

Part II. Description of the Curriculum Change

Item 1: JAPN 102 – NEW SYLLABUS OF RECORD

I. Catalog Description

JAPN 102 Elementary Japanese II

4c-01-4cr

Prerequisite: JAPN 101 or equivalent

A continuation of JAPN 101. Focusing on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write basic kanji characters. The course builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Japanese language in real-life situations. Also imparts knowledge of Japanese culture and society. Students may not register for or take a D/F repeat in JAPN 102 when credit has already been received for a higher-numbered JAPN course.

II. Course Outcomes

At the completion of Japanese 102, students will be able to...

1. identify main ideas or significant information from spoken or recorded Japanese;
2. speak Japanese with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in uncomplicated everyday situations;
4. communicate in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
 - a. describe people in terms of their appearance and their physical and mental health;
 - b. list present, future, and past activities of self and others, including daily routine and leisure-time activities;
 - c. ask questions in order to obtain specific information about persons, places, and things;
 - d. describe foods and meals, and order food in a restaurant;
 - e. use appropriate pronouns in order to avoid the unnatural repetition of nouns;
5. identify and write hiragana and katakana characters, and approximately 90 kanji characters (all characters learned during this course);
6. communicate effectively in written form through paragraphs about events in the present, future, and past;
7. recognize the relationships among selected products, practices, and perspectives of Japanese cultures;
8. compare and contrast selected aspects of Japanese cultures with their own culture

Outcomes 1-6: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:

Rationale for Outcomes 1-6 (language-related outcomes): As *Informed Learners*, students acquire knowledge of vocabulary and grammar. As *Empowered Learners* in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class

activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 7:

Students will be able to recognize the relationships among selected products, practices, and perspectives of Japanese cultures.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners:*

Rationale for Outcome 7: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

Outcome 8:

Students will be able to compare and contrast selected aspects of Japanese cultures with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners:*

Rationale for Outcome 8: Assignments and class activities will require students to become *informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

III. Detailed Course Outline (Total of 56 hours of classroom instruction)

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. While students will learn the specified number of characters in this course, they are also expected to have a working knowledge of characters learned in previous courses. This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples. Instructors may modify chapter content based on current textbook. In no case may the course description and outcomes be altered in any way.

Review of basic skills from JAPN 101 (5 hours)

Unit 1 Talking about Family (8 hours)

- Vocabulary: family members, physical attributes, counting words, leisure activities, 14 new kanji characters
- Grammar: present perfect (grammar: ~ている), connecting two adjectives

- Communicative skills emphasized in this unit: describing people in terms of physical attributes, asking about and describing activities
- Culture: Japanese kinship terms

Unit 2 Parties and Outdoor Events (8 hours)

- Vocabulary: food items and common dishes, parties and outdoor activities, weather, 14 new kanji characters
- Grammar: indirect discourse, formal affirmative and negative commands, informal present speech
- Communicative skills emphasized in this unit: quoting a person's utterances, describing foods and meals, asking about and describing the weather
- Culture: Japanese foods

Unit 3 Kabuki (Japanese Theater) (8 hours)

- Vocabulary: colors and time expressions, 15 new kanji characters
- Grammar: informal past speech, relative clauses
- Communicative skills emphasized in this unit: describing people, places, and things; giving reasons
- Culture: Japanese traditional culture, such as Japanese theater and sports

Unit 4 Discussing Vacation Plans (8 hours)

- Vocabulary: transportation, travel, and sports, 14 new kanji characters
- Grammar: future plans (grammar: ~つもり), comparisons and superlatives
- Communicative skills emphasized in this unit: discussing and asking about vacation plans, purchasing tickets, expressing comparisons and superlatives
- Culture: public transportation in Japan

Unit 5 Returning from Vacation (8 hours)

- Vocabulary: nature and occupations, 16 new kanji characters
- Grammar: personal experiences, multiple events (grammar: ~たり~たりする), たい to express a speaker's hope
- Communicative skills emphasized in this unit: discussing and asking questions about personal experiences, listing past and present activities, expressing a speaker's hope or aspiration
- Culture: Japanese New Year

Unit 6 Describing Common Illnesses and Injuries (8 hours)

