Term Information

Effective Term	Spring 2023
Previous Value	*Autumn 2021*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Seeking approval as a foundation level course in the new Social and Behavioral Sciences GE category.

What is the rationale for the proposed change(s)?

The current FRIT 3301 course fits well in the new Social and Behavioral Sciences Foundations category. We have tweaked the course so that it more explicitly

meets the ELOs and are now seeking approval as a foundation level course in the new Social and Behavioral Sciences GE category and the Embedded

Literacies for Qualitative Data Analysis area effective SP23.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	French and Italian
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3301
Course Title	Discovering Second Language Acquisition
Transcript Abbreviation	Discovering SLA
Course Description	This course introduces undergraduate students to the exciting field of second language acquisition. This course is ideal for language learners who wish to reflect on and improve their own language learning experience, for those who desire to become language instructors, and for anyone who simply has an interest in languages. Taught in English.
Previous Value	*Introduces undergraduates to second language acquisition (SLA), how children and adults learn new languages. Students explore contemporary approaches to SLA and evaluate the effectiveness of various language-teaching practices. Taught in English.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Previous Value	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0114
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	*Sophomore, Junior, Senior*

Requirement/Elective Designation

Social and Behavioral Sciences

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand contemporary approaches to Second Language Acquisition
- Understand what consitutes a good empirical study in Second Language Acquisition
- Articulate research questions to examine an aspect of Second Language Acquisition
- Evaluate language teaching practices

Content Topic List

- Language acquisition and children
- Adult Second Language Acquisition
- Critical period
- Psycholinguistic approaches
- Individual differences
- Socio cultural approaches
- Effects of language instruction
- Taught in English

Sought Concurrence   No

Attachments

- FR 3301 GE Syllabus Feb 7.pdf: Syllabus

  (Syllabus. Owner: Afanasyeva,Sofya)

- FRIT 3301_ge-foundations-submission.pdf: GE Foundations ELOs

  (Other Supporting Documentation. Owner: Afanasyeva,Sofya)

- FR major Curriculum map rev 1-19-2022.docx: French major curriculum map

  (Other Supporting Documentation. Owner: Afanasyeva,Sofya)

- FFS Curriculum Map rev 1-19-2022.docx: French and Francophone Studies Curriculum Map

  (Other Supporting Documentation. Owner: Afanasyeva,Sofya)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva,Sofya	02/16/2022 12:45 PM	Submitted for Approval
Approved	Willging,Jennifer	02/16/2022 02:57 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/24/2022 04:56 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/24/2022 04:56 PM	ASCCAO Approval

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THE OHIO STATE UNIVERSITY

SAMPLE SYLLABUS FRIT 3301

Discovering Second Language Acquisition
Spring 202X
Tu/Th 9:35-11:55

COURSE OVERVIEW

Instructor

Instructor: Wynne Wong

Email address: wong.240@osu.edu

Phone number: 614-292-4938

Office hours: TBA

Course Description

Do you like languages? Are you currently learning a language and wish to understand how to learn it better? Do you hope to teach languages one day? Second Language Acquisition (SLA) is a field that is devoted to understanding and explaining the processes that underlie the learning of another language after one has already acquired a first language. How does second language acquisition happen? How do we create a new linguistic system in our heads? How does having access to SLA impact one's opportunities for education, employment and other societal factors? This course introduces undergraduate students to the exciting field of second language acquisition. This course is ideal for language learners who wish to reflect on and improve their own language learning experience, for those who desire to become language instructors, and for anyone who simply has an interest in languages.

General Education Course Objectives
This course satisfies the *Social and Behavioral Sciences* and the *Embedded Literacies for Qualitative Data Analysis* areas of the General Education curriculum.

The goals and expected learning outcomes are as follows:

