAN 4980 Community Practicum (taken twice) 2
 SPAN 4990 Senior Seminar 3
 Supporting Courses
 ESOL 4010 Applied Linguistics for ESOL Teachers 3
 Upper-Level Courses in Education
 SEED 4010 & FLED 3510 & FLED 4510
 Integrating Technology in Secondary Education and Elementary Classroom Laboratory and Classroom Laboratory 3
 FLED 3500 & FLED 4500
 Foreign Language in the Elementary School and Curriculum and Methods of Foreign Languages 4
 SPEC 3000
 Serving Students with Diverse Needs 3

<p>Foreign Language in the Elementary School and Curriculum and Methods of Foreign Languages 4 SPEC 3000 Serving Students with Diverse Needs 3 FLED 4790 Student Teaching 9 FLED 4800 Senior Professional Development Seminar 3 Electives 0-3 Total hours required for the degree 120</p>	<p>FLED 4790 Student Teaching 9 FLED 4800 Senior Professional Development Seminar 3 Electives 0-3 Total hours required for the degree 120</p>
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Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Puts more emphasis on building language skills and less on theory.
- Adopting current best practice(s) in field: More emphasis on communicative approach and individual coaching of oral skills
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Streamlines path to graduation.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, wrtitten essays

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, written essays

Summary of changes in Spanish Senior curriculum:
 Drops SPAN 2010 & SPAN 2011 and adds SPAN 3000
 Adds SPAN 3300 and drops SPAN 4110
 Introduces a choice of SPAN 3250 or SPAN 3260
 Lists SPAN 4020 as a 3-credit hour course (this change has already been made in the catalog under the course entry)
 Drops the requirement for a 4000-level literature course

Approvals:

Department Head: *Ofelia R. Wiclovora* Date: *12-12-16*

College/Division Exec. Committee: *Connie Richards* Date: *12/13/16*

Dean(s)/Director(s): *Connie Richards* Date: *12/13/16*

Grad. Exec. Committee:
 (for graduate course) Date:

Graduate Dean:
 (for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/01/2016 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

SPAN 1001 Beginning Spanish Language and Introduction to Hispanic Cultures I

List Current and Requested Revisions:

Current:

Course Prefix and Number: SPAN 1001

Credit Hours: 3

Course Title: Beginning Spanish Language and Introduction to Hispanic Cultures I

Pre-requisites:

Course Description: Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. SPAN 1001 is not open for credit to students with two or more years of high school Spanish or the equivalent.

Requested:

Course Prefix and Number: SPAN 1001

Credit Hours: 3

Course Title: Beginning Spanish Language and Introduction to Hispanic Cultures I

Pre-requisites:

Course Description: Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Semester/Year to be Effective:

Fall 2017

Estimated Frequency of Course Offering:

each semester

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Under new regulations, the course is open for credit to all.

Plans for assessing the effectiveness of the course: tests, oral and written assignments

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/3/16</i>
Dept. Head: <i>Ochig R. Nikolova</i>	Date: <i>12-12-16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 6, 2016

Request for a Revised Course Valdosta State University	
Date of Submission: 11/01/2016 (mm/dd/yyyy)	
Department Initiating Revision: MCL	Faculty Member Requesting Revision: Ofélia Nikolova
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) SPAN 3000 Intermediate Grammar	
List Current and Requested Revisions:	
Current: Course Prefix and Number: SPAN 3000 Credit Hours: 3 Course Title: Intermediate Grammar Pre-requisites: Prerequisites or corequisites: SPAN 2002 and SPAN 2011 Course Description: A study of selected lexical items and grammatical structures and concepts of the Spanish language. The course serves as an introduction to the major in Spanish.	Requested: Course Prefix and Number: SPAN 3000 Credit Hours: 3 Course Title: <u>Intermediate Grammar and Conversation</u> Pre-requisites: SPAN 2002 Course Description: A study of selected lexical items and grammatical structures and concepts of the Spanish language <u>along with development of speaking skills through conversation in the target language.</u> The course serves as an introduction to the major in Spanish.
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: each semester
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input checked="" type="checkbox"/> Improving student learning outcomes: More emphasis on conversation as it relates to grammar <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Adopting a more communicative approach <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: SPAN 2011 will no longer be offered.	

Plans for assessing the effectiveness of the course: tests, oral and written assignments

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Dept. Head: <i>Ofelia R. Nixobova</i>	Date: <i>12-12-16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 6, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 11/01/2016 (mm/dd/yyyy)

Department Initiating Revision: MCL	Faculty Member Requesting Revision: Fleming Bell
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SPAN 3010 Conversation and Composition

List Current and Requested Revisions:

<p>Current:</p> <p>Course Prefix and Number: SPAN 3010</p> <p>Credit Hours: 3</p> <p>Course Title: Conversation and Composition</p> <p>Pre-requisites: Prere SPAN 2002 or consent of the instructor..</p> <p>Course Description: Thematic approach to the study of speaking and writing, focusing on the development of the student's proficiency in spoken and written Spanish. Conversations will be based on com- municative situations which the student would encounter in the Spanish-speaking world. Written activities will enable the student to react to typical exchanges which require written responses.</p>	<p>Requested:</p> <p>Course Prefix and Number: SPAN 3010</p> <p>Credit Hours: 3</p> <p>Course Title: <u>Culture, Conversation and Composition</u></p> <p>Pre-requisites: Prerequisite: SPAN 2002 or consent of the instructor</p> <p><u>Course Description: Cultural approach to the improvement of writing and speaking skills in Spanish. The essays in the writing workshop and the class discussions will focus on the themes found in materials such as stories, films, or videos from the Hispanic world. Emphasis will be placed on Hispanic culture, vocabulary building, writing techniques, and problematic Spanish language structures</u></p>
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Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: Twice per academic year
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Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes: more emphasis on culture as it relates to conversation and composition

Adopting current best practice(s) in field: Increasing emphasis on communication

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: tests, oral cultural presentations, written essays

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Dept. Head: <i>Ofelia R. Nikolova</i>	Date: <i>12-12-16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 6, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 11/01/2016 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SPAN 3014 Language, Culture, and Advanced Conversation

List Current and Requested Revisions:

Current:
Course Prefix and Number: SPAN 3014
Credit Hours: 3
Course Title: Language, Culture, and Advanced Conversation
Pre-requisites: Prerequisite: SPAN 3012 or consent of instructor.
Course Description: Advanced practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business and healthcare. Conversational practice will focus upon discussing and debating how the historic and contemporary cultural realities of the Spanish-speaking world affect language and oral communication.

Requested:
Course Prefix and Number: SPAN 3014
Credit Hours: 3
Course Title: Language, Culture, and Advanced Conversation
Pre-requisites: SPAN 2002 or consent of instructor
Course Description: Advanced practice in both formal and informal discourse for communication in professional settings such as social services, law enforcement, business and healthcare. Conversational practice will focus upon discussing and debating how the historic and contemporary cultural realities of the Spanish-speaking world affect language and oral communication.

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
each semester

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)
 Improving student learning outcomes: More options for students to take conversation classes
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: SPAN 3014 is a part of the requirements for the Spanish for the Professions Certificate along with SPAN 3012. They need not be taken in any particular order. Removing SPAN 3012 as a prerequisite for SPAN 3014 will help students complete the requirements for

the certificate in a timely manner.

Plans for assessing the effectiveness of the course: tests, OPI, oral presentations

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Dept. Head: <i>Ofelia R. Nikolova</i>	Date: <i>12-12-16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 6, 2016

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-14-16 (mm/dd/yyyy)

Department Initiating Request:
MCL

Faculty Member Requesting:
Fleming Bell

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
SPAN 3300

Proposed New Course Title:
Introduction to Spanish Phonetics and Phonology

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Intr Sp Phonetics/Phonology

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
each semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: SPAN 2002 or consent of instructor. Introduction to the phonetics of the Spanish sound system and to the principles of phonological analysis and transcription. Emphasis is placed on the contrast between Spanish and English pronunciation of vowels and consonants, as well as on intonation and rhythm. Review of some dialectical variations in various areas of the vast Spanish speaking world.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes: Improving students' pronunciation and general oral skills.
- Adopting current best practice(s) in field: Emphasis on communication.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student communication
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. all
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPI, tests, projects
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Olga R. Nikolova</i>	Date: <i>12-12-16</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University
Faculty of Arts and Sciences
Department of Modern and Classical Languages

Course Syllabus for SPAN 3300

1. Course Information

Course Number and Sections	SPAN 3300-A
CRN	-----
Course Name	Spanish Pronunciation and Phonetics
Credits	03
Prerequisite	SPAN 2002
Class Time and Classroom Number	TBA

2. Instructor Information

Instructor

Office

Phone

E-mail

Office Hours

Course Description

Introduction to the phonetics of the Spanish sound system and to the principles of phonological analysis and transcription. Emphasis is placed on the contrast between Spanish and English pronunciation of vowels and consonants, as well as on intonation and rhythm. Review of some dialectical variations in various areas of the vast Spanish speaking world.

