

Prerequisite Opt-out Work Group  
Agenda

1. ART 115 – Basic Design
2. ART 116 – Basic Design: Color Theory
3. ART 117 – Basic Design: 3-D
4. ART 131 – Introduction to Drawing
5. ART 140 – Digital Photography
6. ART 141 – Intro to Photography (Non-Darkroom)
7. ART 142 – Intro to Photography (Darkroom)
8. ART 143 – Photography II
9. ART 181 – Painting I
10. ART 218 – Lettering Calligraphy I
11. ART 220 – Advanced Lettering and Seminar
12. ART 231 – Drawing
13. ART 237 – Life Drawing
14. ART 243 – The Photographic Portfolio
15. ART 253 – Ceramics I
16. ART 256 – Ceramics II
17. ART 270 – Introduction to Printmaking
18. ART 277 – Life Painting
19. ART 279 – Experimental Media
20. ART 281 – Painting II
21. ART 284 – Watercolor I

22. ART 287 – Watercolor II
23. ART 291 – Sculpture: Plaster/Clay
24. ART 292 – Sculpture: Welding
25. ART 293 – Sculpture
26. ENG 104 – Introduction to Literature (Fiction)
27. ENG 105 – Introduction to Literature (Drama)
28. ENG 106 - Introduction to Literature (Poetry)
29. ENG 107 – World Literature
30. ENG 108 - World Literature
31. ENG 195 – Film Studies: Film as Art
32. ENG 196 – Film Studies: Directors
33. ENG 201 – Shakespeare
34. ENG 202 – Shakespeare
35. FR 101 – First Year French
36. FR 102 - First Year French
37. FR 103 – First Year French
38. FR 150 – First Year French
39. FR 151 – First Year French
40. FR 201 – Second Year French
41. FR 202 – Second Year French
42. FR 203 – Second Year French
43. FR 250 – Second Year French
44. FR 251 – Second Year French

45. FR 260A – French Culture
46. FR 270A – Readings in French Literature
47. GER 101 – First Year German
48. GER 102 – First Year German
49. GER 103 – First Year German
50. GER 150 - First Year German
51. GER 151 – First Year German
52. GER 201 – Second Year German
53. GER 202 – Second Year German
54. GER 203 – Second Year German
55. GER 250 – Second Year German
56. GER 251 – Second Year German
57. JPN 101 – First Year Japanese
58. JPN 102 – First Year Japanese
59. JPN 103 – First Year Japanese
60. JPN 150 – First Year Japanese
61. JPN 151 – First Year Japanese
62. JPN 201 – Second Year Japanese
63. JPN 202 – Second Year Japanese
64. JPN 203 – Second Year Japanese
65. JPN 250 – Second Year Japanese
66. JPN 251 – Second Year Japanese
67. JPN 260 – Japanese Culture

68. JPN 261 – Japanese Culture
69. JPN 262 – Japanese Culture
70. RUS 101 – First Year Russian
71. RUS 102 – First Year Russian
72. RUS 103 – First Year Russian
73. RUS 150 – First Year Russian
74. RUS 151 – First Year Russian
75. RUS 201 – Second Year Russian
76. RUS 202 – Second Year Russian
77. RUS 203 – Second Year Russian
78. RUS 260 – Russian Culture
79. RUS 260B – Russian Culture
80. RUS 262B – Russian Culture
81. RUS 270 – Readings in Russian
82. RUS 271 – Reading in Russian
83. RUS 272 – Readings in Russian
84. TA 101 – Theatre Appreciation
85. TA 180A – Theater Rehearsal and Performance
86. TA 190A - Projects in Theatre
87. TA 253A – Theatre Rehearsal and Performance
88. TA 290A – Projects in Theatre
89. WR 115 – Introduction to Expository Writing
90. WR 121 – English Composition

91. WR 122 – English Composition
92. WR 123 – English Composition
93. WR 222 – Writing Research Papers
94. WR 227 – Technical and Professional Writing 1
95. WR 240 – Creative Writing - Nonfiction
96. WR 241 – Creative Writing - Fiction
97. WR 242 – Creative Writing - Poetry
98. WR 243 – Creative Writing - Script Writing
99. WR 244 – Advanced Creative Writing - Fiction
100. WR 245 – Advanced Creative Writing - Poetry
101. WR 247 – Advanced Creative Writing - Scriptwriting
102. WR 248 – Advanced Creative Writing - Nonfiction

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 115

Course title: Basic Design

Course description: Black and white foundations studio experience centers on creative problem-solving, developing perceptual awareness, and understanding and establishing critical skills and personal artistic vision. Use of a broad range of materials, techniques and projects to design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any sequence

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Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 116

Course title: Basic Design: Color Theory

Course description: Three-dimensional foundations studio experience centers on creative problem-solving, developing perceptual awareness and understanding, and establishing critical skills and personal artistic vision. Use a broad range of materials, techniques and projects to explore color and design concepts with references to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any sequence.

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Writing prerequisite: WRITING

Reading prerequisite: READING

Math prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 117

Course title: Basic Design: 3-D

Course description: Three-Dimensional foundations studio experience centers on creative problem-solving, developing perceptual awareness and understanding and establishing critical skills and personal artistic vision. Use a broad range of materials, techniques and projects to explore three-dimensional design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any sequence.

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Writing prerequisite: WRITING

Reading prerequisite: READING

Math prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 131

Course title: Introduction to Drawing

Course description: Presents various ways of seeing and drawing to become more visually literate. Examines basic drawing techniques and materials, conceptual references for critical analysis of visual forms and basic theories of art within the historical context. May be taken three times.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 140

Course title: Digital Photography

Course description: Introductory course emphasizing knowledge of the camera, development of computer skills in preparing and outputting images, and exploration of visual design and composition. Students must own, or have access to a digital camera with adjustable exposure controls. Recommended: Basic computer skills and WR 115.

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Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 141

Course title: Intro to Photography (Non-Darkroom)

Course description: Covers camera operation, selection and use of film, filters, lenses, flash units and other accessories. Students shoot 35mm color slides and have them processed commercially. Must own or have access to a 35mm camera with adjustable exposure controls.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 142

Course title: Intro to Photography (Darkroom)

Course description: Introduces basic photographic techniques, processes and approaches: fundamental principles of camera operation and exposure, darkroom procedures involved in developing film and making prints, some methods by which photographs are finished/prepared for presentation. Should own or have access to a 35mm camera with adjustable exposure controls. May be taken three times.

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Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 143

Course title: Photography II

Course description: Devoted to both solidifying and building upon the various techniques, processes, and approaches learned in ART 142. Covers advanced exposure procedures, printing on fiber-based paper, bleaching and toning prints, and the effect of using colored filters with black and white film. Will be encouraged to continue using the camera as an instrument of expression and communication. May be taken three times.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 181

Course title: Painting I

Course description: Studio experience with supporting slides, lectures, and occasional films. Presents different ways of seeing and painting to become more visually literate. Examines basic painting techniques and materials. Presents a conceptual framework for critical analysis, along with basic art theory. May be taken three times.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 218

Course title: Lettering Calligraphy I

Course description: Covers practical and creative uses of calligraphy, lettering principles, techniques and functions, and discusses the traditions and historical development of letters. Fall term: Roman alphabet, lower and upper case. Winter term: Italic alphabet, lower and upper case. Spring term: Carolingian and uncial alphabet styles. Each term may be taken once for a maximum of six credits.

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Writing prerequisite: WRITING

Reading prerequisite: READING

Math prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART 220

Course title: Advanced Lettering and Seminar

Course description: Covers lettering techniques and shop practices necessary for commercial production of calligraphic and drawn letters. Work involves problem solving activities the professional calligrapher is likely to encounter on the job.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART231

Course title: Drawing

Course description: A studio experience with supporting slides, lectures, and occasional films. Further exploration of different ways of seeing and drawing to become more visually literate. Presents basic drawing techniques and materials. Employs conceptual references for critical analysis of visual forms, along with basic theories of art within the historical context. May be taken three times.

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Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART237

Course title: Life Drawing

Course description: A studio experience with supporting slides, lectures, and occasional films. Covers studying and drawing the human form, using professional models. Presents the structure, form and proportions of the human figure, applying various drawing techniques and concepts. Emphasizes personal artistic growth with attention to composition. May be repeated three times. Six credit hours drawing/painting, or instructor permission required.

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Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART243

Course title: The Photographic Portfolio

Course description: Provides framework within which students may pursue their unique photographic vision. Explores role of photography in the arts, and rights and responsibilities of the photographic artist. Work in black and white and/or color (color processed at student expense). May be taken three times. Prerequisite: ART 143

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Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART253

Course title: Ceramics I

Course description: Presents all aspects of introductory clay processes: development of ideas, care and preparation of clay, skills and understanding related to clay work on and off the potter's wheel, glazes and firing procedures. May be taken three times.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART256

Course title: Ceramics II

Course description: Allows further exploration in all aspects of clay processes: development of ideas, care and preparation of clay, skills and understanding related to clay work on and off the potter's wheel, glazes and firing procedures. May be taken three times.