Foundation: Social and Behavioral Sciences			
Goals	**Expected Learning Outcomes**	**Related Course Content**	**Assignments related to ELOs**
Goal 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry.	**Successful students will be able to…** 1.1 Explain basic facts, principles, theories and methods of social and behavioral science.	**In this course, students will…** Learn about different theories of second language acquisition and evaluate how these theories can explain or cannot explain different aspects of second language acquisition.	Course readings; self-assessment quizzes; discussion forums; final project
	1.2 Explain and evaluate differences, similarities and disparities among institutions, organizations, cultures, societies and/or individuals using social and behavioral science.	Learn about how individual difference factors such as age, aptitude, intelligence, learning styles, and levels of motivation can impact second language acquisition. Students will consider how access to second language acquisition impacts one's opportunities for education, employment, and other societal factors. Students will also consider how the status of individuals' native languages can impact their access to successful second language acquisition.	Course readings; self-assessment quizzes; discussion forums; final project (if students choose to study these topics)
Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.	**Successful students will be able to…** 2.1 Analyze how political, economic, individual, or social factors and values impact social structures, policies and/or decisions.	**In this course, students will…** Examine research that deal with the social contexts of language learning including attitudes toward native and additional languages. Students will consider how sociopolitical and socioeconomic factors shape decisions concerning the types of language learning opportunities that are available to different learners.	Course readings; self-assessment quizzes; discussion forums; final project (if students choose to study these topics)
	2.2 Evaluate social and ethical implications of social scientific and behavioral research.	Reflect on how research in second language acquisition from both cognitive and sociocultural perspectives have impacted pedagogical practices in language teaching over the course of history. Students will see how advances in research are transforming the standards used to measure successful second language acquisition.	Course readings; self-assessment quizzes; discussion forums;
	2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.	Create a lesson and design language learning activities that are grounded in research and theory in second language acquisition. Students will critically reflect on their application of research in the design and teaching of their lesson.	Demo teaching lesson
Embedded Literacies: Qualitative Data Analysis			
Goal 1B: Successful students develop skills in drawing conclusions and critically evaluating results based on data.	**Successful students will be able to…** 1.1B Explain the utility of different approaches to qualitative data analysis.	**In this course, students will…** Conduct a research project on a topic of second language acquisition and justify the methodological approach used to answer the research question(s).	Final project
	1.2B Apply key methods and tools in qualitative data analysis.	Conduct a research project on a topic of second language acquisition that involves the use of qualitative methods such as direct observation, surveys, and interviews for data analysis.	Final project
	1.3B Interpret the results of qualitative data analysis to answer research questions.	Interpret the data collected for their research project to answer the research questions.	Final project
	1.4B Evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects.	Complete CITI training for Human Subjects Protection for Social and Behavioral Sciences	Completion of CITI certification

This course fulfills these goals by asking students to examine theory and research in second language acquisition from both cognitive and social perspectives. In addition to learning about cognitive processes that underlie how new languages are acquired, students will also learn about how the social and political contexts of language learning can impact one's access to and one's ultimate success in acquiring a new language. Through creating a demo language lesson, students will have the opportunity to put theory into practice and critically reflect on their application of research in the design and teaching of their lesson. Through conducting a mini research project, students will have the opportunity to investigate a question or an issue of second language acquisition that is of interest to them using responsible research practices.

Course learning outcomes

By the end of this course, …

1. You will gain a deeper understanding of SLA by exploring the following questions:
   - Is second language acquisition like first language acquisition?
   - Does the first language help or get in the way of SLA?
   - Why do children become universally native-like, but second language learners seem not to?
   - Why do we make errors in a second language (or at least appear to)?
   - Is there a best way to teach languages?
   - I took 4 years of Spanish and got all As so why am I not fluent?
   - What's the difference between learning two languages from birth as opposed to learning a second language later in life?
   - What about individual differences like motivation and aptitude?
   - *Why do I still have an accent?*
   - What social variables (e.g., socioeconomic, sociopolitical, psychosocial) impact SLA?
   - How does access to SLA impact opportunities for education, employment, and other societal factors?

   2. You will learn how to design pedagogical activities based on the knowledge you will gain about SLA.

   3. You will successfully conduct a mini research project related to an issue of SLA.

HOW THIS COURSE WORKS

Mode of delivery: This course is delivered in person in the classroom.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation expectations:

Regular attendance is essential to the success of this class. You are expected to prepare carefully for class by reading/preparing all the assigned work indicated in your syllabus before class. You are also expected to actively participate in class discussions including those led by your peers. Please see "Class Requirements" section for more information on how participation will be graded.

COVID-19 Absence Policy: Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodations. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: <ins>Student Advocacy</ins>, <ins>Student Life Disability Services</ins> and the <ins>Office of Institutional Equity.</ins>

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

<ins>For purchase</ins>:

- Hummel, Kirsten M. (2014). *Introducing Second Language Acquisition.* Oxford: Wiley/Blackwell Press.