- Vocabulary: common symptoms, illnesses, and injuries, 14 new kanji characters
- Grammar: giving advice (grammar: ~ほうがいいです), expressing obligation
- Communicative skills emphasized in this unit: describing and asking questions about physical health, symptoms, illnesses and injuries; giving advice
- Culture: Japanese climate

Review and Practice for Final Oral Interaction: 2 hours

Final Oral Interaction: 1 hour

Culminating Activity: Final Written Exam

IV. Evaluation Methods

Participation (10%)

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

Quizzes (10%)

Most classes will begin with a short quiz of one question, including the vocabulary, kanji, and grammar points. It is either a review question (answering a question in Japanese) from previous class or a class preparation question (dictation and comprehension question) from the class of the day. The lowest quiz grade will not count toward one's final quiz average. There are no make-ups given except for verified family or medical emergencies, University-sponsored educational activities or military exercises.

Dictation (15%)

Students practice listening comprehension by transcribing dialogues. Audio files of each unit are made available. Students will write down dialogues in hiragana and summarize them in English, and submit them by the due dates the instructor provides. No late submission will be accepted.

Workbook (10%)

Students must submit workbook assignments before the following class period. No late submission will be accepted. Incorrect answers will be underlined and students must make corrections and discuss them with the instructor since most of the quizzes and tests heavily depend on workbook assignments.

Writing assignments (5%)

At the end of most reading/writing sections, students will be given a composition topic on which to write. Specific instructions will be provided in class. **The use of translation software is prohibited.**

Unit tests: Written (20%)

A written test will be given upon the completion of each unit. These tests will be graded on listening comprehension, reading comprehension, accuracy of characters, grammatical accuracy, vocabulary usage, and functional ability in Japanese. **No make-up exams will be given without prior communication and arrangement with the instructor.**

Unit tests: Oral (5%)

Oral tests will be graded on communication (meaningful exchange of information), content (use of new vocabulary), accuracy of vocabulary and grammar, and fluency/pronunciation. **No make-up exams will be given without prior communication and arrangement with the instructor.**

Final Oral Interaction (10%)

In the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final lasts between 7 and 10 minutes. The student is presented with six situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role-play described on the card.

Final Exam: written only (15%)

This exam will be cumulative, covering Units 1 through 6. *No make-up exams will be given without prior communication and arrangement with the instructor.*

V. Grading Scale

91-100=A, 82-90=B, 73-81=C, 64-72=D, 0-63=F

VI. Course Attendance Policy

Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks, Supplemental Books, and Readings

Required textbooks:

Eri Banno et al.: *GENKI: An Integrated Course in Elementary Japanese I*. Tokyo: The Japan Times, 2011. (2nd Edition)

Eri Banno et al.: *GENKI: An Integrated Course in Elementary Japanese I Workbook*. Tokyo: The Japan Times, 2011. (2nd Edition)

These are the currently used texts. The Japanese section reserves the right to change materials in the future since new textbooks and updated versions of current editions are published frequently. The instructor(s) will select materials most conducive to achieving the desired course outcomes.

Supplemental materials:

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, environmental politics, holidays, current events) and discussing their findings in class or using them in a creative activity (i.e. debate the benefits of recycling, compare the American and Japanese attitudes toward immigrants on a basic level).
- Asking students to locate or to read background information on a well-known figure or cultural product; students would bring the information to class for an oral communication activity. For example: information on designers Kenzo or Issey Miyake for a discussion on fashion; or biographical information on Soseki Natsume prior to reading one of his short stories; or biographical information on singers X Japan and Mr. Children prior to a discussion on their

music; or information on baseball player Ichiro Suzuki or actor Yakusho Koji for discussions of their lives.

VIII. Special Resource Requirements

Students need to have access to the internet for web-based activities.

IX. Bibliography

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—speaking* (3rd ed.). Alexandria, VA: Author. Available: <http://actflproficiencyguidelines2012.org>

Akademikku Japanîzu kenkyûkai. (2004). *Daigaku Daigakuin ryûgakusei no Nihongo: Dokkai hen.* Japanese for International College/Graduate Students: Reading Comprehension. Tokyo: Aruku.

Akamatsu, Tsutomu. (1997). *Japanese phonetics: Theory and practice.* München: LINCOM EUROPA.

Banno, E. etl. (2009). *Kanji Look and Learn.* Tokyo: The Japan Times.

Chino, Naoko. (2005). *How to Tell the Difference Between Japanese Particles.* Tokyo; New York: Kodansha International.