Textbooks: Teschner, Richard. *Camino Oral*. 2nd. Edition, Mc Graw Hill, 2000.

Stokes, Jeffery. *!Qué bien suena!* Houghton Miffling Co. 2005.

Reference Material Only: John Dalbor. *Spanish Pronunciation*, 3rd. edition. Holt, Rinehart and Winston, Inc. 1997. *CD ROM:* Patricia V. Lunn. *Pronunciación y fonética*. Michigan State University, 1999, and online resources.

Outcomes: Upon completion of the course students will refine their oral and written expression in Spanish by getting exposed to phonological concepts that parallel or contrast the English system. The

objective will be reached through class discussion; presentations and practice in phonetic transcription using recordings and textual materials to better understand phonological phenomena. This goal will be reached through the study and class discussion of the most critical components of Spanish sound system for speakers of English. ACTFL target level: Intermediate high /Advance Low for listening, speaking and writing.

Valdosta State General Education Outcomes can be found at:
<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

The Program outcomes for the Spanish program can be found at the following site:
<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this intermediate-high / advanced-low target level at
<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

Intermediate High / Advance Low Speaking

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though

Intermediate High / Advanced Low Writing

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of non-alphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCATE Program Standards	VSU General Education Outcomes	Major Outcomes
1	1,2,3,6	Formative oral activity Summative activity	1.a, 1.b	Area C	1, 2, 4
2	1,2,3,6	Formative oral activity	1.a, 1.b	Area C	1, 2, 3, 4

		Summative activity			
3	2,3,6	Formative oral activity Summative activity	1.a, 1.b,	Area C	1, 2, 4
4	1,4	Formative oral activity Summative written activity	1.b,1.c	Area C	1, 2, 3, 4
5	4	Formative oral activity Summative activity	1.b,c, 2.c	Area C	1,3,4,5
6	5	Formative oral activity Summative activity	2.b,c	Area C	3,4,7

***Comprehensive Assessment Rubric (To be completed for every student)**

	4	3	2	1
Task completion Self-directedness and thoroughness in fulfilling the requirements of the situation Score =	Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.	Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.	Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.	Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.
Comprehension and Interpersonal Communicative Strategies Active participation and responsiveness in conversation; Ability to clarify misunderstanding Score=	Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.	Almost always participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.	Often participates actively and responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.	Rarely participates actively or responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.
Vocabulary Appropriate, varied, and rich use of words in context Score =	Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.	Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.	Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.	Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.
Grammar Accurate word order, verb endings, noun/adjective agreement Score=	Consistently uses well-constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	Almost always uses well-constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	Often uses well-constructed sentences. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.	Rarely uses well-constructed sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.
Comprehensibility Degree to which the	Pronunciation is consistently correct, especially in terms of	Pronunciation is almost always correct. Some words are	Pronunciation is often correct. Many words are mispronounced,	Pronunciation is rarely correct. Most words are mispronounced, English is

language produced is understandable to a native speaker Score =	vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.	mispronounced, there is some English interference, but utterances are still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.	there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.	used, and most utterances are not understandable. Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.
Total raw score				

**This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at the Indiana University, Pennsylvania.*

Class participation: ATTENDANCE IS VERY IMPORTANT! Since foreign languages study is a cumulative process measured by daily evaluation, attendance is very important. Students are expected to be prepared and participate in all class activities showing motivation and interest and conducting presentations from research materials. Students who miss more than 10% of the class sessions without a documented excuse will receive a WF or F. (see Undergraduate Bulletin, p. 75). A portion of the class participation grade will be based on attendance.

Examinations: There will be a mid-term exam, weekly or bi-weekly quizzes (announced or unannounced/written and oral), 3 pronunciation assessment conferences, a semester project and a Final Exam. NO MAKE-UP will be giving: If you miss a Quiz, the mid-term Exam or the Final Exam without a documented excuse, your grade will be zero (0).

Individual Assessment Conferences: Since the ultimate purpose of this course is to help students identify and improve on typical pronunciation issues, up to three one on one conferences with the instructor will be scheduled in the semester, depending on students' individual needs. These conferences are intended to help students develop their speaking skills and be more aware of the phonetic systems of both Spanish and English. In these oral sessions students will either read different selections or improvise narrations, identifying and discussing with the instructor possible trouble areas to work on throughout the semester. Type and extension of the materials to be used will be discussed in class before every meeting.

Semester research project: After the first four weeks of the semester students are expected to seek out a native speaker of Spanish and discuss with the instructor plans to make **two** high quality four-minute recordings of that speaker's speech sample to study and analyze phonetic and dialectical materials. The recordings must be: one informal, unrehearsed monologue and one live telephone conversation with a friend or family in order to get a more casual speech sample. The topics chosen by the speaker for the first recording can be childhood, daily life, family, travel, cultural comparisons, a personal story, etc (Note: it should not be an interview), and for the second recording any casual but realistic topic. The informant's recordings and his/her two different registers will be the basis of the semester project, a phonological analysis of a variety of spoken Spanish. Obtain informant's permission to use the recording for research purposes, or have the person state so at the end of the recording. The finished project should be typed, double-spaced, MLA style and consisted of five parts:

1. Introduction: have a title and include a complete description, background and experience of the informant as well as general features of his/her dialectal area in country of origin. (1.5 pages)

2. Discussion of at least 4 relevant phonetic features to be analyzed (vowels and consonants cases), matching your own observations with those of researched articles and books. (2 pages)
3. Presentation of the phonetic corpus. Transcribed samples (taken from the recording) of the researched features, in the context they appear, should not exceed 1 page in length or equivalent if broken up in the narrative of the paper.
4. Conclusion: discuss your findings and compare them to those from your researched sources. Comment about your learning experience and overall awareness and progress. (1 page)
5. Bibliography: enter at least 5 books, articles and other materials used in the project (excluding online non-academic essays), and following MLA writing style guidelines from the current MLA Handbook. (1 page)

Students should start work on their term project by midterm and prepare a Power Point presentation of their project to be delivered in class on the 10th week of the semester.

Grading system:

Participation & Progress:	10%	A : 100-90
3 Conferences:	10%	B: 89-80
Quizzes:	20%	C: 79-70
Mid-term:	20%	D: 69-60
Semester project and presentation:	20%	
Final exam:	20%	

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Student Success Center (SSC): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students, including a specially designated tutor for graduate students. Call 333-7570 to make an appointment.

Academic Integrity: Please review the Valdosta State University statement on Academic Integrity: <http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php>. The statements and policies published in all sections of this site will be observed and enforced in this class.

SOI: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>

***Example of a Spring semester basic schedule-
important dates***

Fechas para recordar

Enero 13 Introducción

Febrero 12 primera conferencia

Marzo 5 *Midterm Exam*

19 segunda conferencia

Abril 16 tercera conferencia.

21 presentación del proyecto

30 último día de clase

Mayo 4 *Term paper due* (12:00 noon)

7 Final exam 10:15-12:15 p.m. (same classroom)

¡Felices vacaciones de verano!

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Request for a Revised Course Valdosta State University	
Date of Submission: 11/01/2016 (mm/dd/yyyy)	
Department Initiating Revision: MCL	Faculty Member Requesting Revision: Ofélia Nikolova
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) SPAN 4020 Advanced Conversation	
List Current and Requested Revisions:	
Current: Course Prefix and Number: SPAN 4020 Credit Hours: 3 Course Title: Advanced Conversation Pre-requisites: Prerequisite: SPAN 3010 or consent of the instructor. Course Description: Intensive approach to spoken Spanish at the advanced level with emphasis on increasing the speaking performance level of students and preparing them to take the exit assessment interview, the Oral Proficiency Interview, at the end of their program of study. SPAN 4020 may be repeated for a maximum of 4 hours credit.	Requested: Course Prefix and Number: SPAN 4020 Credit Hours: 3 Course Title: Advanced Conversation Pre-requisites: SPAN 3010 or consent of the instructor. Course Description: Intensive approach to spoken Spanish at the advanced level with emphasis on increasing the speaking performance level of students and preparing them to take the exit assessment interview, the Oral Proficiency Interview, at the end of their program of study. SPAN 4020 may be repeated for a maximum of <u>6</u> hours credit
Semester/Year to be Effective: immediately	Estimated Frequency of Course Offering: every semester
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: In the past, SPAN 4020 was a 2-credit hour course. When its credit hours were increased to 3, this was not reflected in the maximum credits for taking the course twice and they remained listed as 4.	