<ins>In Carmen</ins>:

Brown, H.D., & Gonzo, S. (1995). Understanding second language acquisition research. In H.D. Brown and S. Gonzo (Eds.), *Readings on second language acquisition* (pp. 13-54). Prentice Hall.

Cook, V. (1999). Going beyond the native speaker in language teaching, *TESOL Quarterly, 33(2),* 185-209.

Lavoie, C., Mark, M-P., & Jenniss, B. (2014) Indigenizing vocabulary teaching: An example of multiliteracies pedagogy from Unamen Shipu. *Diaspora, Indigenous, and Minority Education, 8(4),* 207-222.

Norton, B., & Toohey, K. (2001). Changing perspectives on good language learners. *TESOL Quarterly, 29(1),* 307-22.

Norton Pierce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly, 29(1),* 9-31.

Sayer, P., Martínez-Prieto, D., & Carvajal de la Cruz, B. (2019). Discourses of white nationalism and xenophobia in the U.S. and their effect on TESOL professionals in Mexico. *TESOL Quarterly, 53(3),* 835-844.

Shoiry, E. (2018). Is Bill 101 responsible for the declining high school graduation rates? https://elizabethshoiry.com/bill-101-quebec-graduation-rate/

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation	10%
Self-assessment quizzes	10%
Discussion forums	10%
Discussion leader	5%
Class observation	10%
Teaching demo	15%
Midterm	15%
Completion of CITI human subjects protection course (Social and behavioral sciences)	10%
Final project & oral presentation	15%
Total	**100**

See course schedule for due dates.

CLASS REQUIREMENTS

Participation (10%):

Regular attendance and participation in class activities are essential for success in this class. You are expected to prepare carefully for class by reading/preparing all the assigned work indicated in your syllabus before class. You are also expected to actively participate in class discussions including those led by your peers.

You will receive a daily participation grade.

Unsatisfactory 0-5		Below Expectations 6-7		Meets Expectations 8-9		Impressive 10	
One or more unexcused absences. Rarely speaks or only speaks when called on.		Attends class but does not participate or volunteer much. Rarely speaks or only speaks when called on.		Attends class and participates/volunteers consistently and meaningfully.		Attends class and participates/volunteers frequently and meaningfully. Contributes new and/or interesting ideas to move discussion forward.	
Not attentive and/or unprepared.		Not always attentive. Sometimes not well prepared.		Attentive, engaged, and prepared.		Attentive, engaged, and prepared.	
Uses electronic devices during class for non-class related purposes.		Uses electronic devices during class for non-class related purposes.		Does not use electronic devices in class for non-class purposes.		Does not use electronic devices in class for non-class purposes.	
Not always on task or not engaged during pair/group work.		Not always on task or not engaged during pair/group work.		On task and engaged during pair/group work.		On task and engaged during pair/group work.	
							/10

If you must be absent due to reasons related to Covid-19, please contact me ASAP for an alternative participation assignment.

Self-assessment Quizzes (10%):

Brief self-assessment quizzes based on the textbook's readings are assigned in Carmen. You will have three attempts to arrive at the correct answer. See Carmen for due dates.

Discussion Forums (10%):

Discussion forums are assigned in Carmen. In addition to posting your responses, you are required to respond meaningfully to at least one of your peers' responses.

	Unsatisfactory 0	Meets Some Expectations 1-2	Meets Most Expectations 3-4	Meets All Expectations 5
Response to question is thorough and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
Response to peers' posts is meaningful and on time. Shows thought and reflection. Demonstrates mastery of readings/discussions.				
				TOTAL: / 10

Discussion Leader (5%):

Everyone has his/her own ideas about how languages are acquired. When we study SLA, we begin to see that what we once thought about how SLA happens may not always be accurate. You will lead the class in a discussion (10 minutes max) on a topic from your reading or some other topic (maybe something that you got from a lecture or a research study that you read) that you found intriguing that has enhanced your knowledge of SLA. In other words, what did you discover about SLA that intrigued you? Use the following questions to help you prepare your discussion:

- What is the topic?
- Why did you find this topic interesting?
- Is this topic something new for you or is it something you have read about or had knowledge of before? (Note: During the discussion, you may want to find out if your peers had the same idea about SLA before reading about this topic or hearing about this topic from you.)
- Did what you read or learn contradict/dispel previous ideas you had about SLA, or did it reinforce what you previously thought about SLA?
- How might you apply this new knowledge to either teaching or to your own language learning experience?

