

AMERICAN SIGN LANGUAGE 19201

COURSE TITLE: Elementary ASL I

SEMESTER: Summer 2017

PROFESSOR: Staff

1. Short description of the contents of the course, manner of presentation, level of approach:

This course provides an introduction to:

- A. American Sign Language (ASL), the language used by the Deaf community in the United States and by those with whom they interact.
- B. The culture of the U.S. Deaf community.

Students will develop beginning receptive and expressive skills in ASL, involving such areas as number usage, basic time and money concepts, fingerspelling, and basic questions, statements, and negations. This class is conducted in ASL with supplemental mime, drawing, etc.

This is an immersion class. Voicing is not permitted during class time. If you persist in voicing in class, you may be asked to leave.

2. Textbooks and secondary reading:

Smith, C., Lentz, E., and Mikos, K. – Signing Naturally Level 1, Units 1-6, Student Set – San Diego, CA: DawnSign Press.

Students purchasing used books are advised to make sure that the DVD is included with the text.

3. Examinations, papers, reports:

Class attendance/participation/application
Deaf community social visits
Journals
Written paper
Homework
Quizzes
Exams (midterm and final)
Dialogue presentations

Interaction with the deaf community is highly recommended.

AMERICAN SIGN LANGUAGE 19202

COURSE TITLE: Elementary American Sign Language II

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SEMESTER: Summer 2017

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PROFESSOR: Staff

1. Short description of the course contents, manner of presentation, level of approach:

Prerequisite: ASL 19201

Students will continue to develop basic receptive and expressive skills in ASL, building up to being able to tell a basic short story/sequence of events; initiate, maintain (using signed feedback), end and interrupt conversations appropriately; describe objects, room arrangements, and simple maps; and give directions to things and places. Additionally, the student will begin to use signing space as a spatial map for referencing, and use non-manual markers to compare and contrast concepts and to role-shift. Students will also become familiar with various forms of electronic communication within the deaf community, and will participate in group events within the deaf community.

This is an immersion class conducted in ASL; voicing is not permitted during class time. If you persist in voicing in class, you may be asked to leave.

2. Textbooks and secondary reading:

Smith, C., Lentz, E., and Mikos, K. – Signing Naturally Level 1, Units 1-6, Student Set – San Diego, CA: DawnSign Press.

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Students purchasing used books are advised to make sure that the DVD is included with the text.

3. Examinations, papers, reports:

Class attendance/participation/application
Deaf community social visits
Journals
Written paper
Homework
Quizzes
Exams (midterm and final)
Dialogue presentations

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Interactions with the Deaf community are highly recommend.

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AMERICAN SIGN LANGUAGE 29201

SEMESTER: Summer 2017

COURSE TITLE: Intermediate American Sign Language I

PROFESSOR: Staff

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1. Short description of the course contents, manner of presentation, level of approach:

Prerequisite: ASL 19202

Students will have direct instruction in the structure of ASL (sentence and question forms, tense markers, use of classifiers as adjectives, adverbs, pronouns, subject-verb agreement), and will increase the length and complexity of storytelling and conversational skills. Additionally, students will become more familiar with diversity within the Deaf community, and will also participate in group activities within the Deaf community.

This class is primarily conducted in ASL although English may be used at times. If you persist in voicing in class at inappropriate times (as defined by your instructor), you may be asked to leave.

2. Textbooks and secondary reading:

Smith, C., Lentz, E., and Mikos, K. 2014. Signing Naturally, Units 7-12 Student Workbook. San Diego, CA: DawnSign Press. ISBN 978-1-58121-221-1.

Smith, C., Lentz, E., and Mikos, K. 2014. Signing Naturally, Level 2 Student Set. San Diego, CA: DawnSign Press. ISBN 978-1-58121-131-3.

3. Examinations, papers, reports:

Class attendance/participation/application
Quizzes
Homework
Exams (midterm and final)
Dialogue presentations
Deaf community visitations

Interactions with the Deaf community -are highly recommended.