Plans for assessing the effectiveness of the course: tests, OPI, oral presentations

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Dept. Head: <i>Ofelija R. Nikolova</i>	Date: <i>12-12-16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 8, 2016

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Request for a Revised Course
Valdosta State University

Date of Submission: 11/01/2016 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SPAN 4990 Senior Seminar

List Current and Requested Revisions:

Current:

Course Prefix and Number: SPAN 4990
Credit Hours: 1
Course Title: Senior Seminar
Pre-requisites: Senior standing.
Course Description: Capstone course, focused on selected special topics, designed to help students synthesize their knowledge and reinforce the skills they have acquired as Spanish majors. Required of all Spanish majors.

Requested:

Course Prefix and Number: SPAN 4990
Credit Hours: 3
Course Title: Senior Seminar
Pre-requisites: Senior standing.
Course Description: Capstone course, focused on selected special topics, designed to help students synthesize their knowledge and reinforce the skills they have acquired as Spanish majors. Required of all Spanish majors.

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes: Graduating students need a more extensive capstone experience particularly in preparation for the OPI.

Adopting current best practice(s) in field: Senior Seminars in languages are offered usually as 3-credit hour courses.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Aligns with the French major Senior Seminar which is a 3-credit hour course.

Plans for assessing the effectiveness of the course: tests, OPI, oral and written presentations

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/14</i>
Dept. Head: <i>Ofelia R. Nixokoua</i>	Date: <i>12-12-16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 6, 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): Fall 2017

Degree & Program Name:
 (e.g., BFA, Art): Minor in Spanish

Present Requirements:

SPAN 2002 Intermediate Spanish Language and Hispanic Cultures II (if needed) **0-3**
Senior Curriculum **15-18**
SPAN 2010 & SPAN 2011 Intermediate Grammar and Intermediate Conversation **4**
Electives: Spanish courses numbered 3000 and above **11-14**
Total Hours **18**

Proposed Requirements (Underline changes after printing this form:

SPAN 2001
 Intermediate Spanish Language and Hispanic Cultures I (if needed) 0-3
 SPAN 2002
 Intermediate Spanish Language and Hispanic Cultures II (if needed) 0-3
SPAN 3000 Intermediate Grammar and Conversation 3
 Electives: Spanish courses numbered 3000 and above 9-15
Total Hours **18**

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: As they enter the minor earlier, students are more motivated to remain in the program.
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: SPAN 2001 is the last class for many students who take the language as a requirement. The pool of potential recruits is much larger here than in SPAN 2002. Drops as requirements courses that will no longer be taught. Aligns with the French minor starting course.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPI, WebCAPE tests, written essays

Approvals:

Department Head: <i>Ofezia R. Nikolov</i>	Date: <i>12-12-16</i>
College/Division Exec. Committee: <i>Cornie Richards</i>	Date: <i>12/13/16</i>
Dean(s)/Director(s): <i>Cornie Richards</i>	Date: <i>12/13/16</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

Area F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2017

Degree & Program Name:
(e.g., BFA, Art): BA in French Language and Culture Track

Present Requirements: Core Curriculum
60

Core Curriculum Areas A-E (See VSU Core Curriculum) 42

Core Curriculum Area F

FREN 1001

& FREN 1002

Beginning French Language and Introduction to Francophone Cultures, I

and Beginning French Language and

Introduction to Francophone Cultures, II

FREN 2001

& FREN 2002

Intermediate French Language & Francophone Cultures, I

and Intermediate French Language &

Francophone Cultures, II

FREN 2010

Intermediate Conversation

Foreign Language and Culture (2nd Foreign Language)

Electives from Area C and Area E Courses

Senior College Curriculum 60

Upper-Level Courses in French

FREN 3010

French Grammar and Composition 3

FREN 3150

French Culture and Civilization 3

or FREN 3160

Francophone Culture and Civilization

FREN 3200

Introduction to Literature 3

FREN 3250

Survey of French Literature 3

or FREN 3260

Survey of Francophone Literature

FREN 4010

Advanced Grammar and Composition 3

Proposed Requirements (Underline changes after printing this form):

Core Curriculum 60

Core Curriculum Areas A-E (See VSU Core Curriculum) 42

Core Curriculum Area F 18

FREN 1001

Beginning French Language and Introduction to Francophone Cultures, I 0-3

FREN 1002

Beginning French Language and Introduction to Francophone Cultures, II 0-3

FREN 2001

Intermediate French Language and Francophone Cultures I 0-3

FREN 2002

Intermediate French Language and Francophone Cultures II 0-3

Foreign Language and Culture (2nd Foreign Language) 0-12

Electives from Area C and Area E Courses 0-6

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior College Curriculum 60

Upper-Level Courses in French

FREN 2010 Intermediate Conversation 3

FREN 3001 French Conversation 3

or FREN 3002 French Composition

FREN 3150

French Culture and Civilization 3

or FREN 3160

Francophone Culture and Civilization

FREN 3200 Introduction to Literature 3

FREN 3250

Survey of French Literature 3

or FREN 3260 Survey of Francophone Literature

FREN 3300 French Phonetics and Phonology 3

FREN 4400		<u>FREN 4001 Advanced Conversation</u>	<u>3</u>
French Phonetics and Advanced Conversation		<u>FREN 4002 Advanced Composition</u>	<u>3</u>
3		FREN 4980 Community Practicum	1
FREN 4990 Senior Seminar	3	FREN 4990 Senior Seminar	3
FREN 4980 Community Practicum	1	Electives: 3000/4000-level course	<u>6</u>
Electives: 3000/4000-level course	12	Supporting Courses	
Supporting Courses		ESOL 4010	
ESOL 4010		Applied Linguistics for ESOL Teachers	3
Applied Linguistics for ESOL Teachers	3	2nd Foreign Language & Culture (may be taken in Areas C and F)	
2nd Foreign Language & Culture (may be taken in Areas C and F)		Electives	<u>0-12</u>
Total hours required for the degree	120	Total hours required for the degree	<u>11-23</u>
			<u>120</u>

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Puts more emphasis on building language skills and less on theory.
- Adopting current best practice(s) in field: More emphasis on communicative approach and individual coaching of oral skills
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Streamlines path to graduation. Aligns course numbers and descriptions with e-Languages Collaborative.

Summary of changes:

Moves FREN 2010 to senior curriculum
 Adds choice of FREN 3001 or FREN 3002 and drops FREN 3010
 Adds FREN 3300 and drops FREN 4400
 Adds FREN 4001 and drops two major elective courses
 Adds FREN 4002 and drops FREN 4010

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, wrtitten essays

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPIs, WebCAPE assessments, written essays

Approvals:

Department Head:	<i>Ofezia R. Nikolova</i>	Date: <i>12-12-16</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date: <i>12/13/16</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date: <i>12/13/16</i>
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): Fall 2017

Degree & Program Name:
 (e.g., BFA, Art): BA in French World Languages & Cultures

Present Requirements: Senior College Curriculum 60
Upper-Level Courses in French
FREN 2010
Intermediate Conversation 3
FREN 3010
French Grammar and Composition 3
FREN 3150
French Culture and Civilization 3
or FREN 3160
Francophone Culture and Civilization
FREN 3200
Introduction to Literature 3
FREN 3250
Survey of French Literature 3
or FREN 3260
Survey of Francophone Literature
FREN 4010
& FREN 4400
Advanced Grammar and Composition and French Phonetics and Advanced Conversation 6
FREN 4980
Community Practicum1
FREN 4990
Senior Seminar 3
FREN 3000- or 4000-level courses 6
ESOL 4010
Applied Linguistics for ESOL Teachers 3
Related Electives 26
Total hours required for the degree
120

Proposed Requirements (Underline changes after printing this form: Senior College Curriculum 60
Upper-Level Courses in French
FREN 2010 Intermediate Conversation 3
FREN 3001 French Conversation 3
or FREN 3002 French Composition
FREN 3150 French Culture and Civilization 3
or FREN 3160
Francophone Culture and Civilization
FREN 3200 Introduction to Literature 3
FREN 3250
Survey of French Literature 3
or FREN 3260
Survey of Francophone Literature
FREN 3300 French Phonetics and Phonology 3
FREN 4001 Advanced Conversation 3
FREN 4002 Advanced Composition 3
FREN 4990
Senior Seminar 3
FREN 3000- or 4000-level courses 3
ESOL 4010
Applied Linguistics for ESOL Teachers 3
Related Electives 27
Total hours required for the degree 120

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Puts greater emphasis on communication

- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Aligns course numbers and requirements with the e-Language partners.