Please let me know what your topic is at least 48 hours before the discussion to make sure the topic is ok and has not already been selected by your peers.

Grading Rubric for Discussion Leader	Range	Score
Summary of content (5 pts) • *Excellent*: Summary is clear, complete, concise, coherent, and flows well. Summary transitions nicely into discussion with class. • *Very Good/Good:* Overall, summary is clear, complete or mostly complete but could be improved. Could be more coherent and/or concise. • *Needs Work:* One of more aspects needs serious work or does not meet expectations.	5 3-4 1-2	
Discussion leading skills (5 pts) • *Excellent:* Discussion leader was clear, coherent, interesting, and dynamic. • *Good to Very Good:* Overall adequate but could be clearer, more interesting, more coherent, and /or more dynamic. • *Needs Work:* Needs to be clearer/more coherent. Not interesting. Not dynamic.	5 3-4 1-2	
Ability to involve the group in active discussion (3 pts) • *Excellent:* Able to involve group in active discussion with great ease. • *Very Good/Good*: Adequately able to get students to participate in discussing article. • *Needs Work*: Has some difficulty getting students to participate in discussing article.	3 2 1	
Quality of comments and questions for class (5 pts) • *Excellent:* Comments/questions show excellent critical reading/understanding of information. Interesting and thought-provoking questions for peers. • *Very Good/Good:* Comments/questions show adequate critical reading/understanding of information. Questions for peers are adequate but could be more interesting and thought-provoking. • *Needs Work*: Does not show adequate comprehension and/or critical reading of information. Questions for peers are not adequate.	5 3-4 1-2	
Instructions followed and required questions addressed (2 pts) • *Excellent* • *Good* • *Poor*	2 1 0	
TOTAL		/ 20

Class observation (10%):

You will observe one language class (beginning or intermediate level; any language) and answer questions about what you observed based on what you have learned about SLA in this course. The class you observe may be an on-line or in-person class. See Carmen for specific questions. You must turn in your observation report no later than 1 week after your scheduled observation.

Teaching demo (15%):
You will teach one 10-minute language classes to your peers. You may work with a peer if you wish. See assignment details in Carmen.

Midterm Exam (15%):
There is one midterm exam for this course. The first portion is a timed open-book exam on Carmen and the second portion is a take-home essay.

CITI Basic Human Subjects Protection Course (10%):
All investigators and key personnel who participate in the design, conduct, and/or reporting of human subjects research (including exempt research) must be appropriately trained in the protection of human subjects. You must complete this online course by week 7 and submit your completion certificate in Carmen. To access the course, visit https://orrp.osu.edu/irb/training-requirements/citi/

Final Project & Oral Presentation (15%):
You will conduct a mini research project on a topic of SLA. You may do your own project or work with someone in class. You will present this project during the last week of class. See suggested topics and details in Carmen.

Participation in Final Project Presentations
During the last week of class, your participation grade will be based on your engagement and reflection during peers' project presentations. You will reflect on six of your peers' presentations. Your reflection must include the following information: (1) The topic and the presenters of the project, (2) how this presentation enriched your understanding of SLA, (3) limitations of the project, and (4) any ideas for future research on the topic presented. See template in Carmen. Length of this participation assignment is 750-1000 words.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-

67 –69.9: D+
60 –66.9: D
Below 60: E

Connect with the Department of French and Italian

As you learn about the exciting topics featured in this course, we encourage you to enhance your studies by connecting with the Department of French and Italian. The department has a French Club and an Italian Club, and organizes a variety of events throughout the year including scholarly lectures, music performances, and film screenings. Stay in touch with us via Twitter at @FRIT_OSU or via Facebook at facebook.com/fritatosu!

 If you really love your class, consider adding a major or minor. The Department of French and Italian offers four majors and two minors, through which you will discover the appreciation of other cultures, become bilingual, widen your career opportunities, and gain valuable skills. We offer study abroad programs in Québec, Canada; Dijon, Montpellier, Nantes and Paris, France; Bologna, Lecce and Siena, Italy; and Dakar, Senegal for all levels of language proficiency. The department holds an annual scholarship competition with awards that can be used towards tuition or study abroad. We would also be happy to help you make a plan for double majoring. Learn more about Why Study French or Italian at frit.osu.edu/ug.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Self-assessment quizzes:** You may use your textbook to complete these quizzes.
- **Midterm exam**: You must complete the midterm yourself, without any external help or communication. You may use your textbook and notes. For the take-home portion, you may also use your textbook and notes, but you may not consult anyone for help. If any part of the exam is unclear, please direct questions to me.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration**: The course includes opportunities for formal collaboration with your peers. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct,

so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information
- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

Student Services

For an overview of and contact information for the student advising services offered on the OSU main campus go to http://advising.osu.edu

For an overview of and contact information for general student services offered on the OSU main campus go to https://contactbuckeyelink.osu.edu/

COURSE SCHEDULE

Please see Carmen for homework assignments and specific due dates.