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AMERICAN SIGN LANGUAGE 29202

SEMESTER: Summer 2017

COURSE TITLE: Intermediate American Sign Language II

PROFESSOR: Staff

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1. Short description of the course contents, manner of presentation, level of approach:

Prerequisite: ASL 29201

Students will examine in greater depth the use of verbs in American Sign Language, and inflections for time regularity and distribution. Expressive and receptive storytelling and conversational skills will increase in complexity, with greater use of details, description and characterization. Additionally, students will be involved in a community service project, providing a hands-on experience using ASL within a community setting. This class is primarily conducted in ASL, although English may be used at times.

2. Textbooks and secondary reading:

Smith, C., Lentz, E., and Mikos, K. 2014. Signing Naturally, Level 2 Student Set. San Diego, CA: DawnSign Press. ISBN 978-1-58121-131-3

3. Examinations, papers, reports:

Class attendance/participation/application

Journal

Quizzes

Homework

Exams (midterm and final)

Recorded and live presentations

Deaf community visitations/deaf community service

Project and presentation

Interactions with the [Deaf](#) community [-are](#) highly recommended.

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CLASSICS 21201

COURSE TITLE: English Words from Classical Elements

SEMESTER: Summer Intersession 2017

PROFESSOR: Sarah Harvey

1. Short description of the contents of the course, manner of presentation, level of approach:

The approach of this course is to increase and enrich students' English vocabulary. This is accomplished by a systematic study of the "roots" that have come into English from Latin and Greek, the two languages upon which the greatest part of our language's words are based. The "roots" to be studied are of three types: "bases," which contain the central meaning of the word, "prefixes" and "suffixes."

In general, we will study those Latin elements that have contributed to our everyday vocabulary as well as Greek elements found in scientific or technical vocabularies.

2. Textbooks and secondary reading:

Donald Ayers – English Words from Latin and Greek Elements – 2nd Ed., U. of AZ Press ISBN 978-0816508990

Dictionary with word etymologies (e.g. Webster's New World Dictionary)

3. Examinations, papers, reports:

Assessments online using Blackboard Learn

CLASSICS 21404

COURSE TITLE: The Greek Achievement

SEMESTER: Summer 2017

INSTRUCTOR: Staff

1. Short description of the contents of the course, manner of presentation, level of approach:

This course provides a general survey of the ancient Greek world, including its history, literature, culture and society from the Bronze Age to the Hellenistic period. As a completely online course, it will utilize Blackboard Learn as its platform.

2. Textbooks and secondary reading:

The Greeks: An Introduction to Their Culture (Peoples of the Ancient World), Robin Sowerby (Author), Routledge – 3rd Ed, 2013. ISBN 978-0415727297

The Essential Homer: Selections from the Iliad and the Odyssey, Homer (Author), Stanley Lombardo (Editor) – Hackett Publishing, 2000. ISBN 978-0872205406

Greek Tragedies, Volume 1, David Grene & Richmond Lattimore (Eds.) – University of Chicago Press, 3rd Ed., 2013. ISBN 978-0226035284

Other readings will be provided online.

3. Examinations, papers, reports:

Required quizzes
several written assignments

CLAS 21405 The Roman Achievement

SEMESTER: Summer I, 2017

PROFESSOR: Brian K. Harvey

1. Short description of the contents of the course, manner of presentation, level of approach:

This course is an introduction to the ancient Roman world. Throughout the course, you will learn what a typical day was like for an ancient Roman. You will also explore what the study of Roman culture can tell you about your own modern culture. This is an asynchronous web course delivered through the Blackboard Learn learning management system (LMS). In each learning module, you will work through a series of tasks including assigned readings, listening to narrated lecture presentations, watching videos, and completing graded quizzes and assignments.

2. Textbooks and secondary reading:

Daily Life in Ancient Rome, B. Harvey (ISBN 978-1585107957)

Roman Lives: Ancient Life from Inscriptions, B. Harvey (978-1585101146)

The Golden Ass, Apuleius (ISBN 978-0140435900)

3. Examinations, papers, reports:

Syllabus Quiz

Pre- and Post-Test

Lesson quizzes

3 written assignments

2 multimedia assignments

CLAS 21405 The Roman Achievement

SEMESTER: Summer Intersession, 2017

PROFESSOR: Sarah M. Harvey

1. Short description of the contents of the course, manner of presentation, level of approach:

This course is an introduction to the ancient Roman world. Throughout the course, you will learn what a typical day was like for an ancient Roman. You will also explore what the study of Roman culture can tell you about your own modern culture. This is an asynchronous web course delivered through the Blackboard Learn learning management system (LMS). In each learning module, you will work through a series of tasks including assigned readings, listening to narrated lecture presentations, watching videos, and completing graded quizzes and assignments.