Summary of changes:

Adds choice between FREN 3001 and FREN 3002 and drops FREN 3010

Adds FREN 3300 and drops FREN 4400

Adds FREN 4001 and drops one major elective course

Adds FREN 4002 and drops FREN 4010

Drops FREN 4980:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) OPI, WebCAPE tests, written essays

Approvals:

Department Head: *Ofelia R. Nikolaeva* Date: *12-12-16*

College/Division Exec. Committee: *Ernie Richards* Date: *12/13/16*

Dean(s)/Director(s): *Ernie Richards* Date: *12/13/16*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/01/2016 (mm/dd/yyyy)

Department Initiating Revision: MCL	Faculty Member Requesting Revision: Ofélia Nikolova
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
FREN 1001 Beginning French Language and Introduction to Francophone Cultures I

List Current and Requested Revisions:

<p>Current:</p> <p>Course Prefix and Number: FREN 1001</p> <p>Credit Hours: 3</p> <p>Course Title: Beginning French Language and Introduction to Francophone Cultures I</p> <p>Pre-requisites:</p> <p>Course Description: Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. FREN 1001 is not open for credit to students with two or more years of high school French or the equivalent.</p>	<p>Requested:</p> <p>Course Prefix and Number: FREN 1001</p> <p>Credit Hours: 3</p> <p>Course Title: Beginning French Language and Introduction to Francophone Cultures I</p> <p>Pre-requisites:</p> <p>Course Description: Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.</p>
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Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: each semester
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Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Under new regulations, the course is open for credit to all.

Plans for assessing the effectiveness of the course: tests, oral and written assignments

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>12/13/14</i>
Dept. Head: <i>Ofeiy R. Wilore</i>	Date: <i>12-12-16</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>12/13/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 8, 2016

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/04/2016 (mm/dd/yyyy)

Department Initiating Request:

MCL

Faculty Member Requesting:

Ofélia Nikolova

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

ARAB 1001

Proposed New Course Title:

Beginning Arabic Language and Introduction to Arabic Culture I

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Bg Arabic lang/Intr Cult I

Semester/Year to be Effective:

Fall 2017

Estimated Frequency of Course Offering:

every semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: n/a

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Arabic is one of the critical languages identified by the State Department and the National Security Education Program
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Before 2013 the course was only offered when we had a visiting Fulbright scholar who could teach it. In 2013 the department hired a lecturer who teaches both Arabic and French. Ms. Chakir has created steady offerings each semester of Arabic 1, 2, and 3 and has started a Study Abroad in Morocco. We are also considering an interdisciplinary minor in Middle Eastern Studies with a language requirement in Arabic.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs,
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) placement test in Arabic
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Opelia R. Nixolova</i>	Date: <i>12-12-16</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Modern and Classical Languages

College of Arts & Sciences

Valdosta State University

Fall Semester 2016: August 15 - December 9, 2016

Course Information

Course Name: ARAB 1001. Beginning Arabic and Introduction to Arabic Culture I

CRN :

Class Time:

Credits: 3

Prerequisite: None

Room:

Instructor Information

Instructor:

Office:

Department Phone:

Email:

Office Hours:

Response Times

Students can expect responses as follows:

- Email and phone: normally within 24 hours, or sooner if possible
- Assignment assessment / evaluation / grade: usually within 72 hours of submission.

Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

Start and End Dates

The course begins August 15, 2016 and ends December 9, 2016. See also VSU Calendars: (for example <https://www.valdosta.edu/about/events/welcome.php>)

Date of Final for this Class

The final dates are December 6-9, 2016. The final for this class is on December 7. See also the VSU Calendars, for example, especially the monthly views:

https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600

Holidays

There are three holiday periods this semester: Sept. 5 (Labor Day); October 10-11 (Fall Break), November 23-25 (Thanksgiving), which means that communication may be a bit limited around that holiday. Again, see the VSU Calendars at:

<https://www.valdosta.edu/about/events/welcome.php>

Dropping this Class

The final day to drop (or add) this class is THURSDAY, August 18, 2016. See the VSU Calendar at:

https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600

Withdrawing from this Class and Receiving a W

The final day to withdraw from this class and receive a W is Thursday, October 13, 2016 at noon EST. See the Calendar at: http://www.usg.edu/collaborative_program_services/calendar

Course Description

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural tradition.

Arabic 1001 is an elementary course designed to introduce learners of Arabic as a foreign language to the basic structures of Arabic. We will spend the first third of the semester familiarizing ourselves with the alphabet. After that we will focus on the four communication skills (reading, speaking, listening and writing).

Required Textbooks

- Kristen Brustad, Mahmoud al-Batal, and Abbas al-Tonsi. Alif Baa with DVDs: introduction to Arabic letters and sounds. Washington: Georgetown University Press, 2010.
- _____. Al-Kitaab fii ta'allum al'Arabiyyah with DVDs: A Textbook for beginning Arabic (Part One). Washington: Georgetown University Press, 2011.
- Cowan, J. M. (Ed.). (1994). Arabic-English dictionary: The Hans Wehr dictionary of modern written Arabic (4th ed.). Urbana, IL: Spoken Language Services.

Additional Resources

Listening: <http://www.laits.utexas.edu/aswaat/>

Media: <http://www.aljazeera.net/portal>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>

Course Objectives

This Arabic course seeks to develop in the students the basic linguistic skills, analytical skills, and cultural knowledge, which will enable them to appreciate the uniqueness of other cultures and to function in the Arabic speaking world.

Course Outcomes:

This course aims to develop language skills (reading, writing, speaking and listening) and cultural understanding at the Novice-Mid level of the ACTFL Guidelines for proficiency. As a result of completing this course, students will be able to

1. Recognize and produce the letters and sounds of the Arabic alphabet, and handwrite and type Arabic words with accuracy.
2. Engage in basic social interactions in a culturally appropriate manner.
3. Elicit and provide personal information relating to family, friends, and studies.
4. Have listening comprehension of short sentences, monologues, and dialogues relating to family, friends, and studies.
5. Read lists containing highly contextualized words and phrases on familiar topics.
6. Learn the basic of Arabic grammar.
7. Write short sentences about familiar topics.

The ACTFL levels goals for this course are as follows:

ACTFL refers to the American Council on the Teaching of Foreign Languages proficiency guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> And at: [Speaking, revised 1999; Writing, revised 2001]

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

ACTFL Proficiency Guidelines

Student proficiency (performance in the language) is measured according to the scale provided by the American Council on the Teaching of Foreign Languages. Upon successful completion of Arabic 1001, students should be able to perform at the **Novice Mid**.

Listening

Novice Low: At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

Novice Mid: At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Speaking

Novice Low: Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

Novice Mid: Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor=s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Reading

Novice Low: At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

Novice Mid: At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

Writing

Novice Low: Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

Novice Mid: Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCATE Program Standards	VSU General Education Outcomes
1	1,3	Formative written and oral activities Summative activity	1.a,1.b,1.c,3.a	Area C
2	1,2	Formative oral activity Summative activity	1.a,2.a	Area C
3	1,2	Formative Oral activity Summative activity	1.a,2.a	Area C
4	1,2	Formative oral activity Summative activity	1.a,1.b,1.c,2.a	Area C
5	1	Formative written activity Summative activity	1.a,1.b	Area C
6	1	Formative written activity Summative activity	1.a	Area C
7	1	Formative written activity summative activity	1.a	Area C

Grade Distribution

1. Exams: 15 %
2. Attendance and participation: 15%
3. Presentations: 10%
4. Homework: 15%
5. Quizzes: 10 %
6. Final Exam: 20%
7. Final Project: 15%

Exams: There will be several comprehensive exams throughout the semester. They will be announced well in advance.

