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

By the end of the semester, most of the course will be conducted in Arabic. Students will have reached the level of low intermediate proficiency. The vocabulary and the grammar that they will learn will allow them to ask questions and answer in Arabic. Students will also be able to recognize and use verbs in some major tenses, recognize and form complex sentence structures. There will be many small group activities in class.

2. **Textbooks and secondary reading:**

- Al-Kitaab Fii Ta’Alum Al-Arabiyya – Brustad, Al-Batal, Al-Tonsi
- Answer Key to Al-Kitaab Fii ta'Allum Al-Arabiyya

3. **Examinations, papers, reports:**

- Attendance, participation and preparation 15%
- Homework assignments 20%
- Journal log-in through semester 15%
- Quizzes, skits and midterm 25%
- Final 25%
ARABIC 21202

SEMMETER: Spring 2012

COURSE TITLE: Intermediate Arabic II

PROFESSOR: Fetne Mikati

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

By the end of the semester the course will be conducted in Arabic. Students will have reached low to high intermediate proficiency level. Their vocabulary will be broader and it will allow them to discuss many life-related topics. They will be able to use some more major tenses and form more complex sentence structures. Reading comprehension will be enhanced as well. There will be many small group activities.

2. Textbooks and secondary reading:

Al-Kitaab Fii Ta’Allum Al-Arabiyya, Brustad, Al-Batal, Al-Tonsi
Answer Key to Al-Kitaab Fii Ta’Allum Al-Arabiyya

3. Examinations, papers, reports:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>15%</td>
</tr>
<tr>
<td>Daily homework</td>
<td>20%</td>
</tr>
<tr>
<td>Journal log &amp; correction of journal log</td>
<td>15%</td>
</tr>
<tr>
<td>Tests &amp; skits</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
</tbody>
</table>
1. **Short description of the course contents, manner of presentation, level of approach:**

This course will further develop the four language skills: listening, speaking, reading and writing, along with culture. It will emphasize vocabulary enhancement and reading longer texts for comprehension. Videos or news will be watched and discussed. There will be a few presentations and projects. The class will be conducted in Arabic except for some explanation of complex grammatical concepts. Writing will be more developed reflecting usage of new vocabulary and new grammatical concepts. Students will be conversing and performing activities in the target language while the teacher is assisting and guiding on the side.

2. **Textbooks and secondary reading:**

K. Brustad, M. Al-Batal, A. Al-Tonsi – Al-Kitaab fii Ta’allum al-cArabiyya, Part 2  
J. M. Cowan – The Hans Wehr Dictionary of Modern Written Arabic

3. **Examinations, papers, reports:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes/tests (oral &amp; written) &amp; skits</td>
<td>20%</td>
</tr>
<tr>
<td>Final (oral &amp; written)</td>
<td>20%</td>
</tr>
<tr>
<td>Writing portfolio and projects</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Writing</td>
<td>10%</td>
</tr>
</tbody>
</table>
1. Short description of the course contents, manner of presentation, level of approach:

This course serves as an introduction to understanding the Arabic World with its considerable biographical diversity, history, ethnic groups, religions and languages. No prior knowledge of the Arabic World is assumed for this course. The course follows a chronological approach to learn about some of the most important historical events that influence the Arab world today, and examine internal socio-political strife that constitutes modern Arab Society. Class meetings will consist of lectures, class discussion, documentary, films, lecturers and students’ presentations on topics related to Arab Culture.

2. Textbooks and secondary reading:

The Prophet, Khalil Gibran
The Arab World, 5th Ed., William Polk
Islam: A Short History, Karen Armstrong

3. Examinations, papers, reports:

Attendance & participation 20%
Summary of reading/quizzes 20%
Report & presentation 20%
Midterm exam/tests 20%
Final exam 20%
ARAB 67250

SEMESTER: Spring 2015

COURSE TITLE: Commercial, Legal, and Diplomatic Translation

PROFESSOR: Said Shiyab

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

This course will focuses on the translation of a variety of commercial/financial, diplomatic and legal texts, with special emphasis on the types of texts most generally translated by working translators. Texts include:

• Academic documents
• Power of attorney
• Employment contract
• Tax instructions
• Articles of Incorporation
• Annual financial statements
• International trade procedures
• International business articles

2. Textbooks and secondary reading:

No textbook.
Some short readings will be handed out in class in the context of specific documents.

3. Examinations, papers, reports:

• Weekly preparation of drafts and final versions of assigned translation
• Weekly translation logs and terminology lists
• Midterm: Sample passages from a previous ATA accreditation exam
• No final examination
• Final paper: 2000-word translation project on commercial, financial, or legal topic, with log & terminology
AMERICAN SIGN LANGUAGE 19202

SEMESTER: Spring 2015
COURSE TITLE: Elementary American Sign Language II
PROFESSOR: Steve Vickery

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

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 class is conducted in ASL; voicing is not permitted during class time.

2. Textbooks and secondary reading:

Smith, Lentz and Mikos – Signing Naturally, Level I, Student Workbook and Video
Smith, Lentz and Mikos – Signing Naturally, Level II, Student Workbook and Video
Baker-Shenk and Cokely – American Sign Language – 2002
Ramos, A. – Triumph of the Spirit: The DPN Chronicle

3. Examinations, papers, reports:

Written work
Recorded work
Journals
Portfolio
Quizzes
Tests (midterm & final)
Class presentations
Participation

Interactions with the Deaf community are required
AMERICAN SIGN LANGUAGE 29202

SEMESTER: Spring 2015
COURSE TITLE: Intermediate American Sign Language II
PROFESSOR: Staff

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

Pre-requisites: ASL 19201, 19202, 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.

It is recommended that this course be taken concurrently with ASL 10095-002 Fingerspelling, Classifiers & Numbers or ASL 10095-001 Advanced ASL Grammar.

2. Textbooks and secondary reading:

Baker-Shenk and Cokely – American Sign Language
Mikos, Smith and Lentz – Signing Naturally, Level 3, Student Workbook-Videotext and Sign Stories

Optional text: Ben Bahan and Sam Supalla - ASL Literature Series: Bird of a Different Feather Book & DVD (Student Set)

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 required.
AMERICAN SIGN LANGUAGE 39202

SEMESTER: Spring 2015

COURSE TITLE: Advanced American Sign Language II

PROFESSOR: Steve Vickery

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

Pre-requisites: ASL 19201, 19202, 29201, 29202, 39201

Through the use of discussion and recitation in class and working together for a common goal, students will increase their vocabulary related to academic/medical/social issues, and become independent in using ASL to communicate their own messages. They will also improve their ability to transfer meaning between ASL and English. This class is a total-immersion class and will be conducted in ASL. No voicing will be allowed during class time.

2. Textbooks and secondary reading:

Mikos, Smith and Lentz – Signing Naturally, Level 3, Student Workbook-Videotext and Sign Stories DVD

3. Examinations, papers, reports:

Class attendance/participation/application
Journal
Quizzes
Homework
Exams (midterm and final)
Dialogue presentations
Deaf community visitations/deaf community service project and presentation
Group project and evaluation

Interaction with the Deaf community is required
Deaf Culture and Community ASL 49109

SEMESTER: Spring 2015

COURSE TITLE: Deaf Culture and Community

PROFESSOR: Randall Hogue

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

A lecture based course in which students explore the history of deaf education, the beginnings of and influences on American Sign Language as well as other forces leading to the emergence of the American Deaf Culture and its community. We will discuss points of controversy, myths, populations, and cultural markers and identity using ASL and English materials.

Prerequisite: ASL 29202 and 49309 and special approval. Successful presentation of the portfolio interview is required prior to registration.

2. Textbooks and secondary reading:


3. Examinations, papers, reports:

Written research paper and presentation in ASL on an approved topic of cultural relevance
Midterm
Final exam
Up to three impromptu quizzes on the readings
Several group led discussions
1. Short description of the course contents, manner of presentation, level of approach:

2. Textbooks and secondary reading:

3. Examinations, papers, reports:
Deaf Culture and Community ASL 49401

SEMESTER: Spring 2015

COURSE TITLE: Deaf Culture and Community

PROFESSOR: Randall Hogue

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

   A lecture-based course in which students explore the history of deaf education, the beginnings of and
   influences on American Sign Language as well as other forces leading to the emergence of the American
   Deaf Culture and its community. We will discuss points of controversy, myths, populations, and
   cultural markers and identity using ASL and English materials.

   Prerequisite: ASL 29202 and 49309, and special approval. Successful presentation of the portfolio
   interview is required prior to registration.

2. Textbooks and secondary reading:

   Lane, Harlan L., Robert Hoffmeister, and Benjamin J. Bahan. A Journey Into the Deaf-World. San

   Van, Cleve John V., and Barry A. Crouch. A Place of Their Own: Creating the Deaf Community in

3. Examinations, papers, reports:

   Written research paper
   Presentation in ASL on an approved topic of cultural relevance
   Midterm
   Final exam
   Up to three impromptu quizzes on the readings
   Several group-led discussions
CHINESE 15102

SEMESTER: Spring 2015

COURSE TITLE: Elementary Chinese II

PROFESSOR: Staff

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

This is an integrated beginning Mandarin Chinese language course. In this program the language skills of listening, speaking, reading and writing will be applied.

2. Textbooks and secondary reading:

   New Practical Chinese Reader I
   New Practical Chinese Reader I Workbook

3. Examinations, papers, reports:

   Quizzes
   Tests
   Homework
   Final exam (including the oral tests)
1. Short description of the course contents, manner of presentation, level of approach:

This is an integrated intermediate Mandarin Chinese language course. In this program the language skills of listening, reading and writing will be further developed. This integrated curriculum also covers intense training in vocabulary building and grammar, as well as sentence and paragraph writing.

2. Textbooks and secondary reading:

New Practical Chinese Reader 2
New Practical Chinese Reader 2 Workbook

3. Examinations, papers, reports:

Quizzes
Tests
Homework
Final exam (including the oral tests)
1. **Short description of the course contents, manner of presentation, level of approach:**

Continuation of Advanced Intermediate Chinese I. Emphasis is on building active vocabulary for comprehension, reading authentic texts, writing connected discourse and developing higher levels of conversational proficiency.