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Roman Lives: Ancient Life from Inscriptions, B. Harvey (978-1585101146)

The Golden Ass, by Apuleius (ISBN 978-0140435900)

3. Examinations, papers, reports:

Syllabus Quiz

Pre- and Post-Test

Lesson quizzes

3 written assignments

2 multimedia assignments

ITALIAN 15201

ELEMENTARY ITALIAN I

SEMESTER: Summer I, 2017

PROFESSOR: Stephanie Siciarz

1. Short description of the contents of the course, manner of presentation, level of approach:

This course is designed to provide you with the foundations of elementary-level Italian, gradually building your knowledge of vocabulary and grammatical elements. Through a series of contextualized communicative activities, you will develop speaking, writing, listening and reading skills, as well as a familiarity with Italian regions and culture. You will be able, **and required**, to discuss this information—and talk about yourself, your interests, and your daily activities—in elementary-level Italian. You will also actively apply your accumulated skills to group/pair work and to the writing of short dialogues and compositions.

This course will cover Chapters 1-5 in the required text (see below). At the end of the course you will be able to:

- communicate in Italian at an elementary level, using the present tense to discuss yourself and your personal interests;
- understand the grammatical elements of elementary-level Italian;
- gradually incorporate new vocabulary and grammar to discuss daily experiences;
- write short dialogues and short compositions in Italian;
- comprehend the main ideas in short, cultural readings about Italy.

2. Textbooks and secondary reading:

Textbook: *Avanti! 3rd Ed.* by Aski & Musumeci, (McGraw-Hill)

Online workbook/components: “Connect” and “LearnSmart.”

The above materials (textbook and access code to online components) can be purchased as a bundle from the campus bookstore (ISBN: 978-0073521015). **Failure to acquire required course materials will result in a class grade of F.**

3. Examinations, papers, reports:

There will be five chapter tests, a written final exam, and an end-of-semester oral exam.

ITALIAN 15202

ELEMENTARY ITALIAN II

SEMESTER: Summer III, 2017

PROFESSOR: Stephanie Siciarz

1. Short description of the contents of the course, manner of presentation, level of approach:

This course is designed to further provide you with the foundations of elementary-level Italian, gradually building your knowledge of vocabulary and grammatical elements. Through a series of contextualized communicative activities, you will develop speaking, writing, listening and reading skills, as well as a familiarity with Italian regions and culture. You will be able, **and required**, to discuss this information—and talk about yourself, your interests, and your daily activities—in elementary-level Italian. You will also actively apply your accumulated skills to group/pair work and to the writing of short dialogues and compositions.

This course will cover Chapters 6-10 (plus the first grammar section of Chapter 11) in the required text (see below). At the end of the course you will be able to:

- communicate in Italian at an elementary level, using the present, past, and future tenses to discuss yourself and your personal interests;
- understand the grammatical elements of elementary-level Italian;
- gradually incorporate new vocabulary and grammar to discuss daily experiences;
- write short dialogues and short compositions in Italian;
- comprehend the main ideas in short, cultural readings about Italy.

2. Textbooks and secondary reading:

Textbook: *Avanti! 3rd Ed.* by Aski & Musumeci (McGraw-Hill)

Online workbook/components: “Connect” and “LearnSmart.”

The above materials (textbook and access code to online components) can be purchased as a bundle from the campus bookstore (ISBN: 978-0073521015). **Failure to acquire required course materials will result in a class grade of F.**

3. Examinations, papers, reports:

There will be five chapter tests, a written final exam, and an end-of-semester oral exam.

ITALIAN 25201 INTERMEDIATE ITALIAN I

SEMESTER: Summer I, 2017

PROFESSOR: Stephanie Siciarz

1. Short description of the contents of the course, manner of presentation, level of approach:

This course is designed to build on the foundations of Elementary Italian, further increasing your knowledge of vocabulary and grammatical elements. Through a series of contextualized communicative activities, you will develop speaking, writing, listening and reading skills. Through online resources and readings in the text, you will learn about Italy and the Italian culture. You will be able, **and required**, to discuss this information—and talk about yourself, your interests, and your daily activities—in intermediate-level Italian. You will also actively apply your accumulated skills to group/pair work and to the writing of short compositions.