Make-up exam/quiz: No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

Attendance policy: All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class--even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

Participation: Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

Presentations: You will do short presentations individually. You will talk about an aspect of the Arabic culture. Your presentation in **English** will be a total of 4-6 minutes, and will be interactive, will include questions for the class or activities related to your presentation. You will be evaluated on comprehensibility, creativity, content, and interaction with class. Please, be aware that if the student reads parts of the presentation, 50% will automatically be taken off of the grade.

Homework: Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

Late work: Generally, late work will not be accepted. All students **MUST** turn all assignments in on time in order to get credit. **If a student is absent, s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date.** Students must turn assignments in early when they know ahead of time that they will be absent.

Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

Quizzes: There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof a legitimate reason (VSU business, hospital admission, etc.)

Final Exam: The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

Final project: Each student will make a video of 3-4 minutes in which s/he will say few things about him/her in Arabic. This is your opportunity to create a suitable context where you can make use of the language you have learned.

Arabic Club/Arabic conversation table: In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUArabic>

How to succeed in this course

It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

What you can expect from the instructor

As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

What the instructor expect from you

In order to help the class functions smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute
3. Please don't talk to your neighbors, even to consult about the lesson

4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

Students With Disabilities

Access / Accessibility Statement:

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Academic Honesty

I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's Academic Integrity Code: "Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students Opinion of Instruction Statement

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email

notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Why it is important to learn Arabic

- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

Syllabus Acknowledgment

Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

TENTATIVE SCHEDULE:

Week 1: August 15- August 19

Monday: Introduction / discussing course objectives & syllabus.

Wednesday: Unit 1

Friday: Unit 1

Week 2: August 22- August 26

Monday: Unit 2

Homework Due: drill 1 p. 10 & drill 3 p. 13 Assignment 1

Wednesday: Unit 2

Friday: Unit 2

Week 3: August 29- September 02

Monday: Unit 3

Homework Due: drill 2 p. 27, drill 4 p. 31, drill 6, 7 p. 35, drill 11 p. 39, drill 13 pages 39, 40
Assignment 2

Wednesday: Unit 3

Friday: Unit 3

Week 4: September 07-Septembet 09

Monday: Labor Day- No classes

Wednesday: Unit 4

Homework Due: drill 1 p. 48, drill 2 p. 5, drill 3 p. 52, drill 7 p. 56, drill 8 p. 57, drill 10 p. 58
Assignment 3

Friday: Unit 4

Week 5: September 12 - September 16

Monday: Review & start Unit 5

Homework Due: drill 1 p. 67, drill 3 p. 70, drill 6 p. 79, drill 7 p. 79, drill 9 p. 84, drill 10 p. 85
Assignment 4

Wednesday, September 14 : Test 1

Friday: Unit 5

Week 6: September 19- September 23

Monday: Unit 5

Homework Due: drill 1 & 2 p. 93, drill 3 p. 95, drill 5 p. 99, drill Assignment 5

Wednesday: Unit 6

Friday: Unit 6

Week 7: September 26-September 30

Monday: Unit 6

Homework Due: drill 7 p. 103, drill 9 p. 105, drill 11 p. 106, drill 14 pages 109-110, drill 1 p. 118, drill 2 & 3 p. 121 Assignment 6

Wednesday: Unit 7

Friday: Unit 7

Week 8: October 03-October 07

Monday: Unit 7

Homework Due: drill 4 p. 123, drill 6 p. 124, drill 7 p. 125, drill 8 p. 127, drill 10 p. 128, drill 10 p. 128, drill 14 p. 134, drill 16 p. 136, drill 17 p. 137, drill 20 p. 140, drill 21 p. 141 Assignment 7

Wednesday: Unit 8

Friday: Unit 8

Week 9: October 12- October 14

Monday: Fall Break-No Classes

Wednesday: Unit 9

Homework Due: drill 1 p. 148, drill 2 p. 149, drill 3 p. 151, drill 4 p. 154, drill 7 p. 155, drill 9 p. 161, drill 1 p. 173, drill 2 p. 175, drill 3 p. 179 Assignment 8

Friday, October 14: Test 2

Week 10: October 17-October 21

Monday: Unit 9

Homework Due: drill 5 & 6 p. 180, drill 8 & 9 p. 187, drill 2 & 3 p. 197, drill 4 p. 198, drill 6 p. 199 Assignment 9

Wednesday: Unit 9

Friday: Unit 10

Week 11: October 24- October 28

Monday: Unit 10

Homework Due: drill 9 p. 203, drill 16 p. 209 Assignment 10

Wednesday: Review

Friday: Chapter 1 of Alkitaab

Week 12: October 31- November 04

Monday: Chapter 1

Homework Due: Ex. 1 p.4

Wednesday: Chapter 1

Friday: Chapter 1

Week 13: November 14- November 18

Monday: Review

Homework Due: Ex. 5 p. 8, ex. 11 p. 13, ex. 12 p. 15 Assignment 11

Wednesday, November 16: Test 3

Friday: Chapter 2

Week 14: November 21- November 25

Monday: Chapter 2

Homework Due: Ex. 14 p. 17, ex. 16 p. 18 Assignment 11

Wednesday: Script for the final projects

Friday: Thanksgiving Holidays

Week 15: November 28-December 01

Monday: Presentations on the culture

Homework Due: Ex. 1 pages 21-22, ex. 6 p. 26, ex. 7 p. 32, and ex. 9 p. 33 Assignment 12

Wednesday: Chapter 2

Friday: Review

Week 16: December 05- December 09

Monday: Final Project presentations

Tuesday, December 07: Final Exam

Enjoy the journey!

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/04/2016 (mm/dd/yyyy)

Department Initiating Request:
MCL

Faculty Member Requesting:
Ofélia Nikolova

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARAB 1002

Proposed New Course Title:
Beginning Arabic Language and Introduction to Arabic Culture II

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Beg. Arabic Lang/ Intro Cult II

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: n/a

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ARAB 1001 or the equivalent. A continuation of ARAB 1001 with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Arabic is one of the critical languages identified by the State Department and the National Security Education Program
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Before 2013 the course was only offered when we had a visiting Fulbright scholar who could teach it. In 2013 the department hired a lecturer who teaches both Arabic and French. Ms. Chakir has created steady offerings each semester of Arabic 1, 2, and 3 and has started a Study Abroad in Morocco. We are also considering an interdisciplinary minor in Middle Eastern Studies with a language requirement in Arabic.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs,
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) placement test in Arabic
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Ofeba R. Nkolova</i>	Date: <i>12-12-16</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Modern and Classical Languages

College of Arts & Sciences

Valdosta State University

Fall Semester 2016: August 15 - December 5, 2016

Course Information

Course Name: ARAB 1002 Beginning Arabic Language and Introduction to Arabic Culture II

CRN :

Class Time:

Credits: 3

Prerequisite: Arabic 1001

Room:

Instructor Information

Instructor: Office:

Department Phone: Office hours:

Response Times

Students can expect responses as follows:

- Email and phone: normally within 24 hours, or sooner if possible
- Assignment assessment / evaluation / grade: usually within 72 hours of submission.

Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

Start and End Dates

The course begins August 15, 2016 and ends December 5, 2016. See also VSU Calendars: (for example <https://www.valdosta.edu/about/events/welcome.php>)

Date of Final for this Class

The final dates are December 6-9, 2016. The final for this class is on December 7. See also the VSU Calendars, for example, especially the monthly views: https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600

Holidays

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<https://www.valdosta.edu/about/events/welcome.php>

Dropping this Class

The final day to drop (or add) this class is THURSDAY, August 18, 2016. See the VSU Calendar at:
https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600

Withdrawing from this Class and Receiving a W

The final day to withdraw from this class and receive a W is Thursday, October 13, 2016 at noon EST. See the Calendar at:
http://www.usg.edu/collaborative_program_services/calendar

Course Description

Prerequisite: ARAB 1001 or the equivalent. A continuation of ARAB 1001 with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Arabic 1002 is designed to help students learn basic reading, listening, speaking, writing skills, and grammar. The student will develop greater competency in understanding MSA in both its written and spoken forms, and in producing the language in writing and speech.

Required Textbooks

Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part One, Third Edition by K. Brustad et al., Georgetown University Press, July 2011.

DVD for Al-Kitaab, which comes packaged with your textbook.

A Dictionary of Modern Written Arabic. (Arabic-English) Hans Wehr. Ithaca, NY: Spoken Language Services, Inc., 1994.

Additional Resources

Media: <http://www.aljazeera.net/portal>

Listening: <http://www.laits.utexas.edu/aswaat/>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>

Course Objectives

To enable students to further consolidate their listening, reading, and writing skills in Modern Standard Arabic, as well as to enable them to communicate with native speakers of Arabic on elementary topics.

