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

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

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

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| A.1. [Course or program](#bookmark=id.30j0zll) | **102 Elementary Italian, French, Portuguese, Spanish II** | | | |  |
| [Replacing](#bookmark=id.2et92p0) |  | | | |
| A. 1b. Academic unit | Faculty of Arts and Sciences | | | |  |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: | revision | | | | |  |
| A.3. [Originator](#bookmark=id.4d34og8) | Eliani Basile, Silvia Oliveira, David Ramirez | [Home department](#bookmark=id.2s8eyo1) | Modern Languages | | |
| A.4. [Context and Rationale](#bookmark=id.17dp8vu) Must include additional information listed in smart tip for all [new programs](#bookmark=id.tyjcwt). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | Modern Languages would like to offer Elementary Italian, French, Portuguese, and Spanish II as part of the **Language/Literature category** created for the revised General Education program. These Elementary 102 courses will fulfill the Written Communication (WC) and the Critical and Creative Thinking (CCT) Learning Outcomes while new Learning Outcomes are developed for this new category.  The inclusion of Elementary 102 courses in Italian, French, Portuguese, and Spanish in the revised General Education program will provide RIC students with the opportunity to continue the study of languages that have deep cultural and historical roots in New England and hold significant relevance in the United States and abroad. Offering access to sustained language instruction in these community languages is also a way to acknowledge the linguistic diversity of our student body and support, from the Gen. Ed. curriculum, RIC's commitment to be a college that values DEI and prepares its students for the diversity of the communities they serve. Additionally, the skills students learn in language courses, at all levels of instruction, can be put to immediate use in some disciplines, enhance students’ academic performance across the curriculum ([see ACTFL Opening Statement](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/opening-statement)), and contribute to the development of their literacy skills ([see ACFTL on literacy](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/literacy-language-learning)).  All language courses at RIC employ a communicative approach that allows students to develop their language skills (speaking, reading, writing, listening) in real and meaningful contexts. Class instruction is always in the target language. **At the Elementary 102 level**, students learn vocabulary used to describe physical and abstract concepts. They also learn to describe and narrate in present and paste tenses. Students’ increasing control of grammatical structures enables them to create short texts in the form of messages, notes, and emails. Finally, students continue to explore the cultural linguistic diversity of the target language through music, art, literature, and other cultural manifestations. | | | | |
| A.5. [Student impact](#bookmark=id.3rdcrjn)  Must include to explain why this change is being made? | The inclusion of Elementary 102 courses in the new literature/language category will expand the opportunities for language learning for students who have a professional, cultural, or personal interest in these community languages and have some previous knowledge. RIC has a very diverse community of Heritage Learners. Heritage Learners who have received some formal instruction in the language will also benefit from this inclusion. Finally, adding 102 courses to the literature/language category will incentivize both heritage and second language learners to further develop their language skills by starting a language minor. Language minors at RIC begin at the 113 level. | | | | |
| A.6. [Impact on other programs](#bookmark=id.3tbugp1) | **None** | | | | |
| A.7. [Resource impact](#bookmark=id.28h4qwu) | [*Faculty PT & FT*](#bookmark=id.nmf14n): | **None** | | | |
| [*Library*:](#bookmark=id.37m2jsg) | **None** | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **None** | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | **None** | | | |
| [*Facilities*](#bookmark=id.1mrcu09): | **None** | | | |
| A.8. [Semester effective](#bookmark=id.35nkun2) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#bookmark=id.35nkun2) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](about:blank) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

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

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

|  | Old ([for revisions only](#bookmark=id.2lwamvv)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#bookmark=id.1ksv4uv) | ITAL 102, FREN 102, PORT 102, SPAN 102 | ITAL 102, FREN 102, PORT 102, SPAN 102 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.44sinio) | Elementary Italian, French, Portuguese, Spanish II | Elementary Italian, French, Portuguese, Spanish II |
| B.4. [Course description](#bookmark=id.2jxsxqh) |  |  |
| B.5. [Prerequisite(s)](#bookmark=id.z337ya) |  |  |
| B.6. [Offered](#bookmark=id.111kx3o) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  |  |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) |  |  |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  |  |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |

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

| B.17**.** [**Course learning outcomes**](#bookmark=id.2p2csry)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.4k668n3)**, if relevant** | [**How will each outcome be measured?**](#bookmark=id.2zbgiuw) |
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| **Written Communication**.  Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context. |  | Writing is one of the four main linguistic skills students continue to learn and develop at the beginning 102 language level.  Students regularly use primary sources in the target language and authentic cultural artifacts (realia, artworks, music, etc.) to produce various forms of written communication (touristic guides, historical timelines, restaurant menus, job ads/applications, letters, interviews, and short narratives). At this level, students use writing to describe and provide information about their immediate environment, and to narrate past events using regular and irregular verbs. They also learn about the different purposes of writing, usage of grammar, and organization through peer review, collaborative writing activities, and midterm and final exams with open questions. These uses of writing are relevant in the professions and can immediately be used outside the classroom. |
| **Critical and Creative Thinking.** Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning. |  | At the 102 level, students use the target language to formulate open questions exploring alternative perspectives of the topics discussed in class (professions, celebrations, childhood memories, domestic activities). They also analyze authentic cultural artifacts (realia, artwork, music, newspapers, literary texts) through guided discussions of traditions and social norms from the target language countries or cultures. Additionally, students create a final project (with expanded vocabulary and grammar) presenting one aspect of a country or culture that uses the target language (arts, politics, social issues, geography, traditions). This outcome is assessed through in-class writing assignments, oral presentations,, final cultural project, group discussions, and midterm and final exams with open questions. |

| B.18. [**Topical outline**](#bookmark=id.147n2zr)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
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| Elementary 102 courses in Italian, French, Portuguese, and Spanish are organized around an interactive, inclusive, and student-centered communicative methodology to deepen the students four language skills—listening, speaking, reading, and writing—within a meaningful cultural context. Elementary 102 courses are taught in the target language. **As a reference, below is topical outline from an Italian 102 course**.  Topic 1. *Presentazione del corso e ripasso* [Introduction and review]  Subtopic 1a. Review of articles, singular/ plural, verbs *essere* and *chiamarsi*  Subtopic 1b. Review of -*are* and -*ere* verbs; possessive adjectives  Subtopic 1c. Descriptions of people and objects  Subtopic 1d. An Italian show in Netflix  Topic 2. *Tecnologia e moda* [Technology and fashion]  Subtopic 2a. Describe technology and clothing, talk about electronic communication and shopping  Subtopic 2b. Past perfect with verb *avere*; -ere and -ire verbs; irregular verbs.  Subtopic 2c. Disjunctive pronouns  Subtopic 2d. Italian business culture: the fashion industry; Milano  Topic 3. *Buon appetito*!  Subtopic 3a. Past perfect with verb *essere*  Subtopic 3b. Direct and indirect object pronouns  Subtopic 3c. Describe flavors, talk about meals, foods, and grocery shopping  Subtopic 3d. Gastronomy and art; Emilia-Romagna  Topic 4. *La salute e il benessere*  [Health and well-being]  Subtopic 4a. The imperfect tense; imperfect vs past perfect  Subtopic 4b. Talk and write about daily routines, health and well-being  Subtopic 4c. Reflexive verbs; *ci* and *ne*.  Subtopic 4d. Italian health system; il Trivento  Topic 5. *Casa dolce casa* [Home sweet home}  Subtopic 5a. Talk and write about home, chores, appliances  Subtopic 5b. Diacritical marks  Subtopic 5c. Time expressions; double object pronouns  Subtopic 5d. Italian islands (Sardegna and Sicilia); Italian architecture |

## **G. Signatures**

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

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

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

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

| Name | Position/affiliation | [Signature](#bookmark=id.1v1yuxt) | Date |
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