2. **Textbooks and secondary reading:**

   New Practical Chinese Reader 3
   New Practical Chinese Reader 3 Workbook

3. **Examinations, papers, reports:**

   Quizzes
   Tests
   Homework
   Final exam (including the oral tests)
CHINESE 45202

SEMMETER: Spring 2015

COURSE TITLE: Advanced Chinese II

PROFESSOR: Bin Liu

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

Continuation of Advanced Chinese I. Emphasis is on building active vocabulary for comprehension, Chinese idioms, writing connected discourse, and developing higher levels of conversational proficiency.

2. Textbooks and secondary reading:

New Practical Chinese Reader 4
New Practical Chinese Reader 4 Workbook

3. Examinations, papers, reports:

Quizzes
Tests
Homework
Final exam (including the oral tests)
CHINESE 45301

SEMESTER: Spring 2015

COURSE TITLE: Chinese Culture

PROFESSOR: May Ling

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

Survey of Chinese Culture including traditions, philosophy, religion, calligraphy, poetry, and the roots of China’s current socio-cultural context.

2. Textbooks and secondary reading:

The Enduring Legacy of Ancient China

3. Examinations, papers, reports:

Tests
Papers/reports
Final exam (project report)
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
   Dictionary with word etymologies (e.g. *Webster’s New World Dictionary*)

3. **Examinations, papers, reports:**

   Assessments online using Blackboard Learn
SEMMESTER: Spring 2015

COURSE TITLE: The Greek Achievement

PROFESSOR: Sarah Harvey

1. Short description of the course contents, 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:


Other readings will be provided online.

3. Examinations, papers, reports:

Required quizzes
Several written assignments
**CLASSICS 21405**

**SEMMETER:** Spring 2015

**COURSE TITLE:** The Roman Achievement

**PROFESSOR:** Sarah Harvey

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

   This course is an introduction to the people who inhabited ancient Roman cities, and the lives they led. The course utilizes a number of primary and secondary sources to illustrate ancient daily life. This course is an asynchronous distance learning course. All exercises, lectures and assignments can be found on Blackboard Learn.

2. **Textbooks and secondary reading:**

   - Brian Harvey, *Roman Lives: Ancient Roman Life as Illustrated by Latin Inscriptions* (Focus Press), ISBN 9781585101141

3. **Examinations, papers, reports:**

   Weekly quizzes
   Written assignments
   Multimedia activities
1. Short description of the contents of the course, manner of presentation, level of approach:

This course will survey the subject of archaeology as it relates to ancient Rome, including its art and architecture. The lectures will cover the development of Roman culture in chronological order from its early beginnings to imperial times. The class will also learn about the influential Iron Age cultures of Etruria and Latium. Other Roman sites and remains will also be presented (most especially Pompeii and Ostia), and the students will conduct individual research on provincial sites of their choosing. Emphasis will be placed on recognition of selected monuments and artifacts, knowledge of historical periods, specialized vocabulary and geography, as well as artistic and other trends related to the cultural development of Rome.

2. Textbooks and secondary reading:


Additional required readings will be posted on the course website as .pdf files.

3. Examinations, papers, reports:

3 examinations (slide recognition, terminology/dates, map recognition, essay)
1 research paper (graduate students will write a lengthier research paper)
short written assignments
film discussions

Note: This will be offered asynchronously online in Spring 2015 using Blackboard Learn.
SEMESTER: Spring 2015

COURSE TITLE: Greek Literature in Translation

PROFESSOR: Jennifer Larson

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

In this course for advanced undergraduates and graduate students, we will explore the genres of ancient Greek lyric and choral poetry from its origins in the eighth century BCE through the Hellenistic period. Beginning with the antecedents of Greek lyric in Hesiod and the Homeric *Hymns*, we will examine the flowering of lyric poetry in the seventh and sixth centuries by focusing on its religious, political, erotic, and sympotic dimensions. Special emphasis will be given to issues of translation in lyric poetry, and various translations (e.g. of Sappho) will be compared. The course will also examine the role of Pindar’s epinician poetry in the culture of the early Classical Greek states.

This is a writing intensive course, which means that you will have an opportunity to revise your written work before a final grade is assigned.

2. Textbooks and secondary reading:

Hesiod. A. Athanassakis, tr. *Theogony, Works and Days* (Johns Hopkins)
A. Athanassakis, tr. *The Homeric Hymns*. (Johns Hopkins)

3. Examinations, papers, reports:

Undergraduates:
- 5 writing assignments (12% each – 60%)
- 1 midterm (15%)
- 1 final examination (15%)
- Participation grade (10%)

Graduates:
- 5 writing assignments (10% each – 50%)
- Term paper (10%)
- 1 midterm (15%)
- 1 final examination (15%)
- Participation grade (10%)
COURSE SUBJECT AND NUMBER

COURSE TITLE:

SEMESTER: [Month YEAR]

PROFESSOR:

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

2. Textbooks and secondary reading:

3. Examinations, papers, reports:
1. Short description of the course contents, manner of presentation, level of approach:

Elementary French II is the second step in an introduction to the French language and cultures of the French-speaking, or Francophone, world. Over the course of the semester you will combine home study of grammatical concepts with in-class use of increasingly complex structures to become more and more adept at participating in situations from daily life using French.

Course objectives: After successful completion of the course, students will:
- Be able to maintain basic conversations in French about topics covered by the text, utilizing the grammatical structures taught in the text.
- Be able to communicate about various topics involving the past, present, and future, and be able to discuss hypothetical situations.
- Be able to compose short writings in French working toward accurate use of grammar and comprehensible communication of meaning.
- Be able to read and listen to basic texts in French, globally understand their meaning, and answer questions about their content.
- Internalize the grammatical structures that we encounter through daily study and work done inside and outside the classroom.

2. Textbooks and secondary reading:

Deux Mondes – 7th Ed. – Terrell, Rogers & Spielmann
Online Book Key for Connect French (Online Homework)

3. Examinations, papers, reports:

Daily participation & preparation 20%
Homework book exercises & quizzes 20%
5 written chapter tests 30%
2 oral interviews & group presentation 15%
Final exam 15%
Portfolio (optional) 1-3 points added to final numeric grade
1. **Short description of the course contents, manner of presentation, level of approach:**

Intermediate French 1 is an intensive third-semester course which will build on what you have learned in Elementary 1 and 2, with the goal of furthering your knowledge of the French-speaking, or Francophone, world through increasingly complex listening, speaking, reading, and writing activities. Through the study of grammatical concepts and in-class use of the structures introduced in the text, you will gain a more in-depth understanding of French grammar, of how to read authentic texts in French, and how to express yourself orally in increasingly advanced ways in French. This course is highly interactive, and successful completion of the course will require daily study outside of class in order to prepare you for active participation in class.

**Course objectives:**

After successful completion of this semester, you will:
- Advance your oral competence in French through the topics covered by the text, and utilizing the grammatical structures taught in the text.
- Be able to communicate about various topics in a wide variety of tenses (past, present, future, conditional, subjunctive).
- Be able to compose increasingly advanced writings in French, working toward accurate use of grammar and comprehensible communication of meaning.
- Be able to read and listen to more complex texts in French, understand their meaning, and answer questions about their structure and content.
- Internalize the grammatical structures that we encounter through daily study and work done inside and outside the classroom.

2. **Textbooks and secondary reading:**

*Deux Mondes* – 7th ed. – Terrell, Rogers, Kerr & Spielmann

Online book key for Connect French (online homework)

3. **Examinations, papers, reports:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>20%</td>
<td>Participation/Preparation</td>
</tr>
<tr>
<td>20%</td>
<td>Homework/Quizzes</td>
</tr>
<tr>
<td>20%</td>
<td>Chapter Tests</td>
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<tr>
<td>15%</td>
<td>Compositions</td>
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<tr>
<td>15%</td>
<td>Oral Interviews/Presentation</td>
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<tr>
<td>10%</td>
<td>Final exam</td>
</tr>
<tr>
<td>1-3%</td>
<td>Portfolio (optional)</td>
</tr>
</tbody>
</table>
1. **Short description of the course contents, manner of presentation, level of approach:**

   The goal of the course is to continue to expand the use of the four basic language skills: speaking, listening, reading and writing. The course will be taught in French, with opportunities for students to use and improve their oral French. Students will also be required to write a series of compositions.

2. **Textbooks and secondary reading:**

   All materials for this course are online at: [http://www.personal.kent.edu/~rberrong/fr23202](http://www.personal.kent.edu/~rberrong/fr23202)

3. **Examinations, papers, reports:**

   6 essays
   3 hourly tests
   Comprehensive final exam
   Nightly homework assignments
SEMMESTER: Spring 2015

COURSE TITLE: French Conversation

PROFESSOR: Richard M. Berrong

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

Continued development of oral proficiency in French listening and speaking, primarily through weekly videoconferences with people in Paimpol, France, and through interviews recorded off FranceInter.

2. Textbooks and secondary reading:

None

3. Examinations, papers, reports:

Participation, especially in the weekly videoconferences
Vocabulary and listening comprehension quizzes
Midterm exam
Final exam
FRENCH 33215

SEMESTER: Spring 2015

COURSE TITLE: Phonetics & Diction

PROFESSOR: Maryann De Julio

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

Practice in pronunciation and translation of French language; application of international alphabet to French; songs and audio-visual materials. Pedagogical strategies for non-native speakers.

2. Textbooks and secondary reading:

Savoir Dire - Dansereau

3. Examinations, papers, reports:

5 exams
Final exam
SEASON: Spring 2015
COURSE TITLE: Introduction to the French Novel
PROFESSOR: Richard M. Berrong

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

This is a course that introduces students to close reading and literary analysis. Students will be expected to participate actively in class discussion of the novels read. Occasional lectures will provide students with historical and cultural contexts for the works read.

For more information see: http://www.personal.kent.edu/~rberrong/fr33337

2. Textbooks and secondary reading:

Balzac – Eugénie Grandet
Hémon – Maria Chapdelaine – set in the North Woods of Québec!
Camus – La Peste – a masterpiece about humanity confronted with an epidemic

3. Examinations, papers, reports:

2 papers (4-6 pages)
Midterm
Final exam
**FRENCH 43230**

**SEMESTER:** Spring 2013  
**COURSE TITLE:** Advanced Translation Practice  
**PROFESSOR:** Sharon Bell

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

   Workshop to continue learning and refining translation strategies on a variety of short French texts.  
   *This is a writing-intensive course.* Pre-requisite: French 33231 or permission of the instructor.

2. **Textbooks and secondary reading:**

   Hervey and Higgins – *Thinking French Translation*, 2nd Ed.

