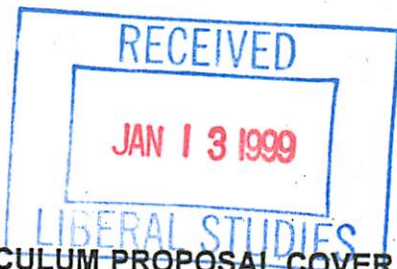


LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

98-31f

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Dr. Victor Drescher Phone 73024  
Department Critical Language Program

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

\_\_\_\_\_ **COURSE** \_\_\_\_\_  
Suggested 20 character title

\_\_\_\_\_ **New Course\*** \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ **Course Revision** \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ **Liberal Studies Appr** CL 107 Italian I \_\_\_\_\_  
**for new or existir** CL 157 Italian II \_\_\_\_\_

**Course Deletions** CL 207 Italian III \_\_\_\_\_  
CL 257 Italian IV \_\_\_\_\_

\_\_\_\_\_ **Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title

\_\_\_\_\_ **New Number and/or Full New Title** \_\_\_\_\_

\_\_\_\_\_ **Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ **PROGRAM:** \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_ Track

\_\_\_\_\_ **New Program\*** \_\_\_\_\_  
Program Name

\_\_\_\_\_ **Program Revision\*** \_\_\_\_\_  
Program Name

\_\_\_\_\_ **Program Deletion\*** \_\_\_\_\_  
Program Name

\_\_\_\_\_ **Title Change** \_\_\_\_\_  
Old Program Name

\_\_\_\_\_ **New Program Name** \_\_\_\_\_

**III. Approvals (signatures and date)**

Department Curriculum Committee \_\_\_\_\_ Department Chair \_\_\_\_\_

College Curriculum Committee \_\_\_\_\_ College Dean \_\_\_\_\_

+ Director of Liberal Studies (where applicable) \*Provost (where applicable)

## Part II. Description of Curriculum Change

1. Catalog description for the revised program in the appropriate form.

The text of the catalog description for the critical languages program will remain unchanged except for the deletion of the word "Italian." See number 2 below.

2. Summary of changes:

- a. Table comparing old and new programs.

### Description of old program



**Critical Languages**  
College of Humanities and Social  
Sciences

Critical Languages are offered in four levels. See program description in the opening section of the College of Humanities and Social Sciences. Specific languages are offered as available.

**CL101-120 Critical Languages I** 3c-01-3sh  
Basic vocabulary and pronunciation in the target language. Oral/aural skills are stressed.

CL101	Arabic I
CL102	Chinese I
CL103	Dutch I
CL104	Finnish I
CL105	Hindi I
CL106	Hungarian I
CL107	Italian I
CL108	Japanese I
CL109	Korean I
CL110	Modern Greek I
CL111	Portuguese I
CL112	Russian I
CL113	Swedish I
CL114	Hebrew I

**CL151-170 Critical Languages II** 3c-01-3sh  
Prerequisite: Level I or acceptable equivalent  
A continuation of the first-semester course. Depending on the language being studied, reading and writing may be introduced at this level.

CL151	Arabic II
CL152	Chinese II
CL153	Dutch II
CL154	Finnish II
CL155	Hindi II
CL156	Hungarian II
CL157	Italian II
CL158	Japanese II
CL159	Korean II
CL160	Modern Greek II
CL161	Portuguese II
CL162	Russian II
CL163	Swedish II
CL164	Hebrew II

**CL 201-220 Critical Languages III** 3c-01-3si  
Prerequisite: Level II or acceptable equivalent  
At this first intermediate level, students will begin to develop a degree of oral proficiency that will vary with the language studied. Reading and writing will be studied in all languages by this level.

CL201	Arabic III
CL202	Chinese III
CL203	Dutch III
CL204	Finnish III
CL205	Hindi III
CL206	Hungarian III
CL207	Italian III
CL208	Japanese III
CL209	Korean III
CL210	Modern Greek III
CL211	Portuguese III
CL212	Russian III
CL213	Swedish III
CL214	Hebrew III

**CL 251-270 Critical Languages IV** 3c-01-3si  
Prerequisite: Level III or acceptable equivalent  
By the end of this course the student should be able to communicate in simple terms with an educated native speaker on a topic with which the student is familiar. Ability in reading and writing will vary with language.