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Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART270

Course title: Introduction to Printmaking

Course description: Laboratory course in print art focusing on specific techniques and materials each term as well as standards for critical analysis. References the history of the print and the diverse historical and cultural context of the visual arts. Primarily a studio experience with supporting slide lectures and other visual media. Critiques of student work are held regularly. Recommended: ART 115, 116, and 131. May be taken three times.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART277

Course title: Life Painting

Course description: A studio experience with supporting slides, lectures, and occasional films. Investigates seeing and painting the human form to become more visually literate. Encourages personal interpretation and vision. Presents conceptual framework for critical analysis, along with basic theories of art in a historical context. Six credit hours of drawing or painting, or instructor permission required. May be taken three times.

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Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART279

Course title: Experimental Media

Course description: Students are introduced to and explore ways of seeing and creating that acknowledges personal artistic intentions. Studio experience examines various 2-D and 3-D experimental media and processes used to develop and encourage creative problem solving. The conceptual framework for critical analysis is structured with regard to contemporary and historical art making. Course intended for students willing to formulate their own artistic directions. May be taken 3 times.

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Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART281

Course title: Painting II

Course description: A studio experience with supporting slides, lectures, and occasional films. Explores different ways of seeing and painting to become more visually literate. Examines basic painting techniques and materials. Presents the conceptual framework for critical analysis, along with basic theories of art in the historical context. May be taken three times. Recommended: Prior course ART 116 and ART 181 (minimum one (1) term each).

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Contact person: Mark R. Smith

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Curriculum Request Form  
Prerequisite Opt-out

Course number: ART284

Course title: Watercolor I

Course description: Lectures, demonstrations, films, slides and specific problems dealing with color relationships, composition, and watercolor techniques. Explores different ways of seeing and painting to become more visually literate. Examines basic watercolor techniques and materials. Presents the conceptual framework for critical analysis, along with basic theories of art in the historical context. May be taken three times. Recommended: Prior courses ART 116 and 131 (minimum one (1) term each).

Steps the student has taken: Although we appreciate the need for prerequisites in general Math and English skills as a good policy for any collegiate program, the Art Department works primarily in the realm of visual literacy. Visual literacy is a discipline as rigorous as that of Math, Writing or English, but does not require proficiency in these fields in order for students to understand and demonstrate the complexities of visual syntax.

We know from the experience of teaching a wide range of students at PCC that some students excel in the areas of visual literacy while exhibiting a low functioning skill level in Math, Writing and English. For these students in particular the Art Department offers a bridge of entry to the rigor and discipline of a collegiate experience. This is particularly true for many high school as well as adult ENNL students who often come with a strong Art background. Often they are our star students. But if we require Math and English prerequisites, these students may never find their way through college.

Writing prerequisite: WRITING

Reading prerequisite: READING

Math prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART287

Course title: Watercolor II

Course description: Lectures, demonstrations, films, slides, and specific problems dealing with color relationships, composition, and watercolor techniques. Further investigates ways of seeing and painting using watercolor paint. Presents the conceptual framework for critical analysis, along with basic theories of art in the historical context. May be taken three times.

Steps the sac has taken: Although we appreciate the need for prerequisites in general Math and English skills as a good policy for any collegiate program, the Art Department works primarily in the realm of visual literacy. Visual literacy is a discipline as rigorous as that of Math, Writing or English, but does not require proficiency in these fields in order for students to understand and demonstrate the complexities of visual syntax.

We know from the experience of teaching a wide range of students at PCC that some students excel in the areas of visual literacy while exhibiting a low functioning skill level in Math, Writing and English. For these students in particular the Art Department offers a bridge of entry to the rigor and discipline of a collegiate experience. This is particularly true for many high school as well as adult ENNL students who often come with a strong Art background. Often they are our star students. But if we require Math and English prerequisites, these students may never find their way through college.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART291

Course title: Sculpture: Plaster/Clay

Course description: Studio experience introducing plaster and clay as primary materials. Continues the development of 3-dimensional knowledge while exploring traditional materials; plaster and clay. Concentration on plaster as a material for making multiples, and the use of molds will be introduced. Both the 'figure' and 'abstraction' will be addressed as subject matter. The completion of ART 293 is strongly recommended before enrolling in this course.

Steps the sac has taken: Although we appreciate the need for prerequisites in general Math and English skills as a good policy for any collegiate program, the Art Department works primarily in the realm of visual literacy. Visual literacy is a discipline as rigorous as that of Math, Writing or English, but does not require proficiency in these fields in order for students to understand and demonstrate the complexities of visual syntax.

We know from the experience of teaching a wide range of students at PCC that some students excel in the areas of visual literacy while exhibiting a low functioning skill level in Math, Writing and English. For these students in particular the Art Department offers a bridge of entry to the rigor and discipline of a collegiate experience. This is particularly true for many high school as well as adult ENNL students who often come with a strong Art background. Often they are our star students. But if we require Math and English prerequisites, these students may never find their way through college.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART292

Course title: Sculpture: Welding

Course description: Studio experience introducing use of oxy-acetylene torches for basic welding and cutting skills. Explores sculptural issues and concepts using steel. The completion of ART 293 is strongly recommended before enrolling in this course.

Steps the sac has taken: Although we appreciate the need for prerequisites in general Math and English skills as a good policy for any collegiate program, the Art Department works primarily in the realm of visual literacy. Visual literacy is a discipline as rigorous as that of Math, Writing or English, but does not require proficiency in these fields in order for students to understand and demonstrate the complexities of visual syntax.

We know from the experience of teaching a wide range of students at PCC that some students excel in the areas of visual literacy while exhibiting a low functioning skill level in Math, Writing and English. For these students in particular the Art Department offers a bridge of entry to the rigor and discipline of a collegiate experience. This is particularly true for many high school as well as adult ENNL students who often come with a strong Art background. Often they are our star students. But if we require Math and English prerequisites, these students may never find their way through college.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART293

Course title: Sculpture

Course description: Studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Uses a variety of materials and techniques to develop and encourage creative problem solving. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Includes demonstrations, slides, lectures and occasional films. May include field trips.

Steps the sac has taken: Although we appreciate the need for prerequisites in general Math and English skills as a good policy for any collegiate program, the Art Department works primarily in the realm of visual literacy. Visual literacy is a discipline as rigorous as that of Math, Writing or English, but does not require proficiency in these fields in order for students to understand and demonstrate the complexities of visual syntax.

We know from the experience of teaching a wide range of students at PCC that some students excel in the areas of visual literacy while exhibiting a low functioning skill level in Math, Writing and English. For these students in particular the Art Department offers a bridge of entry to the rigor and discipline of a collegiate experience. This is particularly true for many high school as well as adult ENNL students who often come with a strong Art background. Often they are our star students. But if we require Math and English prerequisites, these students may never find their way through college.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ART295

Course title: Sculpture Welding II

Course description: Develops the artist's knowledge and skills with oxy-acetylene welding and cutting, SMAW (stick) welding, GMAW (wire) welding and TIG (gas tungsten) arc welding processes. Explores metal sculpture design and construction with supporting demonstrations, slides, lectures and films. Completion of ART 293 strongly recommended. No prior welding experience is required.

Steps the sac has taken: Although we appreciate the need for prerequisites in general Math and English skills as a good policy for any collegiate program, the Art Department works primarily in the realm of visual literacy. Visual literacy is a discipline as rigorous as that of Math, Writing or English, but does not require proficiency in these fields in order for students to understand and demonstrate the complexities of visual syntax.

We know from the experience of teaching a wide range of students at PCC that some students excel in the areas of visual literacy while exhibiting a low functioning skill level in Math, Writing and English. For these students in particular the Art Department offers a bridge of entry to the rigor and discipline of a collegiate experience. This is particularly true for many high school as well as adult ENNL students who often come with a strong Art background. Often they are our star students. But if we require Math and English prerequisites, these students may never find their way through college.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Contact person: Mark R. Smith

From: msmith@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG104

Course title: Intro to Literature (fiction)

Course description: Enhances enjoyment of short stories and novels, increases understanding of the conventions of fiction, and encourages exploration of human experience. Prerequisite: Placement into WR121.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material

in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class.

Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG105

Course title: Intro to Literature (drama)

Course description: Enhances enjoyment of plays -- including tragedies and comedies -- as literature, increases understanding of the conventions of drama and the theater, and encourages exploration of human experience. Prerequisite: Placement into WR121.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut

when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG106

Course title: Intro to Literature (poetry)

Course description: Enhances enjoyment of poetry, increases understanding of the conventions of poetry and poetic forms, and encourages exploration of human experience. Prerequisite: Placement into WR121.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say

that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG107

Course title: World Literature

Course description: English 107 is the first of a two-course survey of World Literature that includes English 108. English 107 exposes students to a broad spectrum of literature in translation that begins in antiquity and concludes at the dawn of the Renaissance. English 107 usually begins with the reading of such works as Gilgamesh, the Leiden Hymns, and/or Genesis, and stops short of Dante's Comedy. The series does not have to be taken in sequence. Prerequisite: Placement into WR121

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is

often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisites Opt-out

Course number: ENG108

Course title: World Literature

Course description: English 108 is the second of a two-course survey of World Literature that includes English 107. English 108 exposes students to a broad spectrum of literature in translation that begins at the formation of a modern Western literature (14th century) and concludes with the present. English 108 usually begins at the point of Dante's Divine Comedy, Chaucer's The Canterbury Tales, and Cervantes Don Quixote, and finishes in the late modern era of Gao Xingjian's Soul Mountain. The series does not have to be taken in sequence. Prerequisite: Placement into WR121

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be useful to particular moments in literature classes

is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG195

Course title: Film Studies: Film as Art

Course description: Enhances understanding of film through analysis of film history and form. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze ways in which a film may both contribute and react to its time and culture; analyze film through studying the techniques by which its made; and substantiate observations with examples taken from film tradition and from the film itself. Prerequisite: Placement into WR121

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our

SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG196

Course title: Film Studies: Directors

Course description: Enhances understanding of film through analysis of directorial decisions and film techniques. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze ways in which directorial decisions may affect an individual film and viewer; situate a film within a director's body of work; analyze ways in which it may both contribute and react to its time and culture; and substantiate observations with examples taken from the film tradition and from the film itself. Prerequisite: Placement into WR121

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the

standard Math 20 class. The only possible section that might be useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG197

Course title: Film Studies: Contemporary Themes and Genres

Course description: Enhances understanding of film through analysis of contemporary film-making, narrative techniques, genres, themes and critical approaches. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze contemporary film techniques and the ways in which the films may both contribute and react to their time and culture; study contemporary film theory; and substantiate observations with examples taken from the film tradition and from the film itself. Prerequisite: Placement into WR121

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the

standard Math 20 class. The only possible section that might be useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG201

Course title: Shakespeare

Course description: Enhances understanding and appreciation of Shakespeare's achievement and contribution to literature. Focuses on four or more plays and selected non-dramatic poetry in order to introduce the study of Shakespeare's dramatic techniques, character development, and language. The works are chosen to reflect a broad range of patterns, themes, and genres. Recommended prior coursework: ENG 105. Prerequisite: Placement into WR 121.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be

useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: ENG202

Course title: Shakespeare

Course description: Enhances understanding and appreciation of Shakespeare's achievement and contribution to literature. Focuses on four or more plays and selected non-dramatic poetry in order to introduce the study of Shakespeare's dramatic techniques, character development, and language. The works are chosen to reflect a broad range of patterns, themes, and genres. Recommended prior coursework: ENG 105 and ENG106 and ENG201. Prerequisite: Placement into WR 121.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

To reach a decision as a SAC on whether we should adopt Math 20 for a prerequisite for literature classes, we created a subcommittee to research the connection between Math 20 and our courses. The research included, but was not limited to the following:

- a) We invited a Math 20 instructor to speak to the group on the relevance of the class to our coursework; we included time to ask her questions.
- b) To get a broad spectrum of opinions, committee members asked other Math instructors for their input on what they saw as the connection between the Math class and our classes.
- c) We examined copies of a typical exam taken in a Math 20 class as well as the Math 20 CCOG and syllabus.
- d) One of the committee members, who was quite good in math in college, took the entire Math Compass test, and reported back on her score, and her findings.
- e) We asked for institutional research on the connection between those who have passed our literature classes (or courses like it) and those who have not successfully completed Math 20.

After a long and rigorous large group SAC discussion, including an analysis of the data and findings mentioned above, we could see no connection between our outcomes, competencies and skills listed in the CCOGS for any of our literature courses and the content covered in the standard Math 20 class. The only possible section that might be

useful to particular moments in literature classes is a unit that covers reading graphs and numerical data, but at our SAC meeting, the Math instructor noted that this unit is often times the first section of the course to get cut when time is short, and she could not in all good faith say that a large majority of the instructors covered the material in their classes.

While we discussed the importance of critical thinking in many of our classes, we found no evidence in our research that critical thinking was covered in a Math 20 class. Therefore, because we can see no connection between the course and the classes we teach, we believe that a student can achieve our outcomes, competencies and skills without successfully completing Math 20.

Instructional materials and other teaching methods used in this course mth:

Instructional materials and methods range from primary and secondary written texts, to film and video, to works of art and architecture, to poetry readings and dramatic presentations. Methods include large and small group discussion, lecture, student-led workshops, presentations, projects and performances.

Assessments used to measure outcomes mth:

Students are assessed in literature classes by a variety of means, including individual and group presentations and projects; formal papers; journals and portfolios; quizzes; midterm and final exams.

Strategies employed to support students with math deficient:

Deficiency in math skills is not a predominating influence in the successful completion of literature classes.

Contact person:

bryan hull

From:

bhull@pcc.edu

Curriculum Request Form  
Prerequisites Opt-out

Course number: FR 101

Course title: First year French

Course description: Introduction to French stressing the development of listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the student's active use of the language. Proficiency target level: Novice high. For beginners.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has

consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, beginning at a very basic level of limited communication. For French 101, for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple

recombinations of their elements.

- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.
- With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

- Greetings and health
- Age and nationality
- Physical and personality characteristics
- Family
- Date
- Personal interests and activities

Structures:

- The sound system of French
- Regular and some irregular verbs in present, imperative, immediate future, and durative present tenses; simple infinitive constructions
- Interrogative and negative sentence patterns and structures
- Numbers and simple adverbs
- Definite, indefinite, and partitive articles
- Descriptive, possessive, demonstrative, and interrogative adjectives
- Subject and stressed pronouns

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 101, students are expected to be able to write simple formulaic sentences, mostly about themselves, their families and their interests, such as “My name is... I live in Portland. I am a student (etc).” They reach the novice high-level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are “able to manage successfully a number of

uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.”

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student’s grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely

writing deficient:

structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 101, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be

full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in FR 101), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 101 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student’s grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then

compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able to read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

French 101 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say "four twenty ten"). They do not need to have skills in interpreting data, graphs or statistics.

It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth:

The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient:

I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.

Other info to consider:

I regularly have ESOL students register for French 101. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person:

Stephanie Whitney-Bradley

From:

swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 102

Course title: First Year French

Course description: Continues work of FR 101, further developing all skills. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate low. Recommended: Completion of: FR 101 or 150 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has

consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a very basic level of limited communication (from completion of French 101). For French 102, for example, students:

Students successfully completing FR 102:

-Are able to handle successfully a limited number of

interactive, task-oriented and social situations.

-Can ask and answer questions, initiate and respond to simple statements and generally maintain face-to-face conversation.

-Despite some inaccuracy, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases.

-With repetitions, can generally be understood by sympathetic native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

-Time, weather, date

-Social encounters, expressions of politeness

-Directions, location

-Invitations, arranging meetings

-Vacation activities

-Occupations

Structures:

-Regular and additional irregular verbs with venir de and imperfect tense

-Comparisons

-Demonstrative and interrogative adjectives

-Direct and indirect object, reflexive, interrogative, and demonstrative pronouns, y and en

-Expressions of time and additional negatives

Students are able to meet these outcomes and competencies without

having the skills needed for WR 115, because the level of language

production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 102, students are expected to be able to write simple formulaic sentences, mostly about themselves, their families and their interests, such as "I have a brother. My brother's name is... He is a [teacher]." They reach the intermediate-low level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to

some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.”

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we

have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 102, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their

own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in FR 101), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 102 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the

blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able to read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite:

MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

French 102 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say "four twenty ten"). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in

French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth:

The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient:

I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.

Other info to consider:

I regularly have ESOL students register for French 102. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person:

Stephanie Whitney-Bradley

From:

swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 103

Course title: First Year French

Course description: Continues the work of FR 102, further developing all skills. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate mid. Recommended: Completion of: FR 102 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine

Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a basic level of limited communication (from completion of French 102). For French

103, for example, students:

- Are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner.
- Can talk simply about self and family members.
- Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities.
- Can generally be understood by sympathetic native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

- Education
- Ordering, paying
- Telephoning
- Expressing personal opinions and attitudes
- Food and drink
- Accepting and giving thanks and compliments and recommendations
- Simple narration in the past

Structures:

- Regular and additional irregular verbs in passe compose and future
- Additional adverbs and restrictive ne...que
- Additional uses of articles and object pronouns
- Relative pronouns

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 103, students are expected to be able to write simple formulaic sentences, mostly about themselves, their interests, and their goals such as “When I was little, I lived in Portland. I wanted to be a doctor. I don't want to be a doctor anymore (etc).” They reach the intermediate mid-level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are “able to handle

successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.”

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student’s grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 103, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the

video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in FR 101), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 102 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter

new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class

anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: French 103 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say “four twenty ten”). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I’m embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers in 101 and 102. But I have yet to see a student without this basic knowledge.

Other info to consider: I regularly have ESOL students register for French 103. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person:

Stephanie Whitney-Bradley

From:

swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 150

Course title: First year French

Course description: For beginners. Introduction to French stressing the development of listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the student's active use of the language. Proficiency target level: Novice high to intermediate low.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and

found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, beginning at a very basic level of limited communication. For French 150, for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, still relying heavily on learned utterances but beginning to expand these through recombinations of their elements.
- Can ask questions and make statements involving learned

material and can initiate, minimally sustain, and close in a simple way basic communicative tasks.