Course Outcomes

Upon successful completion of the course, students should be able to perform the following language functions:

1. Produce Arabic sentences.
2. Read simple, authentic texts on familiar topics and understand main ideas without use of a dictionary.
3. Speak about oneself and about family.
4. Present basic information on familiar topics using language they have practiced.
5. Write simple sentences related to everyday life.
6. Ask and answer simple questions.
7. Be familiar with some aspects of Arab culture and customs involved in everyday life.

The ACTFL levels goals for this course are as follows:

ACTFL refers to the **American Council on the Teaching of Foreign Languages** proficiency guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

And at: [Speaking, revised 1999; Writing, revised 2001]

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

ACTFL Proficiency Guidelines

Student proficiency (performance in the language) is measured according to the scale provided by the American Council on the Teaching of Foreign Languages. Upon successful completion of Arabic 1002, students should be able to perform at the **Novice High**.

Listening

Novice Mid: At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Novice High: At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Speaking

Novice Mid: Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the

particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor=s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice High: Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. □ □

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Reading

Novice Mid: At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

Novice High: At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Writing

Novice Mid: Writers at the Novice Mid sublevel can reproduce from memory a modest

number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Novice High: Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCA TE Program Standards	VSU General Education Outcomes
1	1,2	Formative written and oral activities Summative activity	1.a,1.b,1.c	Area C
2	1,2	Formative written activity Summative activity	1.a, 1.b, 1.c 2.a	Area C
3	1,2	Formative Oral activity Summative activity	1.a, 1.b, 2.a	Area C
4	1,2	Formative oral activity Summative activity	1.a,1.b, 2.a	Area C
5	1	Formative written activity	1.a,1.b	Area C

		Summative activity		
6	1,2	Formative written and oral activity Summative activity	1.a, 1.b, 2.a	Area C
7	1,2	Formative written activity summative activity	1.a, 1.b, 2.a, 2.b	Area C

Grade Distribution

Attendance and participation: 10%

Quizzes: 10%

Exams: 15%

Homework: 10%

Final Exam: 20%

Presentations: 10%

Oral Test: 10%

Final Project: 15%

Attendance policy: All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class--even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

Participation: Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

Quizzes: There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof a legitimate reason (VSU business, hospital admission, etc.)

Exams: There will be several comprehensive exams throughout the semester. They will be announced well in advance.

Make-up exam/quiz: No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

Homework: Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

Late work: Generally, late work will not be accepted. All students **MUST** turn all assignments in on time in order to get credit. **If a student is absent, s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date.** Students must turn assignments in early when they know ahead of time that they will be absent. Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

Final Exam: The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

Presentations: You will be asked to present about your family or friends. The presentation time must be as follows: 4 to 5 minutes. The presentations are in Arabic and all presentations are to be followed by questions.

When you give your presentation, you are expected to be presenting rather than reading notes. The use of notes must be kept to a minimum. Over reliance on these notes will lower your presentation grade heavily. You should see me a week before your presentation to discuss how you will present it.

Oral Test: At the end of the semester, you will sign up for an interview with the instructor. Topics will reflect materials covered in class, and throughout the semester we will practice conversational strategies.

Final project: You will make a video of 3-4 minutes in which you will describe what you eat in each meal. This is your opportunity to create a suitable context where you can make use of the language you have learned.

Arabic Club/Arabic conversation table: In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUArabic>

How to succeed in this course

It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

What you can expect from the instructor

As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

What the instructor expects from you

In order to help the class function smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute.
3. Please don't talk to your neighbors, even to consult about the lesson.
4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

Students With Disabilities

Access / Accessibility Statement:

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Academic Honesty

I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's Academic Integrity Code: "Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students Opinion of Instruction Statement

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Why it is important to learn Arabic

- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

Syllabus Acknowledgment

Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

Tentative Schedule

- | | |
|--------|---|
| Week 1 | Introduction to the class and reading the syllabus.
In-class revision activities |
|--------|---|

Listening, reading, writing and speaking activities.

Assignment 1: write 10 sentences about yourself to present it in the class.

- Week 2 Unit two: Ana fi' lan waheeda
Tuesday: Vocabulary p. 20
Thursday: Grammar p.26
- Week 3 Tuesday: Listening activity p. 33
Thursday: Grammar p. 27-28-29-30
Reading p. 35
- Week 4 **Tuesday: Test 1**
Thursday: 3 Unit three ('A'ilat waalidi)
Vocabulary p.40
- Week 5 Tuesday: Listening activity p. 60
Thursday: Grammar: al- Idaafa = "the constructed phrase."
Reading activity
- Week 6 Tuesday: Grammar: Possessive pronouns, p. 44
Thursday: Grammar pp. 38-39
- Week 7 **Tuesday: Test 2**
Thursday: Unit four (Kaiyfa Ahfath kul al-Asmaa'?)
Vocabulary p. 52.
- Week 8 Tuesday : Grammar p. 67 & reading
Thursday: Grammar pp. 74-75
- Week 9 Tuesday: No class (Fall Break)
Thursday: Listening p. 83
- Week 10 Unit four- continued:
Tuesday: Grammar p. 84
Thursday: Grammar the verbal sentence p.86
- Week 11 Tuesday: Grammar p. 81 & listening
Thursday : Unit five (Ataqs Har Jidan fi aSyf)
Vocabulary p. 92
- Week 12 Tuesday: Grammar p. 97
Listening p. 104
Thursday : Oral Presentations
- Week 13 Unit five-continued
Tuesday: Grammar p. 105
Thursday: Test 3
- Week 14 Tuesday: In-class writing activities p. 109
Thursday: Oral Test
- Week 15 Tuesday: In-class preparation for the final project
Thursday: In-Class preparation for the final project
- Week 16 **Tuesday: Final Project Presentations**
Thursday: Review

Enjoy the journey!

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/04/2016 (mm/dd/yyyy)

Department Initiating Request:
MCL

Faculty Member Requesting:
Ofélia Nikolova

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARAB 2001

Proposed New Course Title:
Intermediate Arabic Language and Culture I
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Intrm Arabic lang/ Cult I

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: n/a

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ARAB 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Arabic is one of the critical languages identified by the State Department and the National Security Education Program
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Before 2013 the course was only offered when we had a visiting Fulbright scholar who could teach it. In 2013 the departmen hired a lecturer who teaches both Arabic and French. Ms. Chakir has created steady offerings each semester of Arabic 1, 2, and 3 and has started a Study Abroad in Morroco. We are also considering an interdisciplinary minor in Middle Eastern Studies with a language requirement in Arabic.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs,
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) placement test in Arabic
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Ofezic R. Nokolovic</i>	Date: <i>12-12-16</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Modern and Classical Languages

College of Arts & Sciences

Valdosta State University

Fall Semester 2016: August 15 - December 5, 2016

Course Information

Course Name: ARAB 2001
CRN :
Class Time: 3
Prerequisite: Arabic 1002
Room:

Instructor Information

Instructor:
Department Phone:
Email: **Office Hours:**

Response Times

Students can expect responses as follows:

- Email and phone: normally within 24 hours, or sooner if possible
 - Assignment assessment / evaluation / grade: usually within 72 hours of submission.
- Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

Start and End Dates

The course begins August 15, 2016 and ends December 5, 2016. See also VSU Calendars: (for example <https://www.valdosta.edu/about/events/welcome.php>)

Date of Final for this Class

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<https://www.valdosta.edu/about/events/welcome.php>

Dropping this Class

The final day to drop (or add) this class is THURSDAY, August 18, 2016. See the VSU Calendar at:
https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600

Withdrawing from this Class and Receiving a W

The final day to withdraw from this class and receive a W is Thursday, October 13, 2016 at noon EST. See the Calendar at:
http://www.usg.edu/collaborative_program_services/calendar

Course Description

Prerequisite: ARAB 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Arabic 2001 is the third in a series of Arabic courses taught at VSU. The focus will be on the acquisition of more complex grammatical structures, expanding vocabulary, and developing competence in a wide range of communicative situations. Emphasis will be placed on developing reading, writing, listening, and speaking skills.

Required Textbooks

- Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part One, Third Edition by K. Brustad et al., Georgetown University Press, July 2011.
- DVD for Al-Kitaab, which comes packaged with your textbook.
- A Dictionary of Modern Written Arabic. (Arabic-English) Hans Wehr. Ithaca, NY: Spoken Language Services, Inc., 1994.