3. **Examinations, papers, reports:**

   Weekly translation assignments  
   Quizzes  
   Midterm  
   Final translation project with analysis  
   Final exam
COURSE SUBJECT AND NUMBER

COURSE TITLE:

SEMESTER: [Month YEAR]

PROFESSOR:

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

2. Textbooks and secondary reading:

3. Examinations, papers, reports:
1. **Short description of the course contents, manner of presentation, level of approach:**

A study of the essential aspects of literary and cultural translation with respect to the French literary tradition. Topics covered include: differences between literary and non-literary translation; preparation and evaluation of literary translations; cultural factors that influence the practice of translation, and the reception of translation; theories of literary translation.

2. **Textbooks and secondary reading:**


3. **Examinations, papers, reports:**

Weekly translations
Midterm essay
Final translation project
GERMAN 11201

SEMESTER: Spring 2015

COURSE TITLE: Elementary German I

PROFESSOR: Staff

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

An introduction to the German language in the context of the cultures of German-speaking lands. This course may satisfy the College of Arts & Sciences language requirement. Much class time will be spent on communication activities. By the end of the semester students can expect to participate in basic conversations on the following topics: hobbies, holidays, vacation, family relations, celebrations, and school and university life.

Prerequisite: none.

2. Textbook Package:

Kontakte – Terrell, Tschirmer, Nikolai. 7th ed. textbook package (this includes all online materials).

WARNING STUDENTS!!! It is imperative that you buy the 7TH edition of this textbook with Connect PLUS. ISBN: 9781259549649.

3. Examinations, papers, reports:

Chapter tests
Comprehensive final exam
Quizzes
Essays
Online activities

ACTIVE class participation
GERMAN 11202

SEMESTER: Spring 2015

COURSE TITLE: Elementary German II

PROFESSOR: Staff

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

   A continuation of the introduction of the German language in the context of the cultures of German-speaking lands. This course may be used to satisfy the College of Arts & Science language requirements. Much of the class time will be spent on communicative activities. By the end of the semester, students can expect to be able to participate in basic conversation on the following topics: professions and places of employment, living arrangements/apartment hunting, parts of the city/geography, transportation, dining habits/shopping/cooking.

   Prerequisite: German 11201 or equivalent.

2. Textbook Package:

   Kontakte – Terrell, Tschirmer, Nikolai. 7th ed. textbook package (this includes all online materials).
   WARNING STUDENTS!!! It is imperative that you buy the 7th edition of this textbook with Connect PLUS. ISBN: 978125954649.

3. Examinations, papers, reports:

   Chapter tests
   Comprehensive final exam
   Quizzes
   Essays
   Role Play
   Online activities
   ACTIVE class participation
1. Short description of the course contents, manner of presentation, level of approach:

Intermediate German language in the context of the cultures of German speaking lands. Much of the class time will be spent on communicative activities. By the end of the semester, students can expect to be able to participate in moderately complex conversation on the following topics: childhood/youth, stories/fairy tales, travel plans/asking for directions, illness/health care/health care facilities, family life/marriage/partnerships, multicultural society, finance, art/literature.

Prerequisite: German 11202 or equivalent.

2. Textbook Package:

Kontakte – Terrell, Tschirmer, Nikolai. 7th ed. textbook package (this includes all online materials). WARNING STUDENTS!!! It is imperative that you buy the 7TH edition of this textbook with Connect PLUS. ISBN: 9781259549649.

3. Examinations, papers, reports:

Chapter tests
Comprehensive final exam
Quizzes
Essays
Online activities
ACTIVE class participation
GERMAN 21202

SEMESTER: Spring 2015
COURSE TITLE: Intermediate German II
PROFESSOR: Hildegard Rossoll

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

A continuation of GER 21201 and its focus on developing speaking, listening, reading and writing skills using a variety of cultural materials.

Prerequisite: German 21201 or equivalent.

Upon successful completion, students will be able to:
- read authentic texts averaging 3-5 pages in length;
- participate in moderately complex conversations on a variety of topics; and
- write essays of modest length.

This course is a bridge course. It will achieve its objectives by drawing on the skills acquired in the previous first three semesters of German. It will reinforce and expand these skills through emphasis on vocabulary building and more complex grammatical structures.

Classes are designed around shorter authentic German texts. Students will read these texts, talk about their content, discuss and write about related topics, and perform role plays.

2. Textbooks and secondary reading:

Allerlei zum Lesen by Hermann Teichert and Lovette Teichert. 2nd ed. Houghton, 2005.

3. Examinations, papers, reports:

Active class participation
Essays
Role plays
Tests
Final Exam
GERMAN 31303

SEMESTER: Spring 2015

COURSE TITLE: Introduction to German Literature

PROFESSOR: Harold Fry

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

Students will read and discuss prose works of representative 20th century German writers; one play is also included. Through reading, class discussion, and writing short essays students will improve their language skills and become familiar with various approaches to literary analysis. Discussions and analysis predominate; lectures occur as necessary.

2. Textbooks and secondary reading:

Friedrich Durrenmatt – Der Besuch der alten Dame – (Ackermann ed.)
Hoffman, Hoover & Plant (eds), Kafka, Brecht, Böll – Erzählungen
Loram & Phelps (eds) – Aus unserer Zeit
Additional material provided by instructor

3. Examinations, papers, reports:

Short essays in German and in English
One analytical paper
Two one hour tests
Final examination
1. **Short description of the course contents, manner of presentation, level of approach:**

This course is a survey of German social, political and cultural history from pre-historic times to the end of World War 1, involving readings, lectures, and discussions in German. The prerequisite for this course is the completion of two upper-level German courses, preferably Intensive German Grammar and German Composition and Conversation.

2. **Textbooks and secondary reading:**

Wulf Koepke, *Die Deutschen*, 5th ed.
Additional materials provided by instructor

3. **Examinations, papers, reports:**

1 Oral presentation
1 Paper developed from the oral presentation
Weekly quizzes
Comprehensive final exam
*Active* class participation
1. Short description of the course contents, manner of presentation, level of approach:

This course will concentrate on the translation of a wide variety of general texts, as well as a study of the theory and practical methodology of translation from German to English. Students will be expected to read at least a chapter each week and prepare a translation exercise for in-class discussion. This course is writing intensive.

2. Textbooks and secondary reading:


3. Examinations, papers, reports:

Weekly translation assignment
Chapter quizzes
Midterm examination
Final translation project
Final examination
GERMAN 41216/51216

SEMESTER: Spring 2015

COURSE TITLE: Contemporary German Culture

PROFESSOR: Stephanie Libbon

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

This course traces the evolution of German affairs, issues, and ideas from the end of World War I in 1918 to the present. Using various text types as well as visual images as a basis for discussion, students will become acquainted with select political, economic, literary, and aesthetic trends that have impacted the German culture. This course is conducted in German. Active class participation is expected.

2. Textbook:


3. Examinations, papers, reports:

41216 (undergraduate) requirements

3 Essays of increasing length (with rewrites)
1 Oral presentation
Final Exam: In-house essay
Active class participation

51216 (graduate) requirements

3 Essays of increasing length (with rewrites)*
1 Oral presentation
Leading of one class discussion
Final Exam: In-house essay
Active class participation

*Note: these essays will be longer than those required of the undergraduates
1. **Short description of the contents of the course, manner of presentation, level of approach:**

Survey of German Cinema examines the art of film and the development of the cinematic enterprise in Germany from its beginnings in the late 1890’s through the twentieth century, in the context of political, economic and cultural events.

2. **Textbooks and secondary reading:**

Reading will be based on handout materials provided by the instructor, and books and periodicals in the library.

3. **Examinations, papers, reports:**

Students will complete an evaluation sheet after viewing each film and write a term paper on a topic related to development of film or cinema in the Federal Republic of Germany or the German Democratic Republic. There will be one midterm and one final exam.
GERMAN 61250

SEMESTER: Spring 2015
COURSE TITLE: Commercial, Legal, and Diplomatic Translation
PROFESSOR: Geoff Koby

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

This course will concentrate on the translation of a variety of commercial/financial and legal texts, with special emphasis on the types of texts most generally translated by working translators. As “diplomatic” texts are rare in the working life of most German-English translators, only one may be included if time permits at the end of the semester. Texts include:

• Academic documents
• Power of attorney
• Employment contract
• Tax instructions
• Articles of Incorporation
• Annual financial statements
• International trade procedures
• International business article

2. Textbooks and secondary reading

No textbook. Some short readings will be handed out in class in the context of specific documents.

3. Examinations, papers, reports:

• Weekly preparation of drafts and final versions of assigned translation
• Weekly translation logs and terminology lists
• Midterm: Sample passages from a previous ATA accreditation exam
• No final examination
• Final paper: 2000-word translation project on commercial, financial, or legal topic, with log & terminology
1. **Short description of the course contents, manner of presentation, level of approach:**

   Graduate students will continue development of skills with German grammar begun in German 61901. Emphasis in this course will be placed on development of reading and translation skills.

2. **Textbooks and secondary reading:**

   Final chapters in Korb, German for Reading Knowledge, 7th edition. Students obtain following consultation with advisor-recommended reading material in German for work with instructor during individual meetings.

3. **Examinations, papers, reports:**

   Test on material in Korb. Evaluation of translation work.
1. **Short description of the course contents, manner of presentation, level of approach:**

   This is the fourth semester of Greek. We will be reading selections of a variety of texts in ancient Greek in order to practice basic reading as well as review key aspects of Greek morphology, syntax and vocabulary.

2. **Textbooks and secondary reading:**


3. **Examinations, papers, reports:**

   Weekly and daily quizzes
   Weekly and daily homework
   3 hour examinations
   Final examination
HEBREW 12102

SEMESTER: Spring 2015

COURSE TITLE: Elementary Hebrew II

PROFESSOR: Chaya Kessler

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

Continued development of speaking, listening, reading, and writing skills using a variety of cultural materials. Prerequisite: Hebrew 12101.

2. Textbooks and secondary reading:

Chayat Shlomit – Hebrew From Scratch, Part 1 (Ivrit min hahatchala)
Hebrew/English – English/Hebrew Dictionary

3. Examinations, papers, reports:

Recitation and written assignments every class.
2 mid-terms and final.
1. **Short description of the course contents, manner of presentation, level of approach:**

In this class, students will read in Hebrew and discuss in English the Biblical book of Ruth and learn to apply their basic knowledge of Hebrew grammar and vocabulary to understand this and other Biblical narratives.