-Show signs of spontaneity and progress toward real autonomy of expression.

-Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.

-With repetitions, can be understood by native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

1. Greetings and health
2. Age and nationality
3. Physical and personality characteristics
4. Family
5. Date
6. Personal interests and activities
7. Time, weather
8. Social encounters

Structures:

1. The sound system of French
2. Regular and some irregular verbs in present, imperative, immediate future, durative present, and with venir de; simple infinitive constructions
3. Interrogative and negative sentence patterns and structures
4. Numbers and simple adverbs
5. Definite, indefinite, and partitive articles
6. Descriptive, possessive, demonstrative, and interrogative adjectives
7. Subject, stressed, direct object, reflexive, interrogative, and demonstrative pronouns
8. Comparisons
9. Demonstrative and interrogative adjectives
10. Expressions of time

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect

to their writing and reading assignments. By the end of French 150, students are expected to be able to write simple formulaic sentences, mostly about themselves, their families and their interests, such as "My name is... I have a brother. My brother's name is... He has brown hair, etc." They reach the novice high- to intermediate-low level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High and Intermediate-low speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so."

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily

homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student’s preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 150, students do not need to be able to read critically or read college-level texts.

With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in FR 150), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 102 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they

already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite:

MATH

Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	French 150 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say “four twenty ten”). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I’m embarrassed to say how low!) and am fluent in French.
Instructional materials and other teaching methods used in this course mth:	The materials used for this course do not feature math, graphs, data, or statistics.
Assessments used to measure outcomes mth:	The assessments for this class do not have any components that involve math, graphs, data, or statistics.
Strategies employed to support students with math deficient:	I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.
Other info to consider:	I regularly have ESOL students register for French 150. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.
Contact person: From:	Stephanie Whitney-Bradley swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 151

Course title: First Year French

Course description: Continues the work of FR 150, further developing all skills. Primary emphasis on the student's active use of the language. Also provides a review before entering second year French. Proficiency target level: Intermediate mid. Recommended: Completion of FR 102 or 150; or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A

language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a very basic level of limited communication (from completion of French 150). For French 151, for example, students:

-Are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations in a

culturally acceptable manner.

- Can talk simply about self and family members.
- Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities.
- Can generally be understood by sympathetic native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

1. Expressions of politeness, invitations, arranging meetings
2. Directions, location, telephoning
3. Vacation activities
4. Occupations
5. Education
6. Ordering, paying, food and drink
7. Expressing personal opinions and attitudes
8. Accepting and giving thanks and compliments and recommendations
9. Simple narration in the past

Structures:

1. Additional irregular verbs, the imperfect, passé composé and future
2. Indirect object pronouns, y and en
3. Additional negatives, adverbs and restrictive ne...que
4. Additional practice with articles
5. Relative pronouns
6. Additional practice with object pronouns

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 150, students are expected to be able to write simple formulaic sentences, mostly about themselves, their families and their interests, such as "When I was little I lived in Tigard. I liked to play football. I wanted to be a teacher... etc." They reach the intermediate-mid level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated

communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging."

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read

lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite:                      READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 151, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are

given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in FR 150), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 102 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is

based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able to read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

French 151 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say "four twenty ten"). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students

who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth:

The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient:

I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.

Other info to consider:

I regularly have ESOL students register for French 151. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person:

Stephanie Whitney-Bradley

From:

swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 201

Course title: Second year French

Course description: Continues the work of first year French, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate mid; the successful student will be able to handle a variety of basic communicative tasks and social situations. Recommended: Completion of first year French at the college level or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential

for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a basic level of limited communication (from completion of first year French). For French 201, for example, students:

- Are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner.
- Can talk simply about self and family members.
- Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities.
- Can generally be understood by sympathetic native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

1. Transportation
2. Hypothetical situations
3. Suggestions
4. Directions
5. Housing
6. Narration in the past
7. Disagreeing and protesting

Structures:

1. The two past tenses, pluperfect, conditional, past conditional
2. Irregular nouns
3. Indefinite expressions
4. Additional time and negative expressions
5. Causative faire and similar constructions
6. Present participle
7. Introduction to indirect discourse

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 201, students are expected to be able to write simple formulaic sentences, mostly about themselves, their families and their interests. They reach the intermediate-mid level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are “able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information

covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.”

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student’s grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively,

from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 201, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such

as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in first year), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 102 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired

students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able to read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite:

MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

French 201 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say "four twenty ten"). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth:	The materials used for this course do not feature math, graphs, data, or statistics.
Assessments used to measure outcomes mth:	The assessments for this class do not have any components that involve math, graphs, data, or statistics.
Strategies employed to support students with math deficient:	I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.
Other info to consider:	I regularly have ESOL students register for French 101. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.
Contact person: From:	Stephanie Whitney-Bradley swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 202

Course title: Second year French

Course description: Continues the work of FR 201, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's active use of the language. Proficiency target level: Intermediate mid to high; the successful student will be able to handle many basic communicative tasks and social situations. Recommended: Completion of FR 201 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in

the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a basic level of limited communication (from completion of first year). For French 202, for example, students:

- Are able to handle successfully many uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner.
- Can talk simply about self and family members.
- Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities.
- Give evidence of connected discourse, particularly for simple narration and description.
- Can generally be understood by sympathetic native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

1. Entertainment
2. Expressing preferences, opinions, attitudes, emotions
3. Earning and spending money
4. Shopping, price, quality

Structures:

1. Additional indefinite expressions
2. Subjunctive and past subjunctive
3. Double pronoun objects
4. Additional negative and time expressions
5. Comparatives and superlatives
6. Relative pronouns and clauses

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 202, students are expected to be able to write simple formulaic sentences, mostly about themselves, their families and their interests. They reach the intermediate-mid to high level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are “able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and

personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.”

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology “verbe” and show many examples along with some synonyms that explain the usage, such as “action”, or “mouvement”. I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student’s grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb +

object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 202, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation

practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in first year), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 202 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their

oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able to read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

French 101 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say "four twenty ten"). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth:	The materials used for this course do not feature math, graphs, data, or statistics.
Assessments used to measure outcomes mth:	The assessments for this class do not have any components that involve math, graphs, data, or statistics.
Strategies employed to support students with math deficient:	I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.
Other info to consider:	I regularly have ESOL students register for French 202. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.
Contact person:	Stephanie Whitney-Bradley
From:	swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 203

Course title: Second year French

Course description: Continues the work of FR 202, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's active use of the language. Proficiency target level: Intermediate high; the successful student will be able to handle most uncomplicated communicative tasks and social situations. Recommended: Completion of FR 202 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in

the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a basic level of limited communication (from completion of first year). For French 203, for example, students:

- Are able to handle successfully most uncomplicated communicative tasks and social situations.
- Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
- Can generally be understood even by native speakers not accustomed to dealing with non native speakers.
- Are beginning to use paragraph-length connected discourse and narrate and describe in major time and aspect frames.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

1. Expressing intentions
2. Expressing personal opinions
3. More Advance descriptions and narrations
4. Geography
5. Travel
6. Levels of language

Structures:

1. Additional uses of the subjunctive
2. Additional uses of indefinite expressions
3. Additional uses of the future and conditional
4. Additional uses of relative pronouns and clauses
5. Possessive pronouns
6. Indirect discourse
7. Additional practice with prepositions and articles
8. Additional infinitive constructions
9. Literary tenses

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 203, students are expected to be able to compose simple paragraphs made up of short, mostly formulaic sentences about themselves, their families and their interests. They reach the intermediate high-level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to converse with ease and

confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident."

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read

lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite:                   READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 203, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are

given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in first year), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 203 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is

based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able to read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

French 101 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say "four twenty ten"). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students

who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth:

The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient:

I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.

Other info to consider:

I regularly have ESOL students register for French 203. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person:

Stephanie Whitney-Bradley

From:

swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 250

Course title: Second year French

Course description: Continues the work of first year French, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on the student's active use of the language. Proficiency target level: Intermediate mid to high; the successful student will be able to handle a variety of basic communicative tasks and social situations. Recommended: Completion of first year French at the college level or the equivalent.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential

for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a basic level of limited communication (from completion of first year). For French 250, for example, students:

-Are able to handle successfully many uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner.

-Can talk simply about self and family members.

-Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities.

-Give evidence of connected discourse, particularly for simple narration and description.

-Can generally be understood by sympathetic native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

1. Transportation
2. Hypothetical situations
3. Suggestions
4. Directions
5. Housing
6. Narration in the past
7. Disagreeing and protesting
8. Entertainment
9. Expressing preferences, opinions, attitudes, emotions

Structures:

1. The two past tenses, pluperfect, conditional, past conditional
2. Irregular nouns
3. Indefinite expressions
4. Additional time and negative expressions
5. Causative faire and similar constructions
6. Present participle
7. Introduction to indirect discourse
8. Subjunctive and past subjunctive
9. Double pronoun objects

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 250, students are expected to be able to write

simple formulaic sentences, mostly about themselves, their families and their interests. They reach the intermediate-mid to high level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging."