Additional Resources

Media: <http://www.aljazeera.net/portal>

Listening: <http://www.laits.utexas.edu/aswaat/>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>

Course objective

To enhance the students' abilities to converse on a variety of topics, narrate, and read authentic material in Arabic. Students will also learn almost all of the basic structures of Modern Standard Arabic. This knowledge will enable them to perform all the functions listed in Alkitaab (part I).

Course Outcomes

Upon successful completion of the course, students should be able to perform the following language functions:

1. Speak Arabic at the intermediate mid-level of proficiency (as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines) in vocabulary and expressions beyond the elementary level and the memorized utterance.
2. Write in simple sentences and phrases and most frequently use the present tense, although you will be able to narrate simple events in the past.
3. Handle simple "survival situations" in the target culture (e.g., ordering food, shopping, buying food, etc.)
4. Read consistently with increased understanding of simple, connected texts dealing with a variety of basic and social needs.
5. Listen and understand sentence -length utterances which consist of recombinations of learned utterances on a variety of topics.
6. Ask questions as well as answer them.
7. Gain more knowledge about the Arabic culture, including family, youth, hobbies, and food.

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this **intermediate-low to intermediate-mid** target level at

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

(Based on ACTFL Guidelines, <http://www.actfl.org>)

Listening

Intermediate Low: Understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate Mid: Able to understand sentence-length utterances which consist of recombination of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face

conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Speaking

Intermediate Low : Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate Mid: Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Reading

Intermediate Low: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate Mid: Able to read consistently with increased understanding of simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Writing:

Intermediate Low: able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively

in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols.

Intermediate Mid: are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCA TE Program Standards	VSU General Education Outcomes
1	2,3,4,5,6,7	Formative oral activity	1.a, 1.b	Area C
2	1,2,3,4,7,8	Formative written activity Summative activity	1.a, 1.b, 1.c	Area C
3	3,5,6	Formative Oral activity	1.a, 2,1.b	Area C
4	1,3,4,8	Formative written activity Summative activity	1.a, 1.b, 2.a	Area C
5	1,3,4,5,8	Formative oral activity Summative activity	1.a, 1.b, 2.a	Area C
6	3,5,6,7	Formative oral activity	1.b, 1.c	Area C
7	1,2,3,4,5,7,8	Formative oral activity summative activity	1.a, 1.b, 2.a, 2.b	Area C

Grade Distribution

1. Exams: 15%
2. Presentations: 10 %
3. Homework: 10%
4. Quizzes: 10 %
5. Attendance & Participation : 10 %
6. Oral test: 10 %
7. Final Project: 15 %
8. Final Exam: 20 %

Exams: There will be several comprehensive exams throughout the semester. They will be announced well in advance.

Make-up exam/quiz: No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

Presentations: Each student is responsible for preparing and presenting one oral presentation during the semester. This is a 7-minute presentation that may take the form of a speech, a news report, a poster session, a story, a skit, a cultural commentary, and or any form creatively designed by the student. Topics have to be approved by the instructor. The presentations are in Arabic and all presentations are to be followed by questions. When you give your presentation, you are expected to be presenting rather than reading notes. The use of notes must be kept to a minimum. Over reliance on these notes will lower your presentation grade heavily. You should see me a week before your presentation to discuss how you will present it.

Homework: Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

Late work: Generally, late work will not be accepted. All students MUST turn all assignments in on time in order to get credit. If a student is absent, s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date. Students must turn assignments in early when they know ahead of time that they will be absent. Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

Quizzes: There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof a legitimate reason (VSU business, hospital admission, etc.)

Attendance policy: All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class—even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

Participation: Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate

actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

Oral Test: At the end of the semester, you will sign up for an interview with the instructor. Topics will reflect materials covered in class, and throughout the semester we will practice conversational strategies.

Final project: You will make a video of 3-5 minutes in which you will talk about an Arabic country; you will describe the geographic location of the country, its weather, the cuisine, and the music. This is your opportunity to create a suitable context where you can make use of the language you have learned.

Final Exam: The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

Arabic Club/Arabic conversation table (extra credit): In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUArabic>

How to succeed in this course

It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

What you can expect from the instructor

As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

What the instructor expect from you

In order to help the class functions smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute.
3. Please don't talk to your neighbors, even to consult about the lesson.
4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

Students With Disabilities

Access / Accessibility Statement:

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Academic Honesty

I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's Academic Integrity Code: "Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students Opinion of Instruction Statement

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once

instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Why it is important to learn Arabic

- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

Syllabus Acknowledgment

Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

Tentative Schedule

Weeks	In class	Homework
Week 1:	<ul style="list-style-type: none"> • Introduction to class Syllabus discussion • Review units 5 	Write 12 sentences about yourself
Wee2 : Monday Wednesday Friday	Unit 5: Vocabulary of Unit 5 In class drill 4 A correction <input type="checkbox"/> Students describe the weather in different Arabic countries	Prepare unit 5 alkitaab Read and watch the story, come to class ready to discuss it
Week 3:	Unit 5:	Translate the sentences on

Monday	Conversation: In class drill 4 p. 95	Blazeview to practice grammar
Wednesday	Grammar p. 97	
Friday	Numbers	
Week 4: Monday	Unit 5: Labor day (No classes) Grammar p.104	Write about the activities you do using adverbs
Wednesday		
Friday	Numbers	
Week 5: Monday	Unit 5: Reading & Culture p. 110	Write about Hajj and Eid
Wednesday	Unit 6: Vocabulary	Write 10 sentences using the new vocabulary
Friday	Unit 6: Vocabulary & Ex. 3 p. 118	
Week 6: Monday	Unit 6: The story : Ana Khalid	Days of the week: come to class
Wednesday	Masdar in Arabic and drill Correction	memorizing the days a week
Friday	Translation p. 125 & speaking	writing a little paragraph of what you every day
Week 7: Monday	Unit 6: Reading p. 127 & Listening	Write about your hobbies
Wednesday	Grammar pp.128-129	Submit reading of the passage in p.133
Friday	Reading p. 131	
Week 8: Monday	Test 1	
Wednesday	Unit 7: Vocabulary	
Friday	Speaking: Drill 3 p. 138	Drill 1. P. 137
Week 9: Monday	Unit 7: No Classes (Fall Break)	
Wednesday		Listen to the story and do drill 13 p. 145
Friday	Reading & speaking	Translate the sentences in drill 143
Week 10:	Unit 7:	

Monday (Fall break)	Grammar p. 140	
Wednesday	The story p. 145	Do drill 17 p. 149
Friday	Reading a poem by Nizar Qabani Superlative p. 139	
Week 11 Monday	Test 2	Write 10 sentences using the new vocabulary Prepare the questions in drill 4 p. 155
Wednesday	Unit 8: Vocabulary	
Friday	Speaking :drill 4 p. 155	
Week 12 Monday	Unit 8: The story p. 120	Listen to the story at home and fill in the blanks
Wednesday	Presentations	
Friday	Grammar : past tense p. 157	Drill 1. P. 153
Week 13 Monday	Unit 8: Speaking & reading	Prepare for the Oral test
Wednesday	Oral test	Write about the pictures in p. 169
	Writing p. 169 & speaking	
Week 14 Monday	Unit 8 Grammar: Roots & Patterns p. 161	Write ten sentences using the new vocabulary
Wednesday	Test 3	
Friday	Unit 9: Vocabulary	
Week 15 Monday	Unit 9: Speaking: drill 4 p. 184	Drill 2 p. 183
Wednesday	Grammar p. 186	Write the script for your final project
Friday	Draft of the final project	
Week 16 Monday	Final Project Presentation	
	Review for the Final	

Wednesday Friday	Exam	
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Enjoy the journey!