CL251	Arabic IV
CL252	Chinese IV
CL253	Dutch IV
CL254	Finnish IV
CL255	Hindi IV
CL256	Hungarian IV
CL257	Italian IV
CL258	Japanese IV
CL259	Korean IV
CL260	Modern Greek IV
CL261	Portuguese IV
CL262	Russian IV
CL263	Swedish IV
CL264	Hebrew IV

## Description of new program



### Critical Languages College of Humanities and Social Sciences

Critical Languages are offered in four levels. See program description in the opening section of the College of Humanities and Social Sciences. Specific languages are offered as available.

**CL101-120 Critical Languages I** 3c-01-3sh  
Basic vocabulary and pronunciation in the target language. Oral/aural skills are stressed.

CL101	Arabic I
CL102	Chinese I
CL103	Dutch I
CL104	Finnish I
CL105	Hindi I
CL106	Hungarian I

CL108	Japanese I
CL109	Korean I
CL110	Modern Greek I
CL111	Portuguese I
CL112	Russian I
CL113	Swedish I
CL114	Hebrew I

**CL151-170 Critical Languages II** 3c-01-3sh  
Prerequisite: Level I or acceptable equivalent  
A continuation of the first-semester course. Depending on the language being studied, reading and writing may be introduced at this level.

CL151	Arabic II
CL152	Chinese II
CL153	Dutch II
CL154	Finnish II
CL155	Hindi II
CL156	Hungarian II

CL158	Japanese II
CL159	Korean II
CL160	Modern Greek II
CL161	Portuguese II
CL162	Russian II
CL163	Swedish II
CL164	Hebrew II

**CL 201-220 Critical Languages III** 3c-01-  
Prerequisite: Level II or acceptable equivalent  
At this first intermediate level, students will begin to develop a degree of oral proficiency that will vary with the language studied. Reading and writing will be studied in all languages by this level.

CL201	Arabic III
CL202	Chinese III
CL203	Dutch III
CL204	Finnish III
CL205	Hindi III
CL206	Hungarian III

CL208	Japanese III
CL209	Korean III
CL210	Modern Greek III
CL211	Portuguese III
CL212	Russian III
CL213	Swedish III
CL214	Hebrew III

**CL 251-270 Critical Languages IV** 3c-01-  
Prerequisite: Level III or acceptable equivalent  
By the end of this course the student should be able to communicate in simple terms with an educated native speaker on a topic with which the student is familiar. Ability in reading and writing will vary with language.

CL251	Arabic IV
CL252	Chinese IV
CL253	Dutch IV
CL254	Finnish IV
CL255	Hindi IV
CL256	Hungarian IV

CL258	Japanese IV
CL259	Korean IV
CL260	Modern Greek IV
CL261	Portuguese IV
CL262	Russian IV
CL263	Swedish IV
CL264	Hebrew IV

#### b. List of all associated course changes

The four Italian courses which are replacing the tutor-led, Critical Language mode of teaching Italian will have the following numbers and titles:

IT101 Basic Italian I  
IT102 Basic Italian II  
IT201 Intermediate Italian III  
IT202 Intermediate Italian IV

3. **Rationale for Change**

It has always been the understanding that courses could move from the tutor-led Critical Languages mode to the full, classroom means of delivery. At this point in time the French Department has the opportunity to use one of its positions to support the classroom teaching of Italian, an initiative we tried to implement first more than ten years ago.

**Part III. Implementation**

1. How will the proposed revision affect students already in the existing program?

Not at all. Students who might have begun the Italian sequence in the Critical Languages mode will simply continue with the appropriate new classroom courses.

2. How will the proposed revision affect faculty teaching loads? Have additional faculty been authorized? If you are adding requirements, how will adequate seats be provided?

French faculty teaching loads will remain virtually unchanged. No additional faculty need to be authorized since the French Department is choosing to use its existing complement to offer Italian. No requirements are added. Intermediate Italian may be *elected* as a Liberal Studies elective but this demand is predicted to be within the capacities of the two intermediate courses.

3. Are other resources adequate?

Yes. Classroom, media, and laboratory resources are adequate. Library acquisitions will be handled with a portion of the French Department's acquisitions allocation.