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and

grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able to write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 250, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult

vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in first year), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 250 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating

knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning French 250 does not require any math skills other than

outcomes competencies and skills listed in ccog for this course can be achieved without mth20: being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say “four twenty ten”). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I’m embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.

Other info to consider: I regularly have ESOL students register for French 250. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person: Stephanie Whitney-Bradley  
From: swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 251

Course title: Second year French

Course description: Continues the work of FR 250, reviewing, expanding, and perfecting listening, speaking, reading, writing, and cultural awareness through a communicative approach. Primary emphasis on student's active use of the language. Proficiency target level: Intermediate high; the successful student will be able to handle most uncomplicated communicative tasks and social situations. Recommended: Completion of FR 250 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (even the textbook explanations are in French). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in

the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. The level of difficulty in all areas including comprehension, speaking, reading and writing builds very gradually as students are guided through the different stages in language production, building on a very basic level of limited communication (from completion of first year). For French 251, for example, students:

- Are able to handle successfully most uncomplicated communicative tasks and social situations.
- Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
- Can generally be understood even by native speakers not accustomed to dealing with non native speakers.
- Are beginning to use paragraph-length connected discourse and narrate and describe in major time and aspect frames.

With respect to competencies and skills, successful students will have practiced, and will be able to use the following communication topics and structures:

Communication topics:

1. Earning and spending money
2. Shopping, price, quality
3. Expressing intentions
4. Expressing personal opinions
5. More advanced descriptions and narrations
6. Geography
7. Travel
8. Levels of language

Structures:

1. Comparatives and superlatives
2. Relative pronouns and clauses
3. Additional uses of the subjunctive
4. Additional uses of indefinite expressions
5. Additional uses of the future and conditional
6. Additional uses of relative pronouns and clauses
7. Possessive pronouns
8. Indirect discourse
9. Additional practice with prepositions and articles
10. Additional infinitive constructions
11. Literary tenses

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic, especially with respect to their writing and reading assignments. By the end of French 251, students are expected to be able to write simple paragraphs with formulaic sentences about themselves, their families and their interests. They reach the intermediate high-level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are “able to converse with ease and confidence when dealing with most routine tasks and

social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident."

Instructional materials and other teaching methods used in this course wr:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs to practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we

have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors. But, most importantly, because I require daily assignments, which are graded and returned for revisions, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. The revisions require students to review their work, determine what the error is, and learn from their mistakes. For students wanting more background in English grammar, I recommend an optional book called English Grammar for Students of French. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 251, students do not need to be able to read critically or read college-level texts. With French in Action, the vast majority of reading they do is a script that accompanies a video. The students first watch the video to try and understand the storyline through intonation, gestures and context. The video also explains models the correct grammatical usage and explains difficult vocabulary and structures in French through additional images and examples. Then, as a reading assignment, students read the text for the storyline while listening to it on the audio. They then try to write answers (not required to be full sentences) to simple comprehension questions based on the video and text, and check their answers (which are given on the audio). Students are guided through the text step by step and are not expected to navigate a text on their own or without significant preparation. Other reading

materials include simple poems or very short readings such as a folk tale, which are mostly used for pronunciation practice, vocabulary recognition, and very basic summarization practice. All readings include pre reading activities, a glossary for new vocabulary and expressions, and basic follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:

I use French in Action, a video based method that has a textbook, workbook and audio. It is a complete immersion approach and is entirely in French. After lesson 5 (completed early on in first year), there is absolutely no English at all. There are no complex English grammar explanations provided by myself, or the text. I make no assumptions that students will know what a noun, verb, or adjective is. Students learn this terminology gradually, and always in context with an example, not for discussion purposes. For example, we do not discuss what a verb is, but rather I refer to verbs with the terminology "verbe" and show many examples along with some synonyms that explain the usage, such as "action", or "mouvement". I simplify the material as much as possible, break it down into very small parts, and use many, many examples to demonstrate the meaning and usage. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, internet and listening comprehension activities. Reading materials for French 251 consist of a script that accompanies the video for the course, written exercises that consist of single sentences, personalized questions, and realia, such as a restaurant menu. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the French that they already know to figure out the new words.

Assessments used to measure outcomes rd:

50% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. At the end of each class, students record their participation grade based on a grading rubric (ie: how often they volunteer, if they are prepared for class, etc). I then compare it with the grade I assigned them, and make any changes if necessary. The remaining 50% of their grade is based on daily homework assignments which include: listening and comprehension exercises, basic fill-in the blank exercises and short, personalized answers to

questions. I also conduct three oral interviews with paired students over the course of the term to help measure their oral proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Usually, reading is the quickest skill acquired of the four (comprehension, reading, writing, speaking) simply because there are so many English cognates and because they have more time to process the information. However, if a student has difficulty being able to read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students do not read lengthy English grammar explanations in class or at home, they are expected to understand and practice only what we have covered in class. I keep grammar explanations very simple and walk students through each step progressively, from learning basic sentence structures (noun + verb + object) to more advanced stages such as pronoun placement, which is unique in French. I also provide a supplementary grammar handbook that I have written myself that follows the same methods I use in class: there are no English grammar explanations but rather examples provided in a familiar context with exercises for practice and review. Explanations and grammar rules are kept minimal and entirely in French, so as to not confuse students with terminology and translation errors.

But, most importantly, because I require daily assignments that include reading for basic comprehension which I carefully grade, I am able to quickly determine if a student is struggling and to provide personal assistance when necessary—in either French or English depending on the student's preference. Students are also encouraged to see me outside of class anytime they have any questions. We also have 6 hours of free French tutoring available to students per week.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

French 251 does not require any math skills other than being able to recognize numbers and do very simple addition, subtraction and multiplication (ie: the number 90 requires that students say "four twenty ten"). They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking

the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.

Other info to consider: I regularly have ESOL students register for French 251. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person: Stephanie Whitney-Bradley  
From: swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 260

Course title: French Culture

Course description: Studies and discusses contemporary thought and life of the French speaking world. Recommended: Completion of one term of second year French at the college level or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (especially since this class does not focus on grammar). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success,

and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. In this class, because it is focused on culture, we spend very little time discussing and grammar, especially since the students have already completed first year and some second year French already. Readings and assignments are also carefully selected according to the language level of the students. As a result of taking French 260, students will:

- Increase their knowledge of contemporary French culture
- Improve their speaking, reading and writing skills through student practice (A generally sound foundation in grammar and vocabulary is assumed, and grammar will not be the

subject of the course. French will be used at all times.)  
-Recognize and approach cultural differences with respect and open-mindedness

With respect to competencies and skills, successful students will have practiced, and will have the following competencies and skills:

#### COMPETENCIES AND SKILLS:

1. Recognizes basic cultural differences
2. Demonstrates understanding of relevant cultural and social issues in contemporary French society
3. Increased critical thinking skills
4. Small group collaboration
5. Speaking and listening reflectively
6. Critical analysis of cultural issues in readings and films

It should be noted, however, that what a Writing 115 instructor would expect in terms of critical analysis is very different from what I would expect from a second year French student. Students at this level are beginning to be able to manipulate the language enough to express their ideas, but they are still very limited as to what they can say. Since the assignments are mostly paragraphs or short essays focused mainly on comprehension, the level of critical thinking skills demanded in this course is not as high.

Instructional materials and other teaching methods used in this course wr:

I use a text called *La France Contemporaine* (Contemporary France), a text that is entirely in French. The text is completely focused on cultural themes and topics, there are no complex English grammar explanations. Students already have a good grasp of French grammar as they have completed first year and some second year, but I help with review where necessary. The course is taught entirely in French from day one. Since the text is entirely in French and is more reading and discussion based, I simplify the material as much as possible and expect a minimal level of output in terms of writing. During class, students spend the majority of time working in pairs discussing the text, reviewing comprehension questions, discussing their opinions, and asking questions. I will bring in additional sources of realia to supplement the text such as video and audio clips (ie: from the radio) to help stimulate conversation and/or to further explain a topic of discussion.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and participating actively in the class discussions. The remaining 50% of their

Strategies employed to support students with writing deficient:

grade is based on daily homework assignments which include: short readings, comprehension questions, short personalized responses to questions for discussion. If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students in this class have already completed first and some second year French, they usually have the required level of proficiency to work with this particular text. Since the class is usually smaller than most of the first and second year classes, I can also work closely with students one on one during class to help assess any areas of difficulty they may be experiencing, either individually or as a group. I will then do writing exercises on the board where we try to take a very basic sentence/idea and attempt to elaborate upon it together. Because they are turning in daily written assignments, I am also able to quickly determine if they are having problems and ask them to meet with me one on one so I can help clear up any confusion. If they are struggling with a particular grammar point, I will provide them with some additional exercises or a grammar explanation out of the first or second year French book and explain it to them myself, either in French or English-whichever they prefer. Finally, for students wanting more background in English grammar, I have referred them to a book called English Grammar for Students of French.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 260, students do not need to be able to read college-level texts. The text I use, La France Contemporaine, is often used at the high school level, and is appropriate for students with limited language proficiency (ie: first to second year level). The chapters are short (8-10 pages in length), the language is simplified, there is a glossary provided, and the material does not assume a great deal of background knowledge. The homework consists of basic comprehension questions and some short personalized questions for reflection. For each chapter, I provide pre reading activities which include new vocabulary and expressions, and additional follow up