2. **Textbooks and secondary reading:**

- Hebrew text of the *Book of Ruth* will be provided.
- *Hebrew/English – English/Hebrew Dictionary* (The compact up-to-date dictionary published by Zilberman)

3. **Examinations, papers, reports:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Four Chapter Tests</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance / Participation / Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Reports (Oral and Written) / Presentations</td>
<td>5%</td>
</tr>
</tbody>
</table>
ITALIAN 15201

SEMESTER: Spring 2015

COURSE TITLE: Elementary Italian I

PROFESSOR: Staff

1. Short description of the course contents, 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. Required Material:

2) Online workbook/component: McGraw-Hill “Connect”

The above materials (textbook and access code to online components) can be purchased as a bundle from the campus bookstore or directly from the publisher. An Italian-English Dictionary is also recommended.

3. Examinations, papers, reports:

There will be five chapter tests, and a final exam (written and oral).

<table>
<thead>
<tr>
<th>Grading</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>25% - Chapter Tests</td>
<td>A  93-100</td>
</tr>
<tr>
<td>25% - Homework</td>
<td>A- 90-92</td>
</tr>
<tr>
<td>25% - Class Participation</td>
<td>B+ 87-89</td>
</tr>
<tr>
<td>20% - Written Final Exam</td>
<td>B  83-86</td>
</tr>
<tr>
<td>5% - Oral Final Exam</td>
<td>B- 80-82</td>
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<tr>
<td></td>
<td>C+ 77-79</td>
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<td>C   73-76</td>
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<td>C- 70-72</td>
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<td>D+ 67-69</td>
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<td>D  63-66</td>
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<td>F  62 or lower</td>
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</tbody>
</table>
1. **Short description of the course contents, 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.

**COURSE OBJECTIVES:**

This course will cover Chapters 6-10 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. **Required Material:**

2) Online workbook/component: McGraw-Hill “Connect”

The above materials (textbook and access code to online components) can be purchased as a bundle from the campus bookstore or directly from the publisher. An Italian-English Dictionary is also recommended.

3. **Examinations, papers, reports:**

There will be five chapter tests, and a final exam (written and oral).

<table>
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</tr>
<tr>
<td>25% - Homework</td>
<td>A-  90-92</td>
</tr>
<tr>
<td>25% - Class Participation</td>
<td>B+  87-89</td>
</tr>
<tr>
<td>20% - Written Final Exam</td>
<td>B   83-86</td>
</tr>
<tr>
<td>5% - Oral Final Exam</td>
<td>B-  80-82</td>
</tr>
</tbody>
</table>
SEMESTER: Spring 2015

COURSE TITLE: Intermediate Italian II

PROFESSOR: Staff

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

This class is designed to encourage students' active participation. The Professor will guide students to elaborate ideas through challenging activities increasing oral and written skills, as well as their knowledge of the cultural and social aspects of today’s Italy. Students will be expected to share and discuss their ideas with their peers in order to facilitate a collaborative learning environment.

COURSE OBJECTIVES:
This course will cover chapters 7-10 in the required text (see below). During this course, students will:

- expand the range of topics on which they are able to converse in Italian and increase the sophistication with which this is done;
- refine their knowledge of Italian grammar and their ability to employ the grammatical elements encountered in Elementary Italian and in Intermediate Italian 1, with particular attention to reviewing future and conditional tenses and to introducing the subjunctive voice and hypothetical expression;
- acquire new vocabulary by communicating as much as possible in Italian;
- explore the social and cultural dimensions of modern Italy;
- communicate in Italian in a variety of formats: dialogues, role-playing, discussions, analysis, computer-based research and presentations.

2. Required Material:

1) Textbook: Ponti (by Tognozzi and Cavatorta, Cengage, 3rd edition)
2) Online workbook/component: Heinle eSAM (powered by QUIA)

The above materials (textbook and access code to online components) can be purchased as a bundle from the campus bookstore or directly from the publisher. An Italian-English Dictionary is also recommended.

3. Examinations, papers, reports:

There will be four chapter tests and a final exam (written and oral).

<table>
<thead>
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<tbody>
<tr>
<td>25% - Chapter tests</td>
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</tr>
<tr>
<td>25% - Homework</td>
<td>A-  90-92</td>
</tr>
<tr>
<td>25% - Class Participation</td>
<td>B+  87-89</td>
</tr>
<tr>
<td>15% - Written Final Exam</td>
<td>B  83-86</td>
</tr>
<tr>
<td>10% - Oral Final Exam</td>
<td>B-  80-82</td>
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</tbody>
</table>
1. **Short description of the course contents, manner of presentation, level of approach:**

This class is designed to polish students' speaking and writing skills in Italian. Students will be expected to share and discuss their ideas with their peers, and to communicate these same ideas in writing that is both stylistically and grammatically correct. During the course, each student will do a class presentation exclusively in Italian; students not presenting are expected to formulate and ask questions in Italian about the material presented, and to discuss it with the presenter and other classmates after the presentation. Details about the sessions (dates, presenters, topics) will be distributed at the start of the semester.

**COURSE OBJECTIVES:**
During this course, students will:

- continue to expand the range of topics on which they are able to converse in Italian and increase the sophistication with which this is done;
- refine their knowledge of Italian grammar and acquire new vocabulary by communicating exclusively in Italian;
- explore the social and cultural dimensions of modern Italy;
- examine the Italian language in poetic, historical and cultural texts;
- listen to conversations in different social contexts, to fine-tune oral comprehension skills with regard to formal and informal speech;
- listen to conversations from different regions and provinces of Italy, to fine-tune oral comprehension skills with regard to regional accents.

2. **Required Material:**

1) *Nuovo Magari C1-C2* (Alma Edizioni)
The instructor will provide supplementary material. An Italian-English Dictionary is also recommended.

3. **Examinations, papers, reports:**

There will be a midterm exam (written and oral) and a final exam (written and oral).

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<tr>
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<tr>
<td>30% - Class Participation</td>
<td>A  93-100</td>
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<tr>
<td>20% - Homework</td>
<td>A-  90-92</td>
</tr>
<tr>
<td>25% - Midterm Exam</td>
<td>B+  87-89</td>
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<tr>
<td>25% - Final Exam</td>
<td>B  83-86</td>
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<td>B-  80-82</td>
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ITALIAN 35421

COURSE TITLE: Italian Civilization
SEMESTER: Spring 2015
PROFESSOR: Donatella Salvadori

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

   During this course, students will be exposed to an excursion of the major events in the Italian history: from the prehistoric times to the present day. The study of traditional historical chronology will be complemented by an in-depth look at geography, political institutions, daily life, and art. The textbook readings will be supplemented and enriched by visual documents (films, images, websites, etc.), as well as by additional articles.

   This course will provide students with a basic knowledge of Italian geography, history and culture. It will develop critical thinking and discussion skills regarding Italian cultural and historical events. It will as well develop a variety of interpretations of Italian history and deepen students’ awareness of the similarities and the differences between Italian and American cultures. It will also improve students’ oral and written skills in Italian.

2. **Textbooks and secondary reading:**


3. **Examinations, papers, reports:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Four exams</td>
<td>20%</td>
<td>100 Points each</td>
</tr>
<tr>
<td>One final paper</td>
<td>20%</td>
<td>100 Point</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>Points vary</td>
</tr>
<tr>
<td>Overall participation</td>
<td>20%</td>
<td>10 Points per day of attendance</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
<td>28 Points each</td>
</tr>
</tbody>
</table>

   Students will electronically submit a typed 2-page paper written in Italian and doubled-spaced (Microsoft Word), using Times New Roman font size 12. A detailed outline and bibliography is also due. Final paper grade will be based on the detailed outline and bibliography (25%- 25 points), as well as the final draft (75% - 75 points).
SEMESTER: Spring 2015

COURSE TITLE: Elementary Japanese II

PROFESSOR: Ariel Lillico, Kendra Nastalski, Lauren Casey

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:


3. Examinations, papers, reports:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
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<tr>
<td>Homework</td>
<td>15%</td>
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<tr>
<td>Project</td>
<td>10%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
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</table>
1. **Short description of the course contents, manner of presentation, level of approach:**

Students will continue to develop proficiency in modern Japanese at the intermediate level. Emphasis is on developing competency in four skills: listening, speaking, reading and writing, and in understanding the language as it is used in Japanese culture. Successful completion of the course will enable students to understand and handle simple everyday conversations, describe more everyday situations, read some controlled materials with the aid of a vocabulary list, and write short essays/letters.

2. **Textbooks and secondary reading:**


3. **Examinations, papers, reports:**

   - Participation: 10%
   - Homework: 15%
   - Quizzes: 30%
   - Midterm exam: 15%
   - Final exam: 20%
   - Project: 10%
1. Short description of the course contents, manner of presentation, level of approach:

This course is a continuation of Advanced Intermediate Japanese I. The four skills of listening, speaking, reading and writing are taught equally. Students will acquire the skills needed to express themselves in Japanese in a variety of situations. The class is conducted mainly in Japanese. Students are required to give two oral presentations and write one essay. 150 more kanji will be added.

2. Textbooks and secondary reading:


3. Examinations, papers, reports:

Class performance 10%
Homework 10%
Quizzes 25%
Oral presentations 20% (10% each)
Essay 10%
Midterm exam 10%
Final exam 15% (written 10%, oral 5%)
1. Short description of the course contents, manner of presentation, level of approach:

This course, a continuation of Advanced Japanese I, teaches the four skills equally: listening, speaking, reading, and writing. The class is conducted in Japanese. Students will learn how to use Japanese to solve problems in authentic situations. Students are required to give two oral presentations and write an essay.

2. Textbooks and secondary reading:

Tobira: Gateway to Advanced Japanese (Kurosio Publishers, 2009)

3. Examinations, papers, reports:

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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Project (essay)</td>
<td>10%</td>
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<tr>
<td>Project (presentation)</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15% (written 10%, oral 5%)</td>
</tr>
</tbody>
</table>
1. Short description of the course contents, manner of presentation, level of approach:

This course is designed for students who seek practical knowledge and skills for doing business with Japan. The class activities, assignments, and projects are designed to enable the students to learn Japanese business customs and issues, as well as vocabulary and usage appropriate in various situations. The emphasis will be equally put on four areas of language skill: reading, writing, speaking, and listening.