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REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 12/04/2016 (mm/dd/yyyy)		
Department Initiating Request: MCL	Faculty Member Requesting: Ofélia Nikolova	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ARAB 2002	Proposed New Course Title: Intermediate Arabic Language and Culture II Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Intrm Arabic lang/Cult II	
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: every semester	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: n/a	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ARAB 2001 or the equivalent. A continuation of ARAB 2001 with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.		
<input type="checkbox"/> Improving student learning outcomes:		
<input checked="" type="checkbox"/> Adopting current best practice(s) in field: Arabic is one of the critical languages identified by the State Department and the National Security Education Program		
<input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:		
<input checked="" type="checkbox"/> Other: Before 2013 the course was only offered when we had a visiting Fulbright scholar who could teach it. In 2013 the department hired a lecturer who teaches both Arabic and French. Ms. Chakir has created steady offerings each semester of Arabic 1, 2, and 3 and has started a Study Abroad in Morocco. We are also considering an interdisciplinary minor in Middle Eastern Studies with a language requirement in Arabic.		
Source of Data to Support Suggested Change:		
<input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc.		
<input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests,		

portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs,
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) placement test in Arabic
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Olga R. Winkova</i>	Date: <i>12-12-16</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/13/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/13/16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Modern and Classical Languages

College of Arts & Sciences

Valdosta State University

Course Information

Course Name: ARAB 2002 Intermediate Arabic Lang/Cult II
CRN : 82771
Class Time:
Credits: 3
Prerequisite: Arabic 2001
Room:

Instructor Information

Instructor:
Office:
Department Phone:
Email:
Office Hours:

Response Times

Students can expect responses as follows:

- Email and phone: normally within 24 hours, or sooner if possible
- Assignment assessment / evaluation / grade: usually within 72 hours of submission.

Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

Course Description

Prerequisite: ARAB 2001 or the equivalent. A continuation of ARAB 2001 with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

This is the fourth semester of Modern Standard Arabic (MSA). This course is designed to develop further your proficiency in reading, writing, listening, and speaking. In order to do so, we will use a communicative, student-centered approach to learning Modern Standard Arabic (MSA). You are required to have successfully completed Arabic 2001 (or its equivalent) prior to registering.

Required Textbooks

- Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part One, Third Edition by K. Brustad et al., Georgetown University Press, July 2011.
- Brustad, Kristen, et. al. Al-Kitaab fii ta'allum al- 'Arabiyya: A Textbook for Arabic. Part two. Georgetown University, Washington DC. Third Edition 2013.
- A Dictionary of Modern Written Arabic. (Arabic-English) Hans Wehr. Ithaca, NY: Spoken Language Services, Inc., 1994.

Additional Resources

Media: <http://www.aljazeera.net/portal>

Listening: <http://www.laits.utexas.edu/aswaat/>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>

Course objective

This course tends to enable students to attain an intermediate high level proficiency level in all Arabic language skills. Students will expand their knowledge of grammar and sentence structures. They will continue building up an additional vocabulary repertoire. They will also develop their reading and listening skills using authentic material.

Course Outcomes

Upon successful completion of the course, students should be able to perform the following language functions:

1. Speak Arabic at the intermediate high-level of proficiency (as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines).
2. Narrate and describe at the paragraph level in various time frame.
3. Handle short social interactions in everyday situations, sometimes even when there is an unexpected complication

4. Read and understand short paragraphs.
5. Listen and understand paragraph -length utterances on a variety of topics.
6. Participate with ease and confidence in conversations on familiar topics.
7. Gain more knowledge about the Arabic culture.

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this

intermediate-mid to intermediate-high target level at

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

(Based on ACTFL Guidelines, <http://www.actfl.org>)

Listening

INTERMEDIATE HIGH

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

INTERMEDIATE MID

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Speaking

INTERMEDIATE HIGH

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to

maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

INTERMEDIATE MID

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Reading

INTERMEDIATE HIGH

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

INTERMEDIATE MID

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

Writing

INTERMEDIATE HIGH

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially

correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

INTERMEDIATE MID

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCAT E Program Standards	VSU General Education Outcomes
1	1,2,3,4	Formative oral activity	1.a, 1.b	Area C
2	2,5	Formative written activity Summative activity	1.a, 1.b, 1.c	Area C
3	1,2,3,4	Formative Oral activity	1.a,1.b, 2.a	Area C
4	1,2	Formative written activity Summative activity	1.a, 1.b, 1.c	Area C
5	1,2,3	Formative oral	1.a, 1.b, 2.a	Area C

		activity Summative activity		
6	1,2,3,4	Formative oral activity	1.a, 1.b	Area C
7	1,2,3,4,5	Formative oral activity summative activity	1.a, 1.b, 2.a	Area C

Grade Distribution

1. Exams: 15%
2. Presentations: 10 %
3. Homework: 10%
4. Quizzes: 10 %
5. Attendance & Participation : 10 %
6. Oral test: 10 %
7. Final Project: 15 %
8. Final Exam: 15 %
9. Journals: 5%

Exams: There will be several comprehensive exams throughout the semester. They will be announced well in advance.

Make-up exam/quiz: No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

Presentations: Each student is responsible for preparing and presenting one oral presentation during the semester. This is a 10-minute presentation that may take the form of a speech, a news report, a poster session, a story, a skit, a cultural commentary, and or any form creatively designed by the student. Topics have to be approved by the instructor .The presentations are in Arabic and all presentations are to be followed by questions. When you give your presentation, you are expected to be presenting rather than reading notes. The use of notes must be kept to a minimum. Over reliance on these notes will lower your presentation grade heavily. You should see me a week before your presentation to discuss how you will present it.

Homework: Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

Late work: Generally, late work will not be accepted. All students MUST turn all assignments in on time in order to get credit. If a student is absent,

s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date. Students must turn assignments in early when they know ahead of time that they will be absent. Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

Quizzes: There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof of a legitimate reason (VSU business, hospital admission, etc.)

Attendance policy: All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class--even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

Participation: Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

Oral Test: At the end of the semester, you will sign up for an interview with the instructor. Topics will reflect materials covered in class, and throughout the semester we will practice conversational strategies.

Final project: You will make a YouTube video of 5 minutes in the form of a commercial about a product that people can use in the Arab world. This is your opportunity to create a suitable context where you can make use of the language you have learned.

Final Exam: The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

Journals: Starting the second week of classes each student will be required to write a weekly journal entry in order for all to be able to assess their language progress. The instructor will assign specific topics. Students are expected to incorporate into their journals new vocabulary and grammatical structures learned in class during the preceding weeks. By the end of the semester, students should be able to see the progress that they have made in their language ability.

Arabic Club/Arabic conversation table (extra credit): In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in

comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUARabic>

How to succeed in this course

It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

What you can expect from the instructor

As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

What the instructor expect from you

In order to help the class functions smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute.
3. Please don't talk to your neighbors, even to consult about the lesson.
4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

Students With Disabilities

Access / Accessibility Statement:

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Academic Honesty

I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's Academic Integrity Code: "Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students Opinion of Instruction Statement

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Why it is important to learn Arabic

- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

Syllabus Acknowledgment

Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

TENTATIVE SCHEDULE

Week 1 Introduction to the class and reading the syllabus.

In-class revision activities

Listening, reading, writing and speaking activities.

Speaking

Week 2 Unit 11:

Monday: Vocabulary p. 226/ conversation p. 230

Wednesday: Grammar p.233

Friday: The story p. 232 (you listen to the story at home and discuss it in class)

Week 3 Monday: Grammar p. 237

Wednesday: Reading p.244

Friday: Unit 12: Vocabulary p. 246 & Conversation p. 251

Week 4 Monday: Labor Day Holiday

Wednesday: Grammar p. 253

Friday: Listening p. 256

Week 5 Monday: Grammar p. 257

Wednesday: Grammar p. 258

Friday: Writing p. 265

Week 6 Monday: Test 1

Wednesday: Unit 13: Vocabulary p. 268 & Conversation p. 285

Friday: Grammar p. 277

Week 7 Monday: Listening p. 281

Wednesday: Grammar p. 282

Friday: Reading

Week 8 Monday: Unit 1 (part II) Vocabulary p. 34 & Conversation p. 40

Wednesday: Writing p. 46

Friday: Grammar p. 47

Week 9 Monday: Columbus Day Fall Break

Wednesday: Grammar p. 54

Friday: Listening p. 60

Week 10 Monday: Grammar p. 57

Wednesday: Reading p. 69

Friday: Test 2

Week 11 Monday: Unit 2 : Conversation p. 80 & Grammar p. 82

Wednesday: Listening p. 91

Friday: Grammar p.92

Week 12 Monday: Grammar p. 99

Wednesday: Reading p. 102

Friday: Grammar p. 106

Week 13 Monday: Unit 3 : Conversation p. 116

Wednesday: Grammar p. 119

Friday: Grammar p.167

Week 14 Monday: Test 3
Wednesday: Listening p. 130
Friday: Grammar p.131
Week 15 Monday: Oral Interview
Wednesday: Thanksgiving Holidays
Friday: Thanksgiving Holidays
Week 16 Monday: Presentations
Wednesday: Reading p. 142
Friday: Translation p. 130
Week 17 Monday: Presentations of Final Projects

Enjoy the journey!