Instructional materials and other teaching methods used in this course rd:	<p>questions focused mainly on comprehension (such as true/false and one-word answers) if I find the questions in the text too difficult or not appropriate to their level.</p> <p>I use a text called La France Contemporaine (Contemporary France), a text that is entirely in French. The text is completely focused on cultural themes and topics, there are no complex English grammar explanations. Students already have a good grasp of French grammar as they have completed first year and some second year, but I help with review where necessary. The course is taught entirely in French from day one. Since the text is entirely in French and is more reading and discussion based, I simplify the material as much as possible and focus on reading for general comprehension and gist, versus trying to understand every word and concept. During class, students spend the majority of time working in pairs discussing the text, discussing areas of difficulty with my help, reviewing comprehension questions, discussing their opinions, and asking questions. I bring in additional sources of realia to supplement the text such as video and audio clips (ie: from the radio) to help stimulate conversation and/or to further explain a topic of discussion.</p>
Assessments used to measure outcomes rd:	<p>50% of a student's grade is made up of daily participation grades that they earn for attending class and participating actively in the class discussions. The remaining 50% of their grade is based on daily homework assignments which include: short readings, comprehension questions, short personalized responses to questions for discussion.</p>
Strategies employed to support students with reading deficient:	<p>If a student has difficulty being able read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students in this class have already completed first and some second year French, they usually have the required level of proficiency to work with this particular text. Since the class is usually smaller than most of the first and second year classes, I can also work closely with students one on one during class to help assess any areas of difficulty they may be experiencing, either individually or as a group. We will take difficult sentences or concepts from the text and work on them as a group, trying to simplify them and summarize them. Oftentimes, I will purposefully match up more advanced students with weaker students so they can help them with pronunciation and comprehension. The more advanced students are usually able to find synonyms in French to explain difficult vocabulary, and are able to simplify difficult concepts. Because they are turning in daily written assignments, I am also able to quickly determine if they are</p>

having comprehension problems and ask them to meet with me one on one so I can help clear up any confusion. If they are struggling with a particular grammar point, I will provide them with some additional exercises or a grammar explanation out of the first or second year French book and explain it to them myself, either in French or English- whichever they prefer. Finally, for students wanting more background in English grammar, I have referred them to a book called English Grammar for Students of French.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: French 260 does not require any math skills other than being able to recognize numbers and dates. They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student whose deficient math skills caused a problem with success in the class.

Other info to consider: I have often had ESOL students register for French 260. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person: Stephanie Whitney-Bradley  
From: swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: FR 270

Course title: Readings in French Literature

Course description: Emphasizes skills for reading in French. Reading and discussion of accessible works of French prose and poetry. Recommended: Completion of second year French at the college level, simultaneous enrollment in FR 203, 251 or 257, or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in French courses. French courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year French at PSU and are typically the best students in the class. I've also had students transfer into third year French at Lewis and Clark, University of Oregon, and Pacific among others.

At the beginning of each term, I have the students fill out a student information sheet that provides me with their prior language, including information about their native language and their knowledge of English. Over the last eight years, I have had a large number of non-native English speakers in my classes. Many of these students were concurrently enrolled in beginning ENNL classes and barely spoke English. Because of the immersion approach that I use from the first week of class on, and because of the materials I use that are completely in French, I have found that my students only need a rudimentary knowledge in English (enough to read the syllabus). From that point on, the class and all of the materials are entirely in French, and the students' knowledge of English does not come into play, even when discussing or studying grammar (especially since this class does not focus on grammar). I have thus determined that a student's level of success in class was not influenced by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. Because we do not do any advanced math in the class beyond very simple addition, there has never been a need for me to assess what their levels in math were. A language colleague of mine (Kristine Shmakov) has

consistently run transcripts of her students taking Russian to see if their level of math had any effect on their success, and found that it did in fact have no bearing. I am confident that the same applies to French.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for French courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in French courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

First and foremost, I choose to opt out of a writing prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in writing English. Furthermore, because of the immersion approach that we use which is based on modeling, examples, and simplified explanations in the language, students are not required to have advanced knowledge of English grammar to be successful in learning French at this level. In fact, oftentimes, it proves to be a detriment to learning French if a student focuses too much on the comparisons with English and tries to translate. Sentence structure, verb tenses and expressions differ greatly in the two languages, and students who try to apply English grammar rules to French are more confused and frustrated than students who never enter that discussion. Rather, we slowly introduce grammatical terminology and its usage in context, and always in French. We do not overtly discuss grammar for its own sake but enforce correct usage through modeling, a great deal of practice and corrective feedback. In this class, because it is focused on readings in French literature, we spend very little time discussing grammar, especially since the students have already completed first year and most of second year French already. Readings and assignments are also carefully selected according to the language level of the students. As a result of taking French 270, students will:

-Improve their ability to read, analyze, and discuss French literature

- Improve their speaking, reading and writing skills through student practice (A generally sound foundation in grammar and vocabulary is assumed, and grammar will not be the subject of the course. French will be used at all times.)
- Recognize and approach cultural differences and different literary interpretations with respect and open-mindedness

With respect to competencies and skills, successful students will have practiced, and will have the following competencies and skills:

- Improved reading and conversation skills
- Improved critical analysis of literary texts
- Improved knowledge of cultural differences
- Increased critical thinking skills
- Small group collaboration
- Speaking and listening reflectively

It should be noted, however, that what a Writing 115 instructor would expect in terms of critical analysis is very different from what I would expect from a second year French student. Students at this level are beginning to be able to manipulate the language enough to express their ideas, but they are still very limited as to what they can say. Since the assignments are mostly paragraphs or short essays focused mainly on comprehension, the level of critical thinking skills demanded in this course is not as high.

Instructional materials and other teaching methods used in this course wr:

I use a text called Explorations, a text that is entirely in French. The text is made up of short readings and poems, there are no complex English grammar explanations. Students already have a good grasp of French grammar as they have completed first year and most of second year, but I help with review where necessary. The course is taught entirely in French from day one. Since the text is entirely in French and is more reading and discussion based, I simplify the material as much as possible and expect a minimal level of output in terms of writing. During class, students spend the majority of time working in pairs discussing the text, reviewing comprehension questions, discussing their opinions, and asking questions. I will bring in additional sources of realia to supplement the text such as video and audio clips (ie: from the radio) to help stimulate conversation and/or to further explain a reading or topic of discussion.

Assessments used to measure outcomes wr:

50% of a student's grade is made up of daily participation grades that they earn for attending class and participating actively in the class discussions. The remaining 50% of their grade is based on daily homework assignments which include: short readings, comprehension questions, short

personalized responses to questions for discussion.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students in this class have already completed first and most of second year French, they usually have the required level of proficiency to work with this particular text. Since the class is usually smaller than most of the first and second year classes, I can also work closely with students one on one during class to help assess any areas of difficulty they may be experiencing, either individually or as a group. I will then do writing exercises on the board where we try to take a very basic sentence/idea and attempt to elaborate upon it together. Because they are turning in daily written assignments, I am also able to quickly determine if they are having problems and ask them to meet with me one on one so I can help clear up any confusion. If they are struggling with a particular grammar point, I will provide them with some additional exercises or a grammar explanation out of the first or second year French book and explain it to them myself, either in French or English-whichever they prefer. Finally, for students wanting more background in English grammar, I have referred them to a book called English Grammar for Students of French.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

First and foremost, I choose to opt out of a reading prerequisite simply because many of my students are non-native English speakers, and it would be unfair to them to assume that they cannot learn French simply because they may not have proficiency in reading English. Furthermore, to successfully achieve the intended learning outcomes, competencies and skills for French 270, students do not need to be able to read college-level texts. The text I use, Explorations, is often used at the high school level, and is appropriate for students with limited language proficiency (ie: second year level). The stories are short (3-5 pages in length), the language is simplified, there is a glossary provided, and the material does not assume a great deal of background knowledge. The homework consists of basic comprehension questions and some short personalized questions for reflection. Each story includes pre reading activities which include new vocabulary and expressions, and additional follow up questions focused mainly on comprehension (such as true/false and one-word answers).