2. Textbooks and secondary reading:

Nihongo de hataraku: Business Japanese 30jikan. (Three A Publisher).

3. Examinations, papers, reports:

<table>
<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Role Play</td>
<td>20%</td>
</tr>
<tr>
<td>Reading and Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
</table>
1. **Short description of the course contents, manner of presentation, level of approach:**

This is an introduction to methods and resources for the translation of a variety of commercial and legal texts. Classes will be conducted as workshops based on weekly assignments. Particular emphasis will be placed on specialized terminology and genre-appropriate style, and on the use of parallel texts as research resources.

2. **Textbooks and secondary reading:**

Texts for translation will be selected and distributed by the instructor along with relevant handouts.

3. **Examinations, papers, reports:**

In addition to the weekly assignments, each student will be responsible for a lengthier individual translation project. Texts for these projects are to be chosen by students in consultation with the instructor. Each student will also give a presentation on a particular aspect of commercial or legal translation.
Latin 16202

Semester: Spring 2015

Course Title: Elementary Latin II

Professor: Radd Ehrman

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

For students who have successfully completed Latin 16201 or its equivalent. The goal of this course is to continue to learn the basic concepts of Latin grammar and to increase facility in reading connected passages of Elementary Latin prose.

2. Textbooks and secondary reading:


3. Examinations, papers, reports:

Regularly assigned homework and quizzes
Three unit tests
Final examination
1. **Short description of the course contents, manner of presentation, level of approach:**

The purpose of this course is to further increase the student’s ability to read Latin prose and poetry. We will read both poetry and prose by various Latin authors. We will also continue to review Latin morphology and syntax as well as give attention to reading strategies.

2. **Textbooks and secondary reading:**

Balme & Morwood – *Oxford Latin Course: A Reader*

3. **Examinations, papers, reports:**

Regular assigned homework
Weekly quizzes on vocabulary and grammar
Three unit examinations
Final examination
LATIN 36171

SEMESTER: Spring 2015
COURSE TITLE: Vergil
PROFESSOR: Bonnie Zurbuch

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

Vergil 36171 is a post-intermediate reading course which focuses upon the Aeneid of Publius Vergilius Maro. Students will translate Latin excerpts from the Aeneid and will read the entire poem in English translation as well as textbook essays which will heighten an understanding of the poem as a whole. As a poetry course, students will learn to scan dactylic hexameter and develop an understanding of poetic devices and license. In addition, through the translation of the original Latin text, students will expand their knowledge of Latin vocabulary and grammar. The prerequisite for this course is the successful completion of Intermediate Latin II.

2. Textbooks and secondary reading:

Barbara Weiden Boyd, ed. – Vergil’s Aeneid: Selections from Books 1, 2, 4, 6, 10 & 12, 2nd Ed. (Bolchazy-Carducci Publishers, Inc., 2004)
Robert Fagles, tr – The Aeneid (Penguin Group, 2010)

3. Examinations, papers, reports:

Weekly quizzes; scansion; assignments; “in-class” recitations 20%
2 unit tests (20% each) 40%
Portfolio composition assessment 20%
Final exam 20%
**Latin 46095/56095**

**Semester:** Spring 2015  
**Course Title:** Ovid: Metamorphoses  
**Professor:** Jennifer Larson

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

   This course is an introduction to Ovid's mythological epic, *Metamorphoses*. We will examine how the poem both uses and departs from the conventions of epic, and we will read selections from the first five books in Latin.

2. **Textbooks and secondary reading:**


3. **Examinations, papers, reports:**

   Weekly translation assignments  
   Translation quizzes every 2-3 weeks  
   Writing assignments (literary essays and/or reports on secondary literature)  
   Final examination
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 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.
1. Short description of the course contents, manner of presentation, level of approach:

This course further develops skills acquired in Elementary ASL I & II, and is taught in conjunction with Intermediate ASL I & II. Using short stories, narratives, and dialogues the course explores more complex grammatical features. Students will learn about appropriate sequencing, temporal aspects, and conditionals. This course applies knowledge of American Sign Language (ASL) grammar to the description of increasingly complex constructs, processes and situations. Students describe settings, and explain or discuss everyday objects and their use, step-by-step processes, cause and effect, and incorporate multiple character role-shifting into medium-length stories, narratives and the discussion of hypothetical issues.

**Prerequisite:** Elementary I & II, and special approval.

This course is designed to run concurrently with Intermediate I & II.

2. Textbooks and secondary reading:

3. Examinations, papers, reports:
**Intensive ASL Grammar and Composition**

**SEMESTER:** Spring 2015  
**COURSE TITLE:** Intensive ASL Grammar and Composition  
**PROFESSOR:** Randall Hogue

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

   This course provides students with intensive instruction and practice in grammar to help intermediate students express complex ideas in ASL.

   Students will learn grammatical sentence structures including: canonical word order of Subject-Verb-Object, Topic-Comment structures, sentences with object- or subject-drop, the use of subject-pronoun copy tags, integration of lexical forms in sentences with depictions, appropriate use of rhetorical questions, the necessity of grammatical facial expression, comparative structures, conjunction use in longer clauses, and proper use of ASL function words.

   Students will gain in grammatical competence through the use of native/near-native language sample analysis, explicit grammar instruction, mirroring native production, guided practice through structured patterns and applying this knowledge to self generated texts. The ASL texts will then be further refined through successive drafts.

   **Prerequisite:** ASL 19202. This course is recommended to be taken concurrently with ASL 29201 although more advanced students may also benefit.

2. **Textbooks and secondary reading:**

   There are no required textbooks for the course.  
   Receptive practice will be in the form of instructor provided video.  
   Student should have a blank large capacity (8GB or better) USB drive on which to store their video.

3. **Examinations, papers, reports:**

   Student will record multiple language samples of varying lengths that may be self-assessed, peer assessed and/or instructor assessed. Using this feedback the students will develop their narratives through successive drafts.
1. Short description of the contents of the course, manner of presentation, level of approach:

Provides intensive practice in fingerspelling, numbers, depiction and description using classifiers. Emphasis on clarity and accuracy in both expressive and receptive skills. Special dedication is given to lexicalized fingerspelling and numeral incorporation as used by native users of American Sign Language. Depiction using classifier handshapes as well as more broad, descriptive sign skills will be developed. Development of expressive skills will focus on speed, clarity, and fluency. Development of receptive skills will focus on context clues, repetition, and recognition of component parts and sequences.

Prerequisite: Elementary I & II, and special approval.

This course is designed to run concurrently with Intermediate ASL I & II.

2. Textbooks and secondary reading:

None required.

Optional Texts:
Brenda E. Cartwright, Suellen J. Bahleda; (2007) - *Numbering in American Sign Language*
Carol J. Patrie, Robert E. Johnson; (2011) - *Fingerspelled Word Recognition through Rapid Serial Visual Presentation*

3. Examinations, papers, reports:

Class attendance/participation/application
Quizzes
Homework
Exams (midterm and final)
Video presentations of short narratives that highlight fingerspelling, numbers, and depiction/description
1. **Short description of the course content, manner of presentation, level of approach:**

   The goal of this online 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 pre-learning surveys
   Weekly discussion forum activities
   Weekly quizzes
   Final examination
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’ embarrassing *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](http://www.loa.org/webstore), but you would have to do that sufficiently in advance to have it by the first week of class. Otherwise, you can find it in the bookstore at whatever price they charge.

3. Examinations, papers, reports:

Five Block Tests
Syllabus & FAQ Test at the beginning of the semester
1. **Short description of the course content, manner of presentation, level of approach:**

An in-depth study of the interaction between two or more cultures of the world, focusing on the impact of linguistic and other cultural differences.

This theme of this particular course is the culture of Germany, a country with strong ties to the United States and a major economic force on the world market.

Upon successful completion of this course, you will
- be able to identify and describe German “cultural standards” (Alexander Thomas)
- be familiar with select “customs, institutions and history” (Claire Kramsch) of German society
- understand how these realities form culture-specific patterns
- recognize some of your own cultural biases
- be able to anticipate and handle critical incidents (irritating situations that frequently occur between Germans and Americans)

2. **Textbooks and secondary reading:**


Additional materials will be available online.

3. **Examinations, papers, reports:**

Active class participation
Class presentation
Paper
Three midterms and a final exam
MCLS 30420

SEMESTER: Spring 2015

COURSE TITLE: Foreign Language & Culture Studies

PROFESSOR: Erik Angelone

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

This course will focus on the anthropological, linguistic, and cultural parameters of language structure and function in the context of both intracultural and intercultural communication, as relevant for language mediators. Students will critically analyze language and culture “in action” from verbal and non-verbal perspectives. Analysis parameters will build on already-existing foreign language and culture competence. The course format will consist of lectures and corresponding discussions and exercises, done both individually and in groups.

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 reflection questions
Content quizzes
Mid-term examination
Final examination
1. **Short description of the course contents, manner of presentation, level of approach:**

Theories of human development and learning (pre-kindergarten through adult), second language acquisition research and foreign language methodology form the base for classroom practices. Differentiated instruction and classroom management are also addressed. Pre-requisite: admission to advanced study, oral and written competency in modern language to be taught or permission. Open to foreign language majors and elementary education majors with foreign language concentration.

2. **Textbooks and secondary reading:**


Other materials provided by instructor

3. **Examinations, papers, reports:**

Students will read assignments and prepare answers for information and discussion purposes. They will lead class discussion in selected topics. Examinations include a midterm and final. They will write weekly blogs, individual assignments, and mini-lessons.
1. **Short description of the course contents, manner of presentation, level of approach:**

From F.T. Marinetti's *Futurist Manifesto* (1909) to Fascist ideology, this course will explore the history and the forms of Italian Futurism through a variety of media including literature, art, architecture, and film. The cult of speed and violence, the influence of machines on humans and the relationship of technology to society will be discussed in light of the impact that futurism had not only within the political and aesthetic context of Fascist Italy, but also within the larger framework of 20th century Europe. We will screen films as diverse as *Metropolis, Robocop, AI: Artificial Intelligence, I, Robot, Man with a Movie Camera* and *Bladerunner*, look at Sant'Elia's projects for the "Città nuova" and at Boccioni's paintings, and read the writings celebrating war as "hygiene of the world". By focusing on these varied sources, we will come to understand Italy's nationalism and modernization in the early 20th century and, conversely, how some aspects of our 21st century world have been shaped by futurism.