4. Do you expect an increase in the numbers of students? If so, how will the department adjust?

Overall, the number of students taking French or Italian may increase, but not more than the number of seats offered in the four Italian classes. Thus, staffing resources are adequate. (See 2 above.)

**IV. Course Proposals**

Please find attached the four course proposals which have been approved by the HSS College Curriculum Committee.

**V. Letters of Support**

Please find attached letters of support from the French Department and the German Department.

Department of French  
Indiana University of Pennsylvania  
454 Sutton Hall  
Indiana, Pennsylvania 15705-1074

(412) 357-2325



To: Members,  
University-Wide Undergraduate Curriculum Committee

From: Foster Jones (for Renee Liscinsky)  
Acting Chair  
French Department

A handwritten signature in black ink, appearing to read 'Foster Jones', written over the printed name in the 'From' field.

Re: Proposed revision of Critical Languages Program

The French Department supports the deletion of Italian as a tutor-led course from the Critical Languages Program as a step towards offering Italian as a full-fledged classroom subject. Of course we also endorse the excellent course proposals which accompany this document.

Department of German  
Indiana University of Pennsylvania  
454 Sutton Hall  
Indiana, Pennsylvania 15705-1074

7/31/98

(724) 357-2325  
(724) 357-4039

To: Foster Jones - Acting Chair  
French Department

**IUTP**

Re: Italian Courses

From: Jim Voelker - Chair  
German Department *J.V.*

The German Department consistently has held that the "language requirement" implies teaching a diversity of languages reflecting political, economic, cultural and linguistic realities in the world. In accordance with this philosophy the German Department last year requested the reintroduction of Russian within our Department. It is the same reason the Department supports the teaching of Italian in the French Department.

#2 23-JUL-1998 10:16:17.72  
From: GROVE::CDHURD "CONNIE"  
To: JOSEMC  
CC: FTJONES, CDHURD  
Subj:

NEWMAIL

I am sending this for Foster Jones:

Dear Jose,

I trust you found the copies of our Italian course proposals I left as per your request. Now tht they have been passed by the College Curriculum Committee we intend to send them on the UWUCC. As you brought up at the meting, the UWUCC encouraged letters of support from departments that may feel some impact from a curricular initiative. Judging from what you have recently put on the public record, I assume you may not want to write a letter of support. Do you want to write a letter of dissent? And if you do, do you want to join it to our course proposals or do you want to communicate directly with the UWUCC directly? Should we talk to consider some kind of compromise? A memorandum of understanding perhaps that could accompany any letter of dissent? At any rate I AM NOW REQUESTING A FORMAL LETTER OF SUPPORT FROM THE SPANISH DEPARTMENT for our initiative in Italian. Thank you for your consideration.

Foster Jones, Acting Chair  
French Dept.

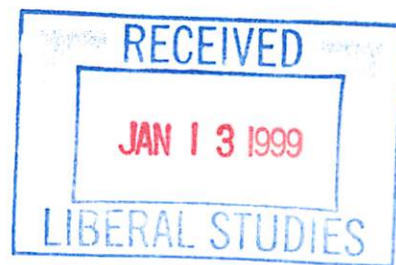
#10 6-AUG-1998 14:57:28.02  
From: GROVE::JOSEMC  
To: FTJONES  
CC: JOSEMC  
Subj: Italian Proposal

NEWMAIL

I will communicate directly with the UWUCC on this matter.

### Catalog Description

IT 201 Intermediate Italian III    3 credits  
3 lecture hours  
0 lab hours  
(3c-01-3sh)



Prerequisites: IT 101 and IT102 Basic Italian I and II or equivalent

This is an intermediate level course for students who have previously studied Italian. It is a continuation of mastery of the four skills: reading, writing, speaking and listening. Students will also increase their knowledge of Italian history, culture and literature.

revised    Ital  
11/98      3

## Course Syllabus

### I. Catalog Description

IT 201 Intermediate Italian III    3 credits  
  3 lecture hours  
  0 lab hours  
  (3c-0l-3sh)

Prerequisites: IT 101 and IT102 Basic Italian I and II or equivalent

This is an intermediate level course for students who have previously studied Italian. It is a continuation of mastery of the four skills: reading, writing, speaking and listening. Students will also increase their knowledge of Italian history, culture and literature.