Instructional materials and other teaching methods used in this course rd:	I use a text called Explorations, a text that is entirely in French. The text is completely focused on cultural themes and topics, there are no complex English grammar explanations. Students already have a good grasp of French grammar as they have completed first year and some second year, but I help with review where necessary. The course is taught entirely in French from day one. Since the text is entirely in French and is more reading and discussion based, I simplify the material as much as possible and focus on reading for general comprehension and gist, versus trying to understand every word and concept. During class, students spend the majority of time working in pairs discussing the text, discussing areas of difficulty with my help, reviewing comprehension questions, discussing their opinions, and asking questions. I bring in additional sources of realia to supplement the text such as video and audio clips (ie: from the radio) to help stimulate conversation and/or to further explain a topic of discussion.
Assessments used to measure outcomes rd:	50% of a student's grade is made up of daily participation grades that they earn for attending class and participating actively in the class discussions. The remaining 50% of their grade is based on daily homework assignments which include: short readings, comprehension questions, short personalized responses to questions for discussion.
Strategies employed to support students with reading deficient:	If a student has difficulty being able read in French, there are numerous resources available. First, I purposely structure my lessons, activities and assignments to make them accessible to all students. Since students in this class have already completed first and most of second year French, they usually have the required level of proficiency to work with this particular text. Since the class is usually smaller than most of the first and second year classes, I can also work closely with students one on one during class to help assess any areas of difficulty they may be experiencing, either individually or as a group. We will take difficult sentences or concepts from the text and work on them as a group, trying to simplify them and summarize them. Oftentimes, I will purposefully match up more advanced students with weaker students so they can help them with pronunciation and comprehension. The more advanced students are usually able to find synonyms in French to explain difficult vocabulary, and are able to simplify difficult concepts. Because they are turning in daily written assignments, I am also able to quickly determine if they are having comprehension problems and ask them to meet with me one on one so I can help clear up any confusion. If they are struggling with a particular grammar

point, I will provide them with some additional exercises or a grammar explanation out of the first or second year French book and explain it to them myself, either in French or English-whichever they prefer. Finally, for students wanting more background in English grammar, I have referred them to a book called English Grammar for Students of French.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: French 270 does not require any math skills other than being able to recognize numbers and dates. They do not need to have skills in interpreting data, graphs or statistics. It is clear that deficiencies in math do not cause a problem for students in this course as I consistently have students who have not taken any math in decades or who are taking the lowest level math classes possible and who succeed in French. I also personally test at a very low level myself (I'm embarrassed to say how low!) and am fluent in French.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student whose deficient math skills caused a problem with success in the class.

Other info to consider: I have often had ESOL students register for French 270. They would not be able to meet any of the proposed prerequisites and would be prevented from taking French or any other foreign language. All the ESOL students who have taken my courses have been very successful. Their limited skills in English have not caused them any problems, since the course is conducted in French and all of the course materials are in French. American students with lower writing and reading levels entering this course regularly tell me that taking French helps them improve their English skills, since they finally start to understand English grammar once they learn French grammar.

Contact person: Stephanie Whitney-Bradley

From: swhitney@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER 101

Course title: First Year German

Course description: For beginners. First term of a three-term sequence. Students develop basic language skills in German: listening, speaking, reading, writing, pronunciation, structure, culture and vocabulary. At the end of this course the student will begin to communicate in common day-to-day interactions.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

Texts:

The SAC has also discussed the success of various texts. In both Spanish and German, we use the series originally developed for German (Kontakte in German, Dos Mundos in Spanish, French text is being developed as well). The text in German is now in its fifth edition and has all oral and written exercises written in German, with grammar explanations in English. The grammar explanations are short and simple, and, as I explained before, are only secondary to the simple German explanations and practice given in class.

Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 101 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of

language backgrounds and the classes are taught solely in German, as there is no other common language. I assumed in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wi

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students have very minimal language skills at the German 101 level. The outcomes and competencies for German 101 are as follows:

1. Manage introductions, leave-taking and exchanges basic personal information in a culturally appropriate manner
2. Describe self and others: personality, physical attributes and emotions, weather and states date, time, year, and season
3. Make statements about daily activities, likes and dislikes
4. Recognize basic cultural and linguistic differences among the three main German -speaking countries of Germany, Austria, and Switzerland
5. Formulate simple questions and answers
6. Identify and name people and objects
7. Write lists and short sentences using correct word order
8. Read and understand main ideas in texts using abundant cognates and context
9. Use regular and irregular verbs in the present tense; modal verbs in the present tense
10. Use nominative and accusative cases with pronouns
11. Use possessive adjectives in the nominative and accusative cases
12. Understand the cultural differences of the different forms of "you" in German
13. Understand and give simple commands

Students who are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 101, students have a working vocabulary of probably 250 words and know 15-20 verbs, but only in the present tense. Most of them can write simple declarative sentences of 5-6 words in length, and still have trouble with capitalization and punctuation. They can also write short questions. Some sample sentences would be: "I can play the guitar." and "I'm tired today." and "Where do you live?" In transitioning between questions and statements, they still have trouble with word order as well.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 101. They playing field is level, regardless of language background. I make no assumptions that students will know what a noun, verb, adverb, or any other part of speech is. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation. Class is conducted entirely in German from the beginning, and I introduced all new material in German, simplifying where necessary, repeating when necessary and having students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. For instance, to teach the regular verbs, students learn what I call "S-10-10". The endings for the regular verbs are as follows:

-e  
-st  
-t  
-en  
-t  
-en.

When you put these endings together, (es-tten-ten), they form the "phrase" S-10-10. This phrase is used over and over by all students learning beginning German.

I also use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 10-15 minutes in class about 1 of the topics. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. For instance, to teach the regular verbs, students learn what I call "S-10-10". The endings for the regular verbs are as follows:

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When you put these endings together, (es-tten-ten), they form the “phrase” S-10-10. This phrase is used over and over by all students learning beginning German.

I also use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 10-15 minutes in class about 1 of the topics. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies To successfully achieve the intended learning outcomes, competencies, and skills for German 101, students do not

and skills listed in ccog for this course can be achieved without rd115:

need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 101. Reading materials are at about a first-grade level in Germany and students are still working on the different sounds in German (ach-laut, ich-laut, umlauts, etc.) As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd:

The first year text for German, Kontakte, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we do not expect students to speak perfectly at the end of German 101. One of the first questions I ask on the first day is how many students speak their native language correctly 100% of the time. So far, no one has been able to say that they can do so, although some students joke that they can. I also tell students that after speaking German more than half my life, I also make mistakes. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 101. They playing field is level, regardless of language background. I make now assumptions that students will know what a noun, verb, adverb, or any other part of speech is. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation. Class is conducted entirely in German from the beginning, and I introduce all new material in German, simplifying where necessary and using cognates where possible, repeating when necessary, and having students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using

only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

When teaching the different sounds in German, such as the ich-laut, ach-laut and umlauts, I use words that students are familiar with. For instance, the sound for "a" is like the "ai" sound in "chair" and the sound for the ich-laut, "ch", is like a snake hissing with the lips spread and blowing air out the mouth.

Assessments used to measure outcomes are:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. See assessments for writing for example.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. Even students with low reading levels can understand the material as I review it in class again and again. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review

and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: German 101 does not require math skills other than simple counting to by ones to 20, by 10s to 100 and by hundred to 1000. Simple addition, subtraction, multiplication, and very simple division are also included, but this is a language class, and math is minimal in the scheme of things. Where it is important (telling time, prices, and dates) we spend additional time refining those skills. However, the skills are unique to the German language compared to English, such as the 24-hour clock and those skills would be taught separately anyway. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth: The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient: As there is no correlation, no math deficiencies apply.

Other info to consider: Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community

college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER 102

Course title: First Year German

Course description: Second term of a three-term sequence. Continues the work of GER 102. Students continue to develop skills in listening, speaking, reading, writing, pronunciation, structure, culture, and vocabulary. At the end of this, course the student will communicate in common day-to-day interactions. Recommended: completion of GER 101, 150 or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

Texts:

The SAC has also discussed the success of various texts. In both Spanish and German, we use the series originally developed for German (Kontakte in German, Dos Mundos in Spanish, French text is being developed as well). The text in German is now in its fifth edition and has all oral and written exercises written in German, with grammar explanations in English. The grammar explanations are short and simple, and, as I explained before, are only secondary to the simple German explanations and practice given in class.

Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 102 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of

language backgrounds and the classes are taught solely in German, as there is no other common language. I assumed in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students have minimal language skills at the German 102 level. The outcomes and competencies for German 102 are as follows:

1. Identify and use the dative case: articles, possessive adjectives, prepositions, personal pronouns
2. Use the verb "werden" to express change and in the future tense
3. Formulate and answer questions using who and whom in the nominative, accusative and dative cases
4. Review verbs in present tense and modal verbs. Begin to use verbs in the present perfect tense
5. Review and improve use of nominative and accusative cases
6. Begin to compare people and things using comparative and superlative adjectives and adverbs
7. Begin to know the difference between "where" and "where to" using two-way prepositions, as well as location vs. destination
8. Refine sentence structure using "time, manner, place" word order
9. Recognize relative clauses
10. Begin to use "Wo- and Da- Compounds" both as inquiries and answers
11. Begin to use adjective endings correctly in nominative, accusative, dative cases in order to describe people and things more eloquently
12. Begin to recognize and use the simple past tense and

past perfect tenses to describe past events  
13. Begin to understand and use inverted word order (subordinating conjunctions) to explain concepts such as "because", "during", and "although"

Students who are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 102, students have a working vocabulary of probably 300-500 words and know 20-30 verbs in the present tense, 15-20 in the present perfect tense, and only a few in the simple past tense. Most of them can write the following in the present tense: simple declarative sentences of up to 10 words in length, simple compound sentences with a conjunction using inverted word order. They can write short sentences in the present perfect, but they still may have trouble with capitalization, punctuation, and word order. They continue to write short questions. Some sample sentences would be: "I played the guitar yesterday," "I was tired last week," "When I'm tired, I drink coffee," or "What did you do on the weekend?"