All reading, writing, and class discussion will be in English.
MCLS 40525

SEMESTER: Spring 2015

COURSE TITLE: Inquiry into Professional Practice

PROFESSOR: Rebecca Chism

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

Inquiry into foreign language teaching as a profession; emphasis on teacher as disciplined investigator and pre-professional. Final seminar in sequence of inquiry and cohort seminars that focus on teacher reflection and problem-solving for instructional improvement. Conducted during the student teaching semester, there is an emphasis on collaborative discussion and reflection on classroom-based research.

Pre-requisites: MCLS 30660, MCLS 40660, oral and written competency in modern language to be taught or permission.

2. **Textbooks and secondary reading:**

Collaboration in Student Teaching Handbook

Other materials to be provided by instructor

3. **Examinations, papers, reports:**

Weekly blog,
Individual assignments,
Readings and discussion,
Professional portfolio,
Education teacher performance assessment.
MCLS 40657

SEMESTER: Spring 2015

COURSE TITLE: Student Teaching of a Second Language

PROFESSOR: Rebecca Chism

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

Student teaching internship under cooperating teacher and university supervisor. Involves daily lesson/unit planning, differentiation of instruction, classroom management, grading and assessment, and other teaching duties.

Pre-requisite: MCLS 30660, 40660 (plus observation hours), satisfactory dispositions assessments, completion of background check, CPR, Child Safety Training, ALICE training. Oral and written competency in modern language to be taught, or permission.

2. Textbooks and secondary reading:

Collaboration in Student Teaching Handbook

3. Examinations, papers, reports:

Midterm and Final evaluation of student teaching; dispositions assessment
This is a basic class on using technology in the classroom, designed for those who are or will be teaching. It is primarily oriented towards language and literature teachers (including ESL). We will explore why you may wish to use technology in the classroom, what is available and how to implement it.

2. **Textbooks and secondary reading:**

   No textbook
   Critical articles (Library)
   Electronic journals (online)

3. **Examinations, papers, reports:**

   Projects with lesson plans
   Summary of critical articles
   Evaluation of tools and resources
   Final paper
MCLS 60663

SEMESTER: Spring 2015

COURSE TITLE: Second Language Curriculum and Testing

PROFESSOR: Rebecca Chism

1. **Short description of the course contents, manner of presentation, level of approach:**
   
   Curriculum development, lesson planning, and assessment techniques. Scholarly articles and text readings, class discussions, student-led presentations.

2. **Textbooks and secondary reading:**


   Other materials provided by instructor

3. **Examinations, papers, reports:**

   Weekly blog and individual assignments;
   Student-led presentations;
   Classroom readings and discussion;
   Final paper.
RUSSIAN 65250

SEMESTER: Spring 2015

COURSE TITLE: Commercial, Legal & Diplomatic Translation

PROFESSOR: Brian Baer

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

This is an introduction to methods and resources for the translation of a variety of commercial and legal texts. Classes will be conducted as workshops based on weekly assignments. Particular emphasis will be placed on specialized terminology and genre-appropriate style, and on the use of parallel texts as research resources.

Prerequisite: TRST 62010 Practice of Russian Translation

2. Textbooks and secondary reading:

Texts for translation will be selected and distributed by the instructor along with relevant handouts.

3. Examinations, papers, reports:

In addition to the weekly assignments, each student will be responsible for a lengthier individual translation project. Texts for these projects are to be chosen by students in consultation with the instructor. Each student will also give a presentation on a particular aspect of commercial or legal translation.
1. **Short description of the course contents, manner of presentation, level of approach:**

Continued development of basic language skills in Russian with an emphasis on aural comprehension and communication. Continued development of reading and writing skills. Interwoven with basics of Russian and Slavic cultures.

2. **Textbooks and secondary reading:**

*Golosa Book One, 5th edition* (Pearson’s MyRussianLab, with e-text)  
Recommended: *English Grammar for Students of Russian* by Cruise

3. **Examinations, papers, reports:**

Quizzes  
Chapter tests  
Final
1. Short description of the course contents, manner of presentation, level of approach:

To be taken concurrently with Elementary Russian II. Activities to support continued development of basic language skills covered in Elementary Russian II, with an emphasis on aural comprehension and communication. Along with traditional activities we sing songs, recite short poems, and compete in tongue-twister excellence.

2. Textbooks and secondary reading:

*Golosa Book One, 5th edition* (Pearson’s MyRussianLab, with e-text)
Headset

3. Examinations, papers, reports:

Dialogues and communicative situations
Oral tests
RUSSIAN 22202

SEMESTER: Spring 2015

COURSE TITLE: Intermediate Russian II

INSTRUCTOR: Elena Michalski

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

Continuation of Russian 22201. Expansion and improvement of oral and written communication skills. Development of reading comprehension through the reading of Russian short stories and non-literary genres (emails, recipes, advertisements, songs, blogs, etc.). Interwoven with basics of Russian and Slavic cultures.

2. Textbooks and secondary reading:

Golosa Book Two, 5th edition
Headset

3. Examinations, papers, reports:

Quizzes
Chapter tests
Final
RUSSIAN 22212

SEMESTER: Spring 2015

COURSE TITLE: Intermediate Russian II Recitation

INSTRUCTOR: Eugenia Sokolskaya

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

To be taken concurrently with Russian 22202. Interactive exercises and drills designed to reinforce the grammatical, comprehension, speaking, and vocabulary building skills being developed in Russian 22202. Along with traditional activities we sing traditional Russian songs, recite poems, and compete in tongue-twister excellence.

2. Textbooks and secondary reading:

Golosa Book Two, 5th edition (textbook and workbook)
Headset

3. Examinations, papers, reports:

Quizzes
Chapter tests
Final
1. Short description of the course contents, manner of presentation, level of approach:

We will work on improving Russian pronunciation and intonation through theory and communicative practice. We will read and recite Russian poems, proverbs and tongue-twisters, act out culture-specific situations relevant to today’s life in Russia, and even practice being TV newscasters. The students will receive individualized and friendly feedback from their instructor and peers. In addition to speaking, this course will also improve your comprehension, reading and writing skills.

2. Textbooks and secondary reading:

Provided by instructor and/or available in free access online

3. Examinations, papers, reports:

Short quizzes
Aural midterm and final
Reflections on personal development as a speaker of Russian
RUSSIAN 32421

SEMESTER: Spring 2015

COURSE TITLE: Russian Civilization Writing Intensive/Experiential Learning

PROFESSOR: Tatyana Bystrova-McIntyre

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

Russian civilization from its beginnings to the present day: history, politics, literature, music, art, and film. The students are engaged in a variety of activities: class discussions and debates, Internet research in Russian, readings and videos, short presentations on historical figures and events. Some examples include Peter the Great, Katherine the Great, Ivan the Terrible, Lenin, Stalin, Putin, revolutions, wars, gender and sexuality, art and literature. At the end of the course, students will be able to:
   ✓ Recognize central topics and major groups/individuals in Russian and Soviet history, politics, and art;
   ✓ Carry on a discussion - in Russian - pertaining to major developments in Russian history, art, literature, and music;
   ✓ Detect and explain relationships between historical and cultural trajectories in Russia and the world.

2. Textbooks and secondary reading:


3. Examinations, papers, reports:

Presentations
Reading journals
Midterm and final essays
1. Short description of the course contents, manner of presentation, level of approach:

In this lecture and discussion course we will study selected novels and prose works of Nikolai Gogol, Fyodor Dostoyevsky, Lev (a.k.a. Leo) Tolstoy, Anton Chekhov, Isaac Babel, Osip Mandelshtam, and Vladimir Nabokov, exploring the ways in which their works transcend the notion of national literature. Through class discussion we will engage with the critical literature and offer thoughtful counter-critique grounded in our textual observations.

2. Textbooks and secondary reading:


Other readings and course materials will be provided by the instructor.

3. Examinations, papers, reports:

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Participation and quizzes</td>
<td>25%</td>
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<tr>
<td>Written homework assignments and student presentations</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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1. **Short description of the course contents, manner of presentation, level of approach:**

   This course is designed to solidify aural comprehension and oral discursive skills through the viewing and analysis of Russian film (conversation) and to further your Russian writing skills (composition). We will adopt a thematic approach, focusing on the representation of war in Soviet and post-Soviet cinema. Though we will look at films depicting the Russian Civil War and World War II, at the core of the course will be the exculpatory strategies in several recent films depicting the wars in Afghanistan and Chechnya. We will be reading primary and secondary texts to situate the films in their geopolitical contexts. You will be asked to compose essays in several different genres, anything from brief position papers to longer critical essays. It is also my goal to help you develop the theoretical tools that will enrich your viewing of film in general. This, I hope, will help ease the transition from being passive viewers of movies to active students of film.

   Majors and minors must see the Department Advisor to register. Permission is needed from the department.

2. **Textbooks and secondary reading:**

   Course materials will be provided by the instructor.

3. **Examinations, papers, reports:**

   - Participation and quizzes 20%
   - Homework assignments 25%
   - Midterm examination 25%
   - Final project 30%
RUSSIAN 42240

SEMESTER: Spring 2015

COURSE TITLE: Business and Special Texts: Russian

INSTRUCTOR: Olga Shostachuk

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

   Continued development of Russian language and culture skills through business and other special texts. We will read, translate, discuss and present on topics in contemporary Russian business, politics, and cultures. A variety of genres will be covered.

2. **Textbooks and secondary reading:**

   Contact instructor

3. **Examinations, papers, reports:**

   Presentations
   Translations
   Final examination
1. Short description of the course contents, manner of presentation, level of approach:

This course introduces beginners to the four language skills of listening, speaking, reading and writing. This class will develop your ability to understand native spoken and written Spanish, and 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.

LEARNING OUTCOMES

- Identify words and phrases in short non-complex and highly contextualized texts.
- Recognize the main ideas of short texts.
- Recognize familiar words and phrases in highly contextualized speech.
- Reproduce from memory words, phrases and short sentences in context, communicating information on common elements of daily life.
- Sustain a brief conversation on familiar topics that affect you directly.
- Recall basic facts from the target language countries.
- Communicate about daily life topics in present tense using simple sentences.

2. Textbooks and secondary reading:

Nexos, 3rd Ed., Vol. I (Chapters 1 through 4) and the accompanying iLrn package
Available at http://www.cengagebrain.com/micro/ksuspann or bookstores.