Haraguchi, Shosuke. (1999). Accent. In N. Tsujimura (Ed.), *The handbook of Japanese linguistics* (Chap. 1, p. 1-30). Malden, MA: Blackwell Publishers.

Iwasaki, S. (2002). *Japanese.* Amsterdam and Philadelphia: John Benjamins.

Kano, Chieko et al. (2001). *Intermediate Kanji Book: kanji 1000 plus.* Vol. 1. Tokyo: Bonjinsha.

Kubozono, Haruo. (1999). Mora and syllable. In N. Tsujimura (Ed.), *The handbook of Japanese linguistics* (Chap. 2, pp. 31-61). Malden, MA: Blackwell Publishers.

Makino, Seiichi & Michio Tsutsui. (1995). *A Dictionary of Intermediate Japanese Grammar.* Tokyo: The Japan Times. 1995.

National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st Century,* (3rd ed.). Lawrence, KS: Allen Press.

Okada, Hideo. (1999). Japanese. In *Handbook of the International Phonetic Association: A guide to the usage of the International Phonetic Alphabet* (pp. 117-119). Cambridge, England: Cambridge University Press.

Shibatani, Masayoshi. (1990). *The languages of Japan.* Cambridge: Cambridge University Press.

Tsujimura, Natsuko. (Ed.) (1999). *The handbook of Japanese linguistics.* Malden, MA: Blackwell Publishers.

Tsujimura, Natsuko. (2006). *An Introduction to Japanese Linguistics* (2nd ed.). Blackwell: Cambridge (USA) and Oxford.

Part II, Item 2: COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The course is part of the sequence necessary to fulfill departmental or college requirements for students to achieve an intermediate level proficiency in a foreign language. It is also part of the sequence necessary for Asian Studies majors to achieve at least an intermediate level proficiency in an Asian language.

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course proposal assumes that JAPN 201 also will become a 4-credit course. JAPN 101 has already been approved as a 4-credit course (January 2013 Senate), and a proposal for JAPN 201 is being submitted.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)

This course is not currently being offered.

A4. Is this course to be a dual-level course?

This is not a dual-level course.

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Similar courses are offered at the following institutions, among others: University of Pennsylvania, Harvard University, Yale University, Duke University, University of California at Berkeley, University of California at Los Angeles, and University of Hawaii.

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

This course is not connected to any outside agency.

B. Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught within the department?

This course will be taught by one instructor.

B2. What is the relationship between the content of this course and the content of courses offered by other departments?

This course does not duplicate or affect courses offered by other departments.

B3. Will this course be cross-listed with other departments?

This course will not be cross-listed.

B4. Will seats in this course be made available to students in the School of Continuing Education?

Seats will be made available to Continuing Education students

C. Implementation

C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are currently adequate. No new faculty member is required to teach this course. The department can work this course into its rotation of courses.

C2. What other resources will be needed to teach this course and how adequate are the current resources?

No additional space, equipment, or supplies are needed. Classroom space will be made available in the same manner as is done for other language courses.

C3. Are any of the resources for this course funded by a grant?

No resources for the course are based on a grant.

C4. How frequently do you expect this course to be offered?

This course will be offered once every year.

C5. How many sections of this course do you anticipate offering in any single semester?

Two sections will be offered.

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Up to 30 students can be accommodated in this class, but a smaller class size is advisable.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

The following professional societies for foreign language teachers recommend enrollment limits of 15-20 students for courses taught in the target language and stressing all four skills (reading, writing, listening, and speaking):

The Association of Departments of Foreign Languages (ADFL) recommends the following:

ADFL Guidelines and Policy Statements

Class Size

ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.

Available at: http://www.adfl.org/resources/resources_guidelines.htm#class

The American Council on the Teaching of Foreign Languages (ACTFL) recommends the following:

ACTFL Board Approved Position Statements (Updated 2010)

Maximum Class Size (May 2010)

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#maxclass>

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not a distance education course.

D. *Miscellaneous.*

No additional information is being supplied.

Part III. Letters of Support or Acknowledgement

This course proposal does not affect any other department. This course does affect the Asian Studies Program, and a letter of support is below.