This course will cover Chapters 3, 4, 5, and 6 in the required text (*see below*). At the end of the course you will be able to:

- communicate in Italian at an intermediate level, comfortably using all types of past tenses and the present tense to discuss yourself and your interests, and to function in an Italian-speaking environment;
- use the imperative tense to make formal and informal demands and give instructions/directions;
- write short dialogues and compositions;
- read and understand the literary past tense (*passato remoto*) and cultural material in the text;
- comprehend native speech in predictable or familiar language situations/conversations;
- develop strategies for reading and understanding authentic texts in Italian;
- develop cultural awareness to serve as a context for a deeper understanding of the Italian language.

2. Textbooks and secondary reading:

Ponti: Italiano terzo millennio, 3rd Ed. by Tognazzi & Cavatorta (Heinle Cengage)
Ponti Student Workbook/Lab Manual
Ponti Premium website

The above materials (textbook, workbook, and website access code) can be purchased as a bundle from the campus bookstore (ISBN: 978-1133396765). **Failure to acquire required course materials will result in a class grade of F.**

3. Examinations, papers, reports:

There will be four chapter tests and a final exam.

This course has a strict **NO ELECTRONICS** policy. Students must store ALL electronic devices *prior to entering the classroom*. Failure to do so will result in a class grade of F.

ITALIAN 25202 INTERMEDIATE ITALIAN II

SEMESTER: Summer III, 2017

PROFESSOR: Stephanie Siciarz

1. Short description of the contents of the course, manner of presentation, level of approach:

This course is designed to build on the foundations of Intermediate Italian I, further increasing your knowledge of vocabulary and grammatical elements. Through a series of contextualized communicative activities, you will develop speaking, writing, listening and reading skills. Through online resources and readings in the text, you will learn about Italy and the Italian culture. You will be able, **and required**, to discuss this information—and talk about yourself, your interests, and your daily activities—in intermediate-level Italian. You will also actively apply your accumulated skills to group/pair work and to the writing of short compositions.

This course will cover Chapters 7, 8, 9, and 10 in the required text (see below). At the end of the course you will be able to:

- communicate in Italian at an intermediate level, using the indicative (past, present, and future), conditional, and subjunctive tenses to discuss yourself and your interests, and to function in an Italian-speaking environment;
- understand the grammatical elements of intermediate-level Italian;
- write short dialogues and compositions;
- read and understand cultural material in the text;
- more easily comprehend native speech in predictable or familiar language situations/conversations;
- develop further strategies for reading and understanding authentic texts in Italian;
- develop further cultural awareness to serve as a context for a deeper understanding of the Italian language.

2. Textbooks and secondary reading:

Ponti: Italiano terzo millennio, 3rd Ed. by Tognazzi & Cavatorta (Heinle Cengage)
Ponti Student Workbook/Lab Manual
Ponti Premium website

The above materials (textbook, workbook, and website access code) can be purchased as a bundle from the campus bookstore. (ISBN: 978-1133396765). **Failure to acquire required course materials will result in a class grade of F.**

3. Examinations, papers, reports:

There will be four chapter tests and a final exam.

This course has a strict **NO ELECTRONICS** policy. Students must store ALL electronic devices *prior to entering the classroom*. Failure to do so will result in a class grade of F.

JAPN 15101: Elementary Japanese I

SEMESTER: Summer I 2017

PROFESSOR: Staff

1. Short description of the contents of the course, manner of presentation, level of approach:

This course aids in the acquisition of the four skills (listening, speaking, reading, and writing) needed to understand and use the Japanese language, and it will enable you to handle simple everyday conversation. The course will cover the first five lessons of the textbook, Genki I. The approach is mainly task-based instruction, meaning we will use Japanese in order to achieve daily life tasks, for example, communicate by self-introduction, feeling, and daily schedule.