### II. Course Objectives

Students will increase their proficiency in the four skills areas of reading, writing, speaking and listening.

Students will be able to:

1. understand spoken Italian drawn from a variety of material, and identify key words and ideas in graded listening texts developed for the intermediate classroom. These commercially produced programs will be used to meet the goal of furthering students' understanding of spoken Italian at increasingly more complex linguistic levels.
2. speak in Italian on a variety of topics using simple memorized vocabulary and progress to the use of more linguistically complex creative statements including the use of the past and future tenses to make statements, support opinions, and hypothesize.
3. read and demonstrate understanding of prepared, graded texts and dialogs including adapted short stories, and edited magazine and newspaper articles at an appropriate level in Italian. Students will demonstrate understanding by identifying key words, ideas and topics in the selections through classroom discussion and written testing.
4. write simple paragraphs using learned material and use increasingly complex and more creative recombination of memorized elements to express opinions, support statements and hypothesize. Students will be able to list, label and identify from verbal cues, and transcribe oral Italian in many contexts.



**Reading component:** Sette racconti by Alberto Moravia  
Short story selections: "La parola mamma" and "Quant'è caro"

**C. Unit Three (15 lectures)**

**Communicative goals:**

Describing past actions and emotions and doubts about past events.  
Making negative statements. Making travel plans.

**Grammar and vocabulary topics:**

Travel, train, airplane vocabulary

The past perfect (*il trapassato prossimo*)

The imperfect subjunctive (*il congiuntivo imperfetto*)

The past subjunctive (*il congiuntivo passato*)

The past perfect subjunctive (*il congiuntivo trapassato*)

Negative expressions

Geography of Sardegna

**Reading component:** Sette racconti by Alberto Moravia

Short story selections: "La ciociara" and "La paura"

**IV. Evaluation Methods**

The final grade for the course will be determined as follows using the standard department grading scale of 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F:

40% Tests. Two tests (mid-term and final) consisting of written and spoken components including : completion, true-false, oral question and answer and role play, short essay, and listening comprehension. 150 points each.

40% Quizzes. Three quizzes, each covering one or more units of material, consisting of oral and written exercises. 100 points each.

20% Homework Assignments. Written and tape recorded assignments including three lab assignments. 15 assignments will be collected unannounced during the course. 10 points each written assignment, 20 points each lab assignment.

Attendance policy:

Students will be allowed three unexcused absences. A grade penalty will be assessed against the student's final grade as follows: 4-6 absences, -5%, 7-9 absences, -10%, 10 or more unexcused absences results in a failing grade. Absences due to illness with a doctor's note and prearranged absences for university approved activities will be excused and will not result in a grade penalty.



## Course Syllabus

### I. Catalog Description

IT 202 Intermediate Italian IV    3 credits  
3 lecture hours  
0 lab hours  
(3c-0l-3sh)

Prerequisites: IT 201 Intermediate Italian III or equivalent

This is an intermediate level course for students who have previously studied Italian. Students will continue their progress in the mastery of the four skills: reading, writing, speaking and listening. Emphasis will be on increasing proficiency in reading and writing. Students will also increase their knowledge of Italian history, culture and literature.

### II. Course Objectives

Students will increase their proficiency in the four skills areas of reading, writing, speaking and listening.

Students will be able to:

1. understand spoken Italian drawn from a variety of material, and identify key words and ideas in authentic listening texts. These listening texts will come from real world sources such as radio and television. Students will build on their previously accumulated listening skills and begin to develop an ability to understand spoken Italian in selections intended for native speakers.
2. speak in Italian on a variety of topics using linguistically complex creative statements including the use of a variety of tenses and moods (the subjunctive) to make statements, support opinions, and hypothesize.
3. read and demonstrate understanding of authentic texts and dialogs including short stories and literary excerpts in Italian. Students will demonstrate understanding by identifying key words, ideas and themes in literature selections. Readings will be linguistically more complex and will build on previously learned material. Students will begin to develop an ability to comprehend Italian written for a native speaking audience.
4. write paragraphs using learned material and linguistically complex creative sentences to express opinions, support statements, and hypothesize. Students will be able to list, label and identify from verbal cues, and transcribe oral Italian in many contexts.

course. 10 points each written assignment, 20 points each lab assignment. One oral presentation to be given in class, worth 100 points.