* Hybrid format supplemented by detailed instructions and material posted in Blackboard Learn

3. Examinations, papers, reports:

Hybrid format: one online hour, two face-to-face hours, and one lab hour
   3 chapter tests: oral and written assessments
   Final exam
   Online homework

Traditional format:
   3 chapter tests: oral and written assessments
   Final exam
   Online homework
1. **Short description of the course contents, manner of presentation, level of approach:**

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. Attendance is mandatory because great emphasis is placed on oral communication skills in Spanish.

**NOTE:** If you have a high school background in Spanish, you can expedite the completion of your coursework by enrolling at the appropriate level, and are strongly encouraged to take the free placement test through Academic Testing Services.

2. **Textbooks and secondary reading:**

   *Nexos, 3rd Ed., Vol. I (Chapters 1 through 8) and the accompanying iLrn package*

   Available at [http://www.cengagebrain.com/micro/ksuspan](http://www.cengagebrain.com/micro/ksuspan) or bookstores.

3. **Examinations, papers, reports:**

   Chapter tests: oral and written assessments
   Block final exam (if applicable)
   Online homework
SPANISH 18202

SEMESTER: Spring 2015

COURSE TITLE: Elementary Spanish II

PROFESSOR: Staff

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

   This course will continue to develop the skills of speaking, listening, reading and writing initiated in SPAN 18201. Attendance is mandatory because great emphasis is placed on oral communication skills in Spanish.

   **LEARNING OUTCOMES**
   
   - Recognize main ideas and some details of short texts.
   - Identify with relative ease key words, cognates, and formulaic phrases to interpret main ideas and some details of short non-complex, highly predictable texts on familiar topics.
   - Identify and understand key words, true aural cognates and formulaic expressions.
   - Write complete sentences and short messages by recombining previously learned material and structures.
   - Sustain a brief conversation on familiar topics related to self, family, and school.
   - Recall basic facts from the target language countries.
   - Communicate about daily life topics in present and past tense using simple sentences.

2. **Textbooks and secondary reading:**

   Nexos, 3rd Ed., Vol. I (Chapters 5 through 8) and the accompanying iLrn package
   Available at [http://www.cengagebrain.com/micro/ksuspan](http://www.cengagebrain.com/micro/ksuspan) or bookstores.

   * Hybrid format supplemented by detailed instructions and material posted in Blackboard Learn

3. **Examinations, papers, reports:**

   Hybrid format: one online hour, two face-to-face hours, and one lab hour
   3 chapter tests: oral and written assessments
   Final exam
   Online homework

   Traditional format:
   3 chapter tests: oral and written assessments
   Final exam
   Online homework
1. **Short description of the course contents, manner of presentation, level of approach:**

This course will continue to develop the skills of speaking, listening, reading and writing initiated in SPAN 18201. 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. Attendance is mandatory because great emphasis is placed on oral communication skills in Spanish.

**NOTE:** If you have a high school background on Spanish, you can expedite the completion of your coursework by enrolling at the appropriate level and are strongly encouraged to take the free placement test through Academic Testing Services.

2. **Textbooks and secondary reading:**

   *Nexos*, 3rd Ed., Vol. I (Chapters 1 through 8) and the accompanying iLrn package Available at [http://www.cengagebrain.com/micro/ksuspan](http://www.cengagebrain.com/micro/ksuspan) or bookstores.

3. **Examinations, papers, reports:**

   Chapter tests: oral and written assessments
   Block final exam, if applicable
   Online homework
1. Short description of the course contents, manner of presentation, level of approach:

This course will continue to develop the skills of speaking, listening, reading and writing initiated in SPAN 18202. Attendance is mandatory because great emphasis is placed on communication skills in Spanish. By the end of the semester you should be able to communicate both in written and oral form in situations commonly encountered in daily life, talk about the past, and express your feelings and opinions.

2. Textbooks and secondary reading:

Nexos, 3rd Ed., Vol. II (Chapters 9 through 14) and the accompanying iLrn package Available at http://www.cengagebrain.com/micro/ksuspan or bookstores.

3. Examinations, papers, reports:

Chapter tests: oral and written assessments
Block final exam, if applicable
Online homework
1. **Short description of the course contents, manner of presentation, level of approach:**

   This course continues the development of speaking, reading, writing and listening initiated in SPAN 28201. Attendance is mandatory because great emphasis is placed on oral communication skills in Spanish. The course stresses communication skills in Spanish and seeks to further develop your ability to understand native spoken and written Spanish. By the end of the semester you should be able to communicate both in written and oral form in situations commonly encountered in daily life, talk about the past, the present and the future, and express your feelings and opinions.

2. **Textbooks and secondary reading:**

   Nexos – 3rd Ed. – Vol. II (Chapters 9 through 14) and the accompanying iLrn package
   Available at [http://www.cengagebrain.com/micro/ksuspan](http://www.cengagebrain.com/micro/ksuspan) or bookstores.

3. **Examinations, papers, reports:**

   Chapter tests: oral and written assessments
   Block final exam, if applicable
   Online homework
SPANISH 38211

SEMMESTER: Spring 2015
COURSE TITLE: Grammar & Composition
PROFESSOR: Jessie Carduner

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

This course is designed to help students refine their writing skills in Spanish, and to increase their grammatical knowledge of Spanish. This will be accomplished through a combination of oral and written practice exercises, formal and informal writing assignments, and by reading and discussing models of texts written in the target language.

Objectives:
To increase students’ grammatical competence.
To increase students’ lexical knowledge.
To increase students’ writing skills in the target language.

2. Textbooks and secondary reading:
Dominicis, M. & Reynolds, J. Repase y Escriba Curso avanzado de gramática y composición. 7th Ed.
Nissenberg, G. Complete Spanish Grammar.
Supplementary materials available on Blackboard/Learn.

3. Examinations, papers, reports:

Three exams
Three formal compositions (2 drafts each)
Daily work consisting of homework, participation and quizzes.
1. Short description of the course contents, manner of presentation, level of approach:

This course will concentrate on a review of Spanish verb forms and principle parts of speech with an aim to improve writing in Spanish. To do this we will study the writing process using models from the textbook, practicing argumentation, and considering the mechanics of developing well-structured compositions (redacciones) with frequent workshopping in class.

Objectives:
To improve the ability to communicate in writing in Spanish through a variety of discourses, such as descriptive, narrative (past and present), argumentative, and analytical.
To strengthen oral/aural ability in Spanish through class discussions.
To review and strengthen their understanding and use of major concepts of Spanish grammar.
To expand Spanish vocabulary.

2. Textbooks and secondary reading:

- Por escrito: De la palabra a la composición by Febles, Jorge and Carolyn Harris (Pearson Prentice Hall, 2005).
- Spanish Grammar Reference Chart
- Access to www.wordreference.com. Wordreference app may be used.

3. Examinations, papers, reports:

- Exam 1: 10%
- Exam 2: 15%
- Exam 3: 20%
- 4 Compositions: 30%
- 3 Quizzes and 6 “Entradas”: 15%
- Participation: 10%
1. Short description of the course contents, manner of presentation, level of approach:

The purpose of this course is to increase vocabulary, reading, speaking and listening skills. This course will provide continuous opportunities to practice Spanish orally, based on selected readings on controversial topics and literary texts (poems, essays, stories and theater). Exercises on vocabulary and analytical question guides are designed to prepare students for in-depth conversation in class. Two short films, award-winners, will offer opportunities for students to strengthen their listening comprehension skills and expand their cultural knowledge of Spanish speakers and the Spanish-speaking world. The short films are excellent means for students to listen to varied modern, spoken, colloquial Spanish. The short films are supported by conversational and analytical exercises.

2. Textbooks and secondary reading:

Literary excerpts – (Teatro) provided by the professor
The Revista Film Collection (online)
Stories – provided by the professor
Biblioteca Virtual Cerfantes (online)
Material in course website

3. Examinations, papers, reports:

In class participation (reading in advance and in-class use of the target language)
Two midterm exams
One oral report
A final exam
1. **Short description of the course contents, manner of presentation, level of approach:**

This course will help you understand and improve your pronunciation of Spanish through the study of Phonetics and Phonology. You will analyze and practice the manners and places of articulation for Spanish sounds, become familiar with the phonetic and phonemic transcription of those sounds, and recognize the regional dialectal variations in Spanish.

2. **Textbooks and secondary reading:**

Que bien suena! - Stokes

3. **Examinations, papers, reports:**

Daily assignments  
Midterm exams  
Oral exams  
Projects  
Final exam
SPANISH 38331

SEMESTER:                    Spring 2015

COURSE TITLE:    Recent Spanish Literature

PROFESSOR:       Irina Dzero

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

This course is an introductory survey of modern Spanish Literature that focuses on close reading and critical analysis of the most representative literary pieces from eighteenth century to the present. It is taught in Spanish in a lecture/discussion format.

Learning Objectives:
To read and critically analyze selected excerpts of Spanish literary works from 18th through 20th century.
To strengthen critical thinking on various cultural and literary matters as presented in the selected readings.
To use Spanish in class participation addressing the assigned readings and critical perspectives.

2. Textbooks and secondary reading:
Vicente Blasco Ibáñez, La barraca
Ramón J. Sender, Requiem por un campesino español
Eduardo Mendoza, El misterio de la cripta embrujada
Rosa Montero, La hija del canibal
Other materials will be provided by the instructor

3. Examinations, papers, reports:

Students will be responsible for the weekly scheduled readings and written assignments. Class participation is required and will be evaluated.
1. **Short description of the course contents, manner of presentation, level of approach:**

This course is designed to help students appreciate, analyze and evaluate literary selections of key representative authors from Hispanic America. The selections represent the most important literary genres and trends of each historical period, from modernism to contemporary literature. Students will develop their reading and analytical skills through a variety of pre-reading strategies, activities and engaging discussion questions that accompany each selection. Taught in Spanish in a lecture/discussion format.

**Objectives:**
To strengthen linguistic skills and critical thinking on the topics presented in the selected readings.
To explore issues of gender, race and social class.
To build the students cultural knowledge.
To increase vocabulary and strengthen reading, writing, listening and speaking skills.
To use Spanish in written homework and essays.