2. Textbooks and secondary reading:

Textbook: Banno et al. *Genki: An Integrated Course in Elementary Japanese, Vol.1* (The Japan Times, 2011)

Workbook: *Genki: Workbook, Vol. I* (The Japan Times, 2011)

Website: <http://www.genki-online.com/js/>

3. Examinations, papers, reports:

There are two examinations such as mid-term and final examination.

Students write one short essay and present the essay in class.

JAPANESE 15102

Elementary Japanese II

SEMESTER: Summer III 2017

PROFESSOR: Eriko Tanaka

1. Short description of the course contents, manner of presentation, level of approach:

This is a continuation of Elementary Japanese I. Successful completion of this course will enable students to:

- Carry on a conversation on topics such as daily life, schedules, hobbies, personal history, leisure time activities.
- Perform such tasks as asking permission, making suggestions and requests.
- Read and understand specially prepared material written in kanji, hiragana and katakana with the help of vocabulary lists.
- Write short paragraphs on familiar topics using hiragana, katakana and kanji and appropriate grammatical structures and vocabulary.

2. Textbooks and secondary reading:

Genki: An Integrated Course in Elementary Japanese, Vol. 1, 2nd ed. (Japan Times, 2011)

Genki: Workbook Vol. 1, 2nd ed. (Japan Times, 2011)

3. Examinations, papers, reports:

Participation	10%
Weekly quizzes	30%
Midterm exam	15%
Homework	15%
Project	10%
Final exam	20%

MCLS 10001-030 & 031

Introduction to Structural Concepts for Language Students

SEMESTER: Summer 2017

PROFESSOR: Geoffrey S. Koby; staff

1. Short description of the course contents, manner of presentation, level of approach:

This web-based course covers basic concepts of structure and form that are used in foreign language instruction. Starting from a basic definition of the parts of speech (nouns, verbs, etc.), the course readings and exercises explore sentence structures in foreign languages and the ways of thinking expressed in them, so that students can grasp different approaches to thought and language structure as they also study a foreign language.

Designed for students who anticipate difficulty in basic language courses. Taught in English. Should be taken with or before a beginning language course. Can count for Arts & Sciences foreign language requirement.

2. Textbooks and secondary reading:

All readings will be online.

3. Examinations, papers, reports:

Online exercises, quizzes, and tests.

MCLS 20000 Global Literacy and Cultural Awareness

SEMESTER: Summer 2017

PROFESSOR: Staff

1. Short description of the course content, manner of presentation, level of approach:

The goal of this course is to improve your understanding of cross-cultural interactions. It will make you better able to function in a globalized environment and to understand the hidden cultural factors that shape your behaviors, beliefs, and lifestyles, as well as those of others. Real-world critical incidents, case studies, and original interviews will provide you with concrete examples and scenarios to solve problems, increase cultural awareness, and successfully adapt to a variety of intercultural contexts.

2. Textbooks and secondary reading:

Materials and readings will be distributed using the Kent State University eRes electronic reserves system.

3. Examinations, papers, reports:

Weekly discussion forum activities
Weekly quizzes
Final examination

MCLS 20091-002

Global Literacy Case Study: Paris Through American Eyes

SEMESTER: Summer 2017

PROFESSOR: Richard M. Berrong

1. Short description of the course contents, manner of presentation, level of approach:

Americans' ideas of Paris have been shaped largely by the many movies we have made set in the French capital, everything from Academy Award winners like *An American in Paris* and *Gigi* to the Olsen twins' *Passport to Paris*. (This is not a film course. I don't discriminate by quality). This online course, using clips from over 100 such films, takes a look at how American movies have shaped our ideas of Paris on topics such as: Personal Freedom, Famous Monuments – yes, Paris is more than the Eiffel Tower, but for Americans, the Eiffel Tower has so many connotations!, the way Parisians Treat Americans, The Arts, Cuisine, Fashion, and of course, Love!

2. Textbooks and secondary reading:

Americans in Paris: A Literary Anthology, ed. Adam Gopnik (Library of America, 2004) ISBN 978-1931082563; a long book from which I assign just certain selected readings. You can get it at half the \$40 cover price if you order it direct from the Library of America website, www.loa.org/webstore, but you would have to do that sufficiently in advance to have it by the first day of class. Otherwise, you can find it in the bookstore at whatever price they charge.