Attendance policy:

Students will be allowed three unexcused absences. A grade penalty will be assessed against the student's final grade as follows: 4-6 absences, -5%, 7-9 absences, -10%, 10 or more unexcused absences results in a failing grade. Absences due to illness with a doctor's note and prearranged absences for university approved activities will be excused and will not result in a grade penalty.

**V. Required textbooks and materials**

Berri, K., In giro per la letteratura. Heinle and Heinle Publishers, Boston, MA, 1996.

Branciforte, S., Parliamo italiano!, Houghton Mifflin Company, New York, NY, 1998.

Branciforte, S., Parliamo italiano! Workbook/Laboratory Manual, Houghton Mifflin Company, New York, NY, 1998.

Branciforte, S., Parliamo italiano! Audiotape Cassettes, Houghton Mifflin Company, New York, NY, 1998.

**VI. Special Resource Requirements**

Each student will be expected to purchase 3 high quality blank audiotapes for use in class. Students will be required to use audiotapes, videotapes and CD-ROMs available for them in the Eicher Foreign Language Learning Laboratory.

**VII. Bibliography**

ACTFL Provisional Proficiency Guidelines. American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, NY, 1982.

Altman, R., The Video Connection: Integrating Video into Language Teaching, Houghton Mifflin Company, Boston, MA, 1989.

Berri, K., In giro per la letteratura. Heinle and Heinle Publishers, Boston, MA, 1996.

Branciforte, S., Parliamo italiano! Instructor's Annotated Edition, Houghton Mifflin Company, New York, NY, 1998.

To: Prof. Jodell Kuzneski, Chair  
Screening Committee  
UWUCC

From: Foster Jones, Secretary  
Curriculum Committee  
French Department

Re: Questions regarding Italian course proposals

Date: November 19, 1998

Thank you for your thorough review of our proposals. The following are answers to the seven questions you posed in your e-mail of October 16, 1998.

1. Many foreign language departments in the United States are called either the Department of Foreign Languages or the Department of Modern Languages. In larger institutions individual languages have their own departments: e.g. Department of German, Department of Spanish, etc. A very common way of "housing" Italian in American universities is in the Department of French and Italian. Please see the attachment listing universities at which this is the case. Since we have been interested in offering Italian for years (our first "search" for a French/Italian professor was in 1984!), it is now our intention to change our title to something like the Department of French and Italian in keeping with the precedents mentioned above.
2. Students who have previously studied Italian are required to take an Italian placement exam similar to that used in placing French students.
3. The grading scale has been added.
4. The inconsistency in class size has been addressed by suggesting 25 as the maximum for all proposed Italian courses.
5. The attached course syllabi include revised objectives and rationales.
6. The Liberal Studies Committee has approved IT 201 (Italian III) and IT 202 (Italian IV) for inclusion among the LS electives according to the same terms as French, German, and Spanish. The LS Committee had similar questions about the course objectives, and the attached revisions are being forwarded to them, too. (Please see attached memo from Mary Sadler.)
7. The French Department Chair, Renee Liscinsky, has prepared a hypothetical four-semester projection of how French and Italian courses will be covered using our current assigned complements.

Thank you for your attention to our proposals. We are enclosing one unmarked copy of the revised syllabi for duplication and another with the changes highlighted. If you have further questions don't hesitate to contact me or Renee Liscinsky, if that is more convenient.

Yours truly,

  
Foster Jones

Enclosures:

Four revised syllabi, unmarked

Four revised syllabi with changes highlighted

List; "Colleges & Universities with Italian & French"