Week	TOPICS	READINGS/ASSIGNMENTS
Week 1 **Tue**	Introduction to course	
Thu	First language acquisition First language vs second language acquisition	Ch 2: First language acquisition (2.0 - 2.6) (Ch 2 self-assessment questions due by 9 am) ("Your First Words": Complete discussion forum by Friday 11: 59 pm)
Week 2 **Tue**	Language learning contexts - Naturalistic vs instructed - Different types of bilingual programs - To maintain or not maintain the L1?	Ch 3: Language learning contexts (3.0 - 3.4) (Ch 3 Self-assessment questions due by 9 AM) ("Getting the best out of study abroad": Complete discussion forum by Friday 11:59 pm)
Thu	Language learning contexts (continued) - The impact of access on SLA	Norton, B., & Toohey, K. (2001). Changing perspectives on good language learners. *TESOL Quarterly, 29(1),* 307-22.

Week 3 Tue	Theoretical perspectives - Contrastive analysis - Error Analysis - Universal Grammar - Sociocultural approach	Ch 4: Theoretical perspectives: Past and present (4.1-4.4; 4.6) (Ch 4 Self-assessment questions due by 9 AM) ("Cross linguistic influence" : Complete discussion forum by Friday 11 :59 pm)
Thu	Theoretical perspectives: The Monitor Model/Input Hypothesis	Ch 4: Theoretical perspectives: The Monitor Model/Input Hypothesis (4.5) ("Krashen's model" : Complete discussion forum by 11 :59 pm)
Week 4 Tue	Theoretical perspectives: Cognitive approaches - Information Processing/cognitive approach - Skill Acquisition Theory - Interaction approach - Input processing - Emergentism and usage-based approaches	Ch 5: Theoretical perspectives: Cognitive approaches (5.1 - 5.7)
Thu	Affective factors Social dynamics, power relationships, and SLA	Lavoie, C., Mark, M-P., & Jenniss, B. (2014) Indigenizing vocabulary teaching: An example of multiliteracies pedagogy from Unamen Shipu. *Diaspora, Indigenous, and Minority Education, 8(4),* 207-222. Sayer, P., Martínez-Prieto, D., & Carvajal de la Cruz, B. (2019). Discourses of white nationalism and xenophobia in the U.S. and their effect on TESOL professionals in Mexico. *TESOL Quarterly, 53(3),* 835-844. (Complete discussion forum by Friday at 11 :59 pm)

Week 5 Tue	SLA, social identity, and power relationships	Norton Pierce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly, 29(1),* 9-31.
Thu	Teaching approaches and instructional issues Historical and current perspectives	Ch 6: Teaching approaches and instructional issues (6.1 - 6.2) (Ch 6 Self-assessment questions due by 9 AM)
Week 6 Tue	Teaching approaches and instructional issues Classroom instructional issues	Ch 6: Teaching approaches and instructional issues (6.3 - 6.4) ("Using the target language" : Complete discussion forum by Friday at 11 :59 pm)
Thu	Research methodologies in behavioral and social sciences	Brown, H.D., & Gonzo, S. (1995). Understanding second language acquisition research. In H.D. Brown and S. Gonzo (Eds.), *Readings on second language acquisition* (pp. 13-54). Prentice Hall.
Week 7 Tue	Individual meetings for final project this week No class	Complete CITI training
Thu	Individual meetings for final project this week No class	Complete CITI training
Week 8 Tue	Teaching Demo	Lesson plan and teaching materials due.
Thu	Teaching Demo	Lesson plan and teaching materials due.
Week 9 Tue	Teaching Demo	Lesson plan and teaching materials due.
Thu	Teaching Demo	Lesson plan and teaching materials due.
Week 10 Tue	Spring break No class	
Thu	Spring break No class	
Week 11 Tue	Midterm due at 5 pm	