3. Examinations, papers, reports:

Start of Course Quiz
Syllabus & FAQ Test
Five Block Tests
End of Course Quiz

MCLS 60623

COURSE TITLE: Sociocultural Theory

SEMESTER: Summer 2017

INSTRUCTOR: Chism, R.

1. Short description of the contents of the course, manner of presentation, level of approach:

This course will provide a specific focus on sociocultural approaches to foreign and second language acquisition and teaching. This course will explore the theory behind this approach, its similarities/differences with other views of foreign and second language acquisition, and its application to the contemporary classroom. Students will analyze related readings and explore applications of the theory through research and practice. Much of this course will involve self-directed study with the instructor and classmates serving as facilitators; synchronous and asynchronous formats will be used in this online course.

2. Required materials, textbooks, secondary readings:

Material to be provided by the instructor. Reading intensive.

3. Examinations, papers, reports:

- o Weekly blog, chat
- o Reading Assignments with Discussion Questions
- o Annotated Bibliography
- o Film Review
- o Application of theory
- o Final Project

SPAN 18201

COURSE TITLE: Elementary Spanish I

SEMESTER: Summer I, 2017

INSTRUCTOR: Staff

1. COURSE DESCRIPTION:

This course introduces beginners to the four language skills of listening, speaking, reading, and writing with a focus on communication. The objective of the course is to help students develop vocabulary and skills to establish communication with others in the target language, present information in written and oral forms, comprehend and interpret texts and audios. Students will engage in simple conversations, read short texts, write short notes and messages, and develop awareness of cultural values, beliefs, and ideologies of the Hispanic world. This class will develop your ability to express yourself in basic situations. You cannot expect native competence by the end of the semester, but you can expect to be able to communicate with native speakers of Spanish at a basic level.

2. Required materials, textbooks, secondary readings:

Nexos Vol. 1, 4th Ed. with Cengage Plus iLrn access code; Spaine-Long, Carreira, Madrigal-Velasco, & Swanson (Cengage, 2017).

3. Examinations, papers, reports:

Students will be assessed through oral and written exams, in-class participation, and assignments.

SPAN 18202

COURSE TITLE: Elementary Spanish II

SEMESTER: Summer III, 2017

INSTRUCTOR: Staff

1. COURSE DESCRIPTION:

This course introduces beginners to the four language skills of listening, speaking, reading, and writing with a focus on communication. The objective of the course is to help students develop vocabulary and skills to establish communication with others in the target language, present information in written and oral forms, comprehend and interpret texts and audios. Students will engage in simple conversations, read short texts, write short notes and messages, and develop awareness of cultural values, beliefs, and ideologies of the Hispanic world. Students will expand knowledge acquired in Elementary Spanish I in order to communicate and sustain basic conversations on familiar topics such as family, everyday activities in the university and town, shopping, recreational activities. This class will develop your ability to express yourself in basic situations. You cannot expect native competence by the end of the semester, but you can expect to be able to communicate with native speakers of Spanish at a basic level.

2. Required materials, textbooks, secondary readings:

Nexos Vol. 1, 4th Ed. with Cengage plus iLrn access code; Spaine-Long, Carreira, Madrigal-Velasco, & Swanson (Cengage, 2017).

3. Examinations, papers, reports:

Students will be assessed through oral and written exams, in-class participation, and assignments.

SPAN 68391-001

COURSE TITLE: Seminar - El teatro de Federico García Lorca

SEMESTER: Summer 2017

INSTRUCTOR: Professor Olga Rivera

1. Short description of the contents of the course, manner of presentation, level of approach:

This course, taught in Spanish in a lecture/discussion format, focuses on close reading and critical analysis of some of the most representative works of Federico García's theater: *El maleficio de la mariposa*, *Los títeres de Cachiporra*, *Mariana Pineda*, *La zapatera prodigiosa*, *Bodas de sangre*, *Yerma*, *Doña Rosita, la soltera* and *La casa de Bernarda Alba*. Students will be responsible for the weekly scheduled readings and assignments. Attendance and class participation are required.

2. Required materials, textbooks, secondary readings:

Material will be provided online

3. Examinations, papers, reports:

One Midterm exam
Final exam
Paper (research)
Participation
Writing Homework