Tentative schedule for Fall 99 through Spring 2000

Memo, Italian III & IV as Liberal Studies elective

## Colleges and Universities with Italian and French

Arizona, U of AZ  
Bard College, NY  
Boston College, MA  
Boston U, MA  
Brigham Young U, UT  
Brown U, RI  
Bryn Mawr College, PA  
California, U of Berkeley, CA  
California, U of Davis, CA  
California, U of Irvine, CA  
California, U of LA, CA  
California, U of San Diego, CA  
Carleton U, CN  
Central Connecticut State U, CT  
CUNY, Brooklyn College, NY  
CUNY, City College, NY  
CUNY, Hunter College, NY  
CUNY, Lehman College, NY  
CUNY, Queens College, NY  
Colorado U of Boulder, CO  
Columbia U, Columbia College, NY  
Columbia U, Sch of General Studies, NY  
Concordia U, CN  
Connecticut College, CT  
Cornell U, NY  
Dartmouth College, NH  
DePaul U, IL  
Dominican U, IL  
Florida International U, FL  
Florida State, FL  
Fordham, NY  
Georgetown U, DC  
Gonzaga U, WA  
Hartford, U of, CT  
Harvard U, MA  
Haverford College, PA  
Hofstra U, NY  
Illinois, U of Chicago, IL  
Illinois, U of Urbana-Champaign, IL  
Indiana, U Bloomington, IN  
Iona College, NY  
Iowa State, IA

Kentucky, U of KY  
Long Island U, CW Post, NY  
Loyola U, Chicago, IL  
Mannattan College, NY  
Maryland, U of College Park, MD  
Massachusetts, U of, Amherst, MA  
Massachusetts, U of, Boston, MA  
McGill U, CN  
michigan, U of, Ann Arbor, MI  
Middlebury College, VT  
Minnesota, U of, Twin Citites, MN  
Montclair State U, NJ  
Mt Holyoke College, MA  
Nazareth College of Rochester, NY  
New York U, NY  
North Carolina, U of, Chapel Hill, NC  
Northeastern U, MA  
Northwestern U, IL  
Notre Dame U of, IN  
Ohio State U, Columbus, OH  
Oregon, U of, OR  
Ottawa, U of, CN  
Pennsylvania State U, PA  
Pittsburgh U of, PA  
Rhode Island, U of, RI  
Rutgers U, Douglass College, NJ  
Rutgers U, Livingston College, NJ  
Rutgers U, Newark Coll of Arts & Science  
Rutgers U, Rutgers College, NJ  
St John Fisher College, NY  
St John's U, NY  
San Francisco State U, CA  
Santa Clara U, CA  
Sarah Lawrence College, NY  
Scripps College, CA  
Seton Hall U, NJ  
Smith College, MA  
South Carolina, U of SC  
South Florida, U of, FL  
Southern Connecticut State U, CT  
Stanford U, CA  
SUNY, Albany, NY  
SUNY, Binghamton, NY  
SUNY, Buffalo, NY  
SUNY, Stony Brook, NY  
SYNY, Buffalo STate College, NY

Syracuse U, NY  
Temple U, PA  
Tennessee U of, Knoxville, TN  
Texas, U os, Austin, TX  
Toronto U of CN  
Trinity College, CT  
Tulane U, LA  
Vassar College, NY  
Virginia U of, VA  
Washington U, MO  
Washington, U of, WA  
Wayne State U, MI  
Wellesley College, MA  
Wesleyan U, CT  
Wisconsin, U of, Madison, WI  
Wisconsin, U of, Milwaukee, WI  
Yale U, CT  
York U, CN  
Youngstown State U, OH

Liberal Studies Office  
352 Sutton Hall

E-mail MSADLER  
Phone x 7-5715

---

Date: September 22, 1998  
To: Foster Jones  
From: Mary E. Sadler, Director Liberal Studies  
Subject: Liberal Studies Electives



At the September 17, 1998 meeting, the Liberal Studies Committee **approved IT 201 Intermediate Italian III and IT 202 Intermediate Italian IV as Liberal Studies electives** with the following recommendation:

1. The committee believes the objectives for IT 202 need to be reconsidered because they are nearly identical to the objectives in the IT 201 course. Objectives #1, #3, and #5 are identical for both courses. If these courses are intended to be sequential, with IT 202 building on IT 201, it seems that the second course should reflect distinct and higher level objectives. The committee also noted that the objectives, as stated, are not easily measured. We share our observations with you because these issues may resurface as the courses proceed through the UWUCC.

Once the committee receives your response to our concerns about the objectives, I will forward our approval of these courses to the University-wide Undergraduate Curriculum Committee.

Copies: Dr. Brenda Carter, Dean  
Dr. Renee Liscinsky, Chair