Reply Reply To All Forward Delete This is Spam

Subject: Japanese Language Classes Revisions Full Headers
Raw Message

From: Stuart Chandler <chandler@iup.edu>
Date: 03/11/13 02:40 PM
To: Marveta M Ryan-Sams <mmryan@iup.edu>
Cc: Yongtaek Kim <yt.kim@iup.edu>, Sean.McDaniel@iup.edu

Dear Members of the Curriculum Committee, Department of Foreign Languages:

This is to confirm that the Asian Studies Committee supports the revisions that have been made for the syllabi of record for JAPN 102 and 201. These courses greatly benefit those Asian Studies majors who are focusing on Japanese Studies. They also function as worthwhile Liberal Studies electives for students in a wide variety of majors.

Sincerely
Stuart Chandler
Director, Asian Studies Major
Asian Studies Committee

Rationale for why Japanese courses are to be added to the Liberal Studies Curriculum:

Japanese courses had formerly been offered only as Critical Languages courses. Now with the proposals for JAPN 101 (which has already been approved by the Senate), for JAPN 102 and for JAPN 201, JAPN is now established as a prefix under the Department of Foreign Languages. This proposal is to have JAPN 102 placed in the Liberal Studies Elective category of Oral Communication, along with the department’s other language courses of comparable level, proposed for the same category.

SAMPLE ASSIGNMENT: FINAL ORAL INTERACTION

JAPN 102 includes a final oral communication assessment, which requires students to demonstrate their functional language ability developed throughout the course. This assignment is worth 10% of the final course grade.

In the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final lasts between 7 and 10 minutes. The student is presented with six situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role-play described on the card. In that conversation the student will have the opportunity to demonstrate the extent to which he or she has met the course’s stated objectives.

This performance will be graded using the following criteria:

Category	5	4	3	2	1
Communication	Student is able to understand and respond appropriately all of the time	Student is able to understand and respond appropriately most of the time	Student is able to understand and respond appropriately some of the time	Student is frequently unable to understand or respond appropriately	Student does not understand or respond appropriately
Fluency/ Naturalness	Speaks clearly, fluently, naturally all the time.	Speaks most sentences clearly, fluently, and naturally.	Speaks some sentences clearly, fluently, and naturally.	Speaks a few sentences clearly, fluently, and naturally.	Speaks few sentences clearly, fluently and naturally.
Pronunciation	Completely comprehensible to a native speaker	Mostly comprehensible to a native speaker	Partially comprehensible to a native speaker	Nearly incomprehensible to a native speaker	Incomprehensible to a native speaker
Vocabulary	Uses appropriate vocabulary	Uses somewhat appropriate vocabulary	Uses a moderate variety of vocabulary	Uses limited amount of vocabulary	Uses very limited amount of vocabulary
Grammar	Minimal errors (comprehension not affected)	Occasional errors (comprehension not affected)	Errors sometimes interfere with comprehension	Errors frequently interfere with comprehension	Grammar fails to communicate structurally

TOTAL: _____/25 Points

Grading:
 23-25 points = A
 20-22 points = B
 17-19 points = C
 14-16 points = D
 13 and below = F

ANSWERS TO LIBERAL STUDIES QUESTIONS

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation.*

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

In order to assure basic course equivalency, all sections of JAPN 102 utilize the same textbook, workbook, and grading scale. Only one instructor teaches the course.

2. *Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion. The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities*

JAPN 102 does not lend itself to detailed discussion of gender and ethnic issues. However, diversity is acknowledged in the textbook and workbook: men and women, and people of various racial and ethnic backgrounds are featured in cultural selections and texts. Additionally, course content will be supplemented where appropriate by the instructor(s) with materials focusing on the influence of women and minority groups in Japan.

3. *Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.*

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. holidays, current events) and bring their findings to class for a discussions or activity.
- Asking students to locate or to read background information on a well-known figure or cultural product; students would bring the information to class for an oral communication activity. For example: information on designers Kenzo or Issey Miyake for a discussion on fashion; or biographical information on Soseki Natsume prior to reading one of his short stories; or biographical information on singers X Japan and Mr. Children prior to a

discussion on their music; or information on baseball player Ichiro Suzuki or actor Yakusho Koji for discussions of their lives.

4. *If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?*

This is the second course in the Elementary Japanese sequence. It is intended for a general audience. At this time, there is neither a major nor a minor in Japanese. A student declaring Asian Studies major at this level would be expected to continue language study at least to the required intermediate level.

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

Course syllabus in UWUCC format

UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.