2. **Textbooks and secondary reading:**


3. **Examinations, papers, reports:**

Students will be responsible for the weekly scheduled readings and assignments. Class participation is expected at all times.
1. **Short description of the contents of the course, manner of presentation, level of approach:**

   This class is focused on the historical and cultural development of Latin America, with emphasis on Spanish America, as reflected in its geography, history, art, political and social institutions encompassing from Pre-Hispanic times to the present. Using Spanish at all time in the lectures, class discussions and presentations, it is intended to stimulate thought on those political, economic, religious and artistic issues that constitute major themes in the Spanish American history and culture. In addition, there will be audio and visual material to facilitate the perception and understanding Latin American art, political and social issues.

2. **Textbooks and secondary reading:**


   Material to be posted in this course’s site in Blackboard Learn.

3. **Examinations, papers, reports:**

   Daily assignments: reading assigned chapters of textbook in advance.
   One weekly online quiz to be taken in class.
   One in-class presentation in the semester.
   La noticia del día.
   Regular attendance and participation in class discussions.
   Two mid-term exams
   Final project
COURSE TITLE: Hispanic Culture through Songs and Films

SEMESTER: Spring 2015

PROFESSOR: Luis Hermosilla

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

The main objective of this course is to critically analyze a selection of songs and films organized by topics that address major cultural trends, changes or movements in Hispanic America, Spain and regions in the US known for their Latino presence. Classes consist of close analysis of scripts and words, their musical arrangement and cultural representations connected to historical events and ethnic identities. Some activities involve group discussions, analysis of audiovisual materials, and in-class presentations; selected readings and other sources of information (newspapers, magazines, and videos) that cover a variety of topics are also included. Among those topics are: similarities and differences between Spain and the Spanish-American countries, Spanish-American Indian nations, Hispanic/Latino in the US, family ties, the role of women, customs and folklore, literature and art.

2. Textbooks and secondary reading:

Online materials posted in the course Web Site in Blackboard Learn

3. Examinations, papers, reports:

Mid-terms
In-class presentations
Video-recordings
Multi-media, topic-based project
Final Exam
SPANISH 48230

SEMESTER: Spring 2015

COURSE TITLE: Advanced Translation Practice

PROFESSOR: Staff

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

This course is intended to allow the student to continue developing the translation skills, knowledge of resources, and vocational direction begun in Spanish 38231. Translation-in-situation is the predominant approach. The course will include individual and team translations, group discussion and technique activities, role play, and a comparative approach to text assessment and (self-)editing.

The crux of the course will be the workshop. We will review (or preview) weekly assigned texts for translation, focusing on deep structures, discourse features, problem areas and terminology, and troubleshooting. We will consider vocational issues relevant to our language pair such as the status of the translator, networking and the relationships within the translation field, and issues and trends current in the field; alternatively we will work on grammatical issues of translation such as translating the subjunctive, idioms or slang. We will engage current topics from translation discussion groups and translation journals. The student will be able to:

- Gain basic competence in the skills, techniques, resources and strategies of both general and specialized translation.
- Gain and use a working knowledge of translation as a profession.
- Develop analytical and theoretical skills, and their interrelationships, via translation.
- Develop document knowledge and text-typological knowledge.
- Work productively both in groups and independently.
- Demonstrate intercultural competence in negotiating cultural and linguistic resistances in translating.
- Show metacognitive competence in problem-solving, risk-taking, self-evaluation, and other facets of the translator’s agency.

2. Textbooks and secondary reading:

TBA

3. Examinations, papers, reports:

Classwork (includes discussion, attendance, punctuality, oral participation, improvement) 10%
Homework 20%
Midterm Exam (annotated translation; graded on ATA scale) 10%
Quizzes (approx. 2) 5%
Workshop translations (approx. 12; 3%+ ea.) 40%
Final Project 15%
1. Short description of the contents of the course, manner of presentation, level of approach:

A graduate translation practicum in commercial/financial, legal and diplomatic translation. By the end of this course the student will be able to:

- understand current issues in the translation (and interpreting) profession in the C/L/D domains;
- access, evaluate, and use successfully different resources, including specialized lexicons and databases;
- process complex specialized texts for meaning and transfer;
- develop strategies based on the issues and complications involved in these specialized domains to solve textual problems;
- recognize and reproduce accepted commercial, legal, and diplomatic discourse features appropriate to different task environments, and work into English out of Spanish variations written for different national audiences;
- learn to prepare specialized vocabularies;
- understand and act in the understanding of the ethics of working in these domains.

2. Textbooks and secondary reading:


3. Examinations, papers, reports:

| Workshop Translations (12-13) | 40% |
| Participation and Classroom Performance | 30% |
| (Includes group translations and edits, sight translations, in-class translations, "blitzes" and glossaries, discussion and in-class critiques; preparedness, attendance, punctuality, general contribution, improvement, attitude) | |
| Final Project | 30% |
| (2,000-word project [10 pp.] plus brief commentary, annotated bibliography including list of parallel texts, and glossary. Student’s choice of topic [within commercial, legal and diplomatic domains]) | 100% |
SPANISH 68251

SEMESTER: Spring 2015

COURSE TITLE: Scientific, Technical & Medical Translation

PROFESSOR: Isabel Lacruz

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

This course is an introduction to the methods, strategies, techniques and resources used in the translation of scientific, technical and medical texts. It provides extensive practice in translation, in the evaluation of translations, the identification of professional issues and in the preparation and use of glossaries and specialized vocabularies. Class meetings will be conducted in a workshop format based on weekly assignments, readings and translation.

COURSE OBJECTIVES: At the end of the semester, students who meet the evaluation requirements will be able to: translate and sight translate general and specialized technical, scientific and medical texts; apply translation theory in the practice of translation; distinguish the discourses in English and Spanish; identify and document significant terminological resources for the translation of scientific, technical and medical texts; prepare specialized vocabularies, applying principles derived from interpretative semantics; translate texts under time constraints; evaluate and edit translations; generate professional-quality translation samples.

2. Textbooks and secondary reading:

Montalt & González Davies, Medical Translation Step by Step

3. Examinations, papers, reports:

   Class participation & performance  30%
   Translation exercises (10 – 12 min.)  40%
   Final project  30%
1. Short description of the course contents, manner of presentation, level of approach:

An introduction to the multilingual information cycle, including general technological issues, text preparation, translation in markup languages, computer-assisted translation tools, and multilingual information flow for translation. Course is taught in English. For students in the B.S. Translation program in French, German, Russian, or Spanish.

2. Textbooks and secondary reading


Web materials.

3. Examinations, papers, reports:

Frequent short quizzes on practical aspects
Short assignments related to multilingual and technical issues
1. **Short description of the course contents, manner of presentation, level of approach:**

This course is designed to introduce the basic concepts of professional editing, revising, and post-editing for graduate students in the MA translation program.

2. **Textbooks and secondary reading:**


*The Chicago Manual of Style*, 16th ed.

3. **Examinations, papers, reports:**

Several quizzes on specific editing issues.
Editing and post-editing assignments weekly throughout class.
One presentation on an aspect of machine translation.
1. Short description of the course contents, manner of presentation, level of approach:

Technical terminology comprises the building blocks from which translations involving special languages are crafted. In order to ensure repeatability and reproducibility in their work, thus achieving a high level of quality assurance, translators need to master the skills required for effective terminology management. Computer applications for translation include terminology documentation, term extraction, translation memory and machine translation. This course will explore various applications designed for these purposes and prepare students to apply these applications in professional environments.

PREREQUISITE

Graduate standing. MCLS 60010 Theory and Practice of Translation and Interpreting or by special permission of the instructor

2. Textbooks and secondary reading:

Additional handouts and other materials will be made available during class.

3. Examinations, papers, reports:

Group and individual terminology projects
Practical Internet, World Wide Web and email exercises
Creation of a personal World Wide Homepage
Final exam

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<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Classroom participation</td>
<td>25%</td>
</tr>
<tr>
<td>Initial terminology project</td>
<td>15%</td>
</tr>
<tr>
<td>Other computer applications</td>
<td>20%</td>
</tr>
<tr>
<td>Final terminology project</td>
<td>25%</td>
</tr>
<tr>
<td>Exam</td>
<td>15%</td>
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</tbody>
</table>
1. **Short description of the course contents, manner of presentation, level of approach:**

   This course offers a hands-on introduction to project management in the language industry, and focuses on the skills required to perform the duties of a translation or localization project manager.

   - Requirements gathering
   - Defining and managing project scope
     - Decomposition
     - Identifying and defining project activities
     - Identifying dependencies and sequencing activities
     - Creating the work breakdown structure (WBS)
   - Estimating activity durations, resource requirements and cost to create the project schedule and budget
   - Recruiting and organizing the project team
   - Managing the project team and team communications
   - Monitoring and controlling project progress
   - Risk management
   - Quality management
   - Professional responsibility

   Bridging theory and practice, students will engage in a number of exercises and simulations designed to illustrate the application of the project management body of knowledge to typical language industry projects. The course will consist of a mix of lectures, discussions of readings, hands-on in-class activities, and group projects.

2. **Textbooks and secondary reading:**

   Readings will be indicated on the course web page.

3. **Examinations, papers, reports:**

   Approximately bi-weekly projects; mid-term; final
1. Short description of the contents of the course, manner of presentation, level of approach:

This course consists of an extensive and intensive study of the language industry, including the socio-economic context of professional translation and the language services business sector. Since this course is a doctoral seminar, students will be expected to have covered all of the readings for the week and to be prepared to discuss them in class. Class meetings will be devoted primarily to discussions of the role readings and of implications thereof, although some class time may also be devoted to role plays and group activities (where appropriate).

2. Textbooks and secondary reading:


Readings will also be drawn from:

- Market research published by Common Sense Advisory and Gartner;
- Books on international business, management, sales and marketing;
- Articles in trade publications, such as *MultiLingual*, as well as business journals, such as the *Harvard Business Review*;
- Relevant language industry and business websites.

Required and suggested readings will be listed on the course website.

3. Examinations, papers, reports:

Weekly reaction papers, midterm exam, final project.
COURSE SUBJECT AND NUMBER

COURSE TITLE:

SEMESTER: [Month YEAR]

PROFESSOR:

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

2. Textbooks and secondary reading:

3. Examinations, papers, reports:
1. Short description of the course contents, manner of presentation, level of approach:

This course explores different histories of translation (Western and non-Western), as well as epistemological and methodological issues in the writing of translation history. The class adopts a seminar format.

2. Textbooks and secondary reading:


3. Examinations, papers, reports:

Regular critical response papers; two research papers; one presentation.