Thu	Class Observations – No class Note that you do not need to do your class observation on this day. You have the day off to make up for the time you are observing the class.	
Week 12 Tue	Second language development	Ch 7: Second language development (7.1-7.5) (Ch 7 Self-assessment questions due by 9 AM)
Thu	The age factor - The critical period hypothesis Film « Genie. » https://dai.ly/x3i5x05	Ch 8: The age factor (8.1-8.3) (Ch 8 Self-assessment questions due by 9 AM)
Week 13 **Tue**	The age factor - Age of arrival and age of onset of learning	Ch 8: The age factor (8.4-8.6) ("No accent!": Complete discussion forum by Friday 11 :59 pm)
Thu	Individual differences	Ch 9: Individual differences (9.1-9.8) (Ch 9 Self-assessment questions due by 9 AM)
Week 14 **Tue**	Bilingualism and Multilingualism	Ch 10: Bilingualism and Multilingualism (10.1-10.6) (Ch 10 Self-assessment questions due by 9 AM)

Thu	SLA, Language Policy, and Standards of Success	Cook, V. (1999). Going beyond the native speaker in language teaching, *TESOL Quarterly, 33(2),* 185-209. Shoiry, E. (2018). Is Bill 101 responsible for the declining high school graduation rates? https://elizabethshoiry.com/bill-101-quebec-graduation-rate/ <mark>(Complete discussion forum by Friday 11 :59 pm)</mark>
Week 15 Tue	Final Project Presentations	
Th	Final Project Presentations	<mark>(Complete final discussion forum by 11 :59 pm)</mark>

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Curriculum Map French Major - Undergraduate[1]SEP B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
All courses are FR (French) unless designated as FRIT (French and Italian).

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
3101	I	I	I		I
Elective courses in English					
2501 (GE)	B			B	B
2801 (GE)	B			B	B
2802 (GE)	B			B	B
2803.01 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
FRIT 3054 (GE)	I			I	I
<mark>FRIT 3061 (GE)</mark>	I			I	I
FRIT 3301	I			I	I
3801 (GE)	I			I	I
4690	A	(A if in a French-speaking context)	(A if in a French-speaking context)		A
FRIT 5051	A			A	
FRIT 5061	A			A	A
5702	A			A	A
Elective courses in French					
3102	I	I	I		
3103	I	I	I		
3201	I	I	I		I
3202	I	I	I	I	I
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3570	I	I	I		I
3701	I	I	I	I	I

Curriculum Map French Major - Undergraduate [1] SEP B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
All courses are FR (French) unless designated as FRIT (French and Italian).

4100	A	A	A	A	A
4401	A	A	A	A	A
4402	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	A	A	A	A	
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5401	A	A	A	A	A
5403	A	A	A	A	A
5701	A	A	A	A	A

French and Francophone Studies Major Curriculum Map

Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic   I = intermediate A = advanced

Courses are FR unless designated otherwise.

	Goal 1	**Goal 2**	**Goal 3**
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101(H)	I	I	
3101	I	I	
Elective FR or FRIT courses taught in English			
2501 (GE)	B		
2801 (GE)	B		
2802 (GE)	B		
2803.01 (GE)	B		
FRIT3052 (GE)	I		
FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3061 (GE)	I		
FRIT3301 (GE)	I		
3801 (GE)	I		
4690	A	(A if in a French-speaking context)	

IT5051	A		
FRIT5061	A		
5702	A		
Elective FR courses taught in French			
3102	I	I	
3103	I	I	
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3570	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5701	A	A	
Extra-departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
5957.02	A		A
Film Studies:			
3660	I		I
4640	A		A

4650	A		A
4670H	A		A
4895	A		A
Geography:			
5601	A		A
History:			
2203	B		B
2302	B		B
2303	B		B
3249	I		I
3250	I		I
3263	I		I
3270	I		I
3301	I		I
3304	I		I
3306	I		I
3308	I		I
3552	I		I
3798.06	I		I
History of Art:			
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000	B		B
3350	I		I
4515	A		A
4534	A		A
4800	A		A
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Arabic:			
2241	B		B
2702	B		B
Near Eastern Languages and Cultures:			
3201	I		I

3501	I		I
Philosophy:			
3230	I		I
3261	I		I
5261	A		A
Political Science:			
3290	I		I
3596	I		I
3910	I		I
4200	A		A
4210	A		A
4214	A		A
4332	A		A
4285	A		A