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 102. They playing field is level, regardless of language background. I make now assumptions that students will know what a noun, verb, adverb, or any other part of speech is. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation. Class is conducted entirely in German from the beginning, and I introduced all new material in German, simplifying where necessary, repeating when necessary and having students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also

evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. For instance, to teach the dative case, I use the paradigm "m r m n+n." This letters are the signals for the dative endings. Without going in to detail about how I use this, it is a technique any student in German 102 can utilize to remember the dative endings, as German is a highly declined language. Previously the students would have learned the paradigm signals for the nominative and accusative cases. All students in German courses use these paradigms repeatedly.

I also use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 10-15 minutes in class about 1 of the topics. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student continues to have difficulty writing in German 102, numerous resources are still available. When I see that a student has difficulty writing, I offer to help them. At this level, I encourage students to seek even more help, as the material continues to get more difficult in this and the following sequence. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone

numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies, and skills for German 102, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students still have minimal reading skills by the end of German 102. Reading materials are at about a second or third grade level in Germany and students are still working on the different sounds in German (ach-laut, ich-laut, umlauts, etc.) As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd:

The first year text for German, Kontakte, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we do not expect students to speak perfectly at the end of German 102. Occasionally I even make mistakes on purpose and wait for students to recognize them. This helps students continue to hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students in German 102 are that

students have basic knowledge of German word order and can write simple sentences. Students who do not meet the expectations can begin in Winter Quarter in German 150, also a beginning German course. Students whose skill level is above 102 are encouraged to go into German 202. Even at this level, I make no assumptions that students will know what a noun, verb, adverb, or any other part of speech is. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation. Class is conducted entirely in German from the beginning, and I introduce all new material in German, simplifying where necessary and using cognates where possible, repeating when necessary, and having students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. See assessments for writing for example.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone

numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

German 102 does not require math skills other than simple counting to by ones from 0-100, by 10s to 100 and by hundred to 1000. Simple addition, subtraction, multiplication, and very simple division are also included, but this is a language class, and math is minimal in the scheme of things. Where it is important (telling time, prices, and dates) we spend additional time refining those skills. However, the skills are unique to the German language compared to English, such as the 24-hour clock and those skills would be taught separately anyway. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth:

The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient:

As there is no correlation, no math deficiencies apply. If student have trouble with the skills listed in item 1, I deal with them as with any other concept - review, use more examples, practice more.

Other info to consider:

Most students who take German are taking the language

because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER 103

Course title: First Year German

Course description: Third term of a three-term sequence. Continues the work of GER 102. Students become adept at skills in listening, speaking, reading, writing, pronunciation, structure, culture, and vocabulary. On completion, the student will be able to converse in a variety of situations. Recommended: completion of GER 102, 151 or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

### Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

### Texts:

The SAC has also discussed the success of various texts. In both Spanish and German, we use the series originally developed for German (Kontakte in German, Dos Mundos in Spanish, French text is being developed as well). The text in German is now in its fifth edition and has all oral and written exercises written in German, with grammar explanations in English. The grammar explanations are short and simple, and, as I explained before, are only secondary to the simple German explanations and practice given in class.

### Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 103 is a native speaker of English or of another language. We level the playing field by not relying

on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assumed in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students still have basic language skills at the German 103 level. The outcomes and competencies for German 103 are as follows:

1. Use dative prepositions to talk about things such as travel and personal relationships
2. Use indirect questions subordinating conjunctions
3. Ask and give directions using various prepositions
4. Express possibility using "würde" + infinitive
5. Begin to use the subjunctive form of modal verbs in polite situations
6. Begin to use dative verbs correctly
7. Have a beginning knowledge of the genitive case
8. Describe cause and purpose using "because", "so that" and "in order to"
9. Review, expand, and further use Wo- and Da-Compounds (prepositional compounds)
10. Review and use the nominative, accusative, dative and genitive cases
11. Expand and review the relative pronouns
12. Have a basic knowledge of relative clauses in order to speak and write in a more varied manner
13. Time permitting, have a beginning knowledge of the passive voice

Students who are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 103, students have a working vocabulary of probably 500 or more words and know over 30 verbs in the present, present perfect tense, and simple past tenses. Most of them can write simple sentences or short paragraphs in the present, present perfect, and simple past tenses. They still may have trouble with capitalization, punctuation, and word order.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

Even at the German 103 level, students are still learning the basic grammar terminology and rules. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. Class is still conducted entirely in German, and I introduce all new material in German, simplifying where necessary, repeating when necessary and having students practice extensively. I also continue to use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to

Students earn grades through attendance, daily oral and

measure outcomes wr:

written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, longer written exercises in class, such as writing on a specific topic with guided structure. I also use learning paradigms to teach basic grammar. For instance, to teach the genitive case, I use the paradigm “s+s r s+s r.” These letters are the signals for the genitive endings. Without going in to detail about how I use this, it is a technique any student in German 103 can utilize to remember the dative endings, as German is a highly declined language. Previously the students would have learned the paradigm signals for the nominative, accusative, and dative cases. All students in German courses use these paradigms repeatedly.

I also use short in-class writing evaluations to track written progress. In German 103 students are expected to write up to 15 sentences in a 15-20 minute time period. They are given 2-3 themes using a specific grammar point the day before, then they write the following class period about only 1 of the topics. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student continues to have difficulty writing in German 103, numerous resources are still available. When I see that a student has difficulty writing, I offer to help them. At this level, I encourage students to seek even more help, as the material continues to get more difficult in this and the following sequence. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies, and skills for German 103, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students still have minimal reading skills by the end of German 103. Reading materials are at about a third or fourth grade level in Germany and students are still working on perfecting sounds and structures. As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd:

The first year text for German, Kontakte, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we do not expect students to speak perfectly at the end of German 103. Occasionally I even make mistakes on purpose and wait for students to recognize them. This helps students continue to hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students in German 103 are that students have a working knowledge of German word order and can either related sentences or short paragraphs. Students who do not meet the expectations can review by taking German 151 in Spring Quarter. Students whose skill level is above 103

are encouraged to go into German 201 in the fall. Even at this level, I make no assumptions that students will know all the parts of speech and be able to use them accurately all the time. We continue to review grammar, syntax, and structure. I do not assume that they will always construct a sentence with a capital letter and proper punctuation. Class is conducted entirely in German from the beginning, and I introduce all new material in German, still simplifying where necessary and using cognates where possible, repeating when necessary, and having students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. See assessments for writing for example.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly

encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: German 103 does not require math skills other than continuing to be able to count by ones from 0-100, by 10s to 100 and by hundred to 1000. Simple addition, subtraction, multiplication, and very simple division are also included, but this is a language class, and math is minimal in the scheme of things. Where it is important (telling time, prices, and dates) we spend additional time refining those skills. However, the skills are unique to the German language compared to English, such as the 24-hour clock and those skills would be taught separately anyway. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth: The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient: As there is no correlation, no math deficiencies apply.

Other info to consider: Most students who take German are taking the language

because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER 150

Course title: First Year German

Course description: For beginners. First term of a two-term sequence which equals one full year of German. Students develop basic language skills in German: listening, speaking, reading, writing, pronunciation, structure, culture, and vocabulary. At the end of this course, the student will communicate in common day-to-day interactions.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has also over the used discussed the best way to

teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

Texts:

The SAC has also discussed the success of various texts. In both Spanish and German, we use the series originally developed for German (Kontakte in German, Dos Mundos in Spanish, French text is being developed as well). The text in German is now in its fifth edition and has all oral and written exercises written in German, with grammar explanations in English. The grammar explanations are short and simple, and, as I explained before, are only secondary to the simple German explanations and practice given in class.

Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 150 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in

German, as there is no other common language. I assumed in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students have very minimal language skills at the German 150 level. The outcomes and competencies for German 150 are as follows:

1. Manage introductions, leave-taking and exchanges basic personal information in a culturally appropriate manner
2. Describe self and others: personality, physical attributes, and emotions, weather and states date, time, year, and season
3. Make statements about daily activities, likes and dislikes
4. Recognize basic cultural and linguistic difference among the three main German -speaking countries of Germany, Austria, and Switzerland
5. Formulate simple questions and answers
6. Identify and name people and objects
7. Write lists and short sentences using correct word order in present and present perfect tenses (see #9)
8. Read and understand main ideas in texts using abundant cognates and context
9. Use regular and irregular verbs in the present and present perfect tenses; modal verbs and "werden" in the present tense
10. Use nominative and accusative cases with pronouns; have a beginning knowledge of the dative case
11. Use possessive adjectives in the nominative and accusative cases
12. Understand the cultural differences of the different forms "you" in German
13. Understand and give simple commands

Students who are able to meet these outcomes and

competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 150, students have a working vocabulary of probably about 250-300 words and know about 20 verbs in the present tense and about 10 verbs in the present perfect tense. Most of them can write simple declarative sentences of 5-6 words in length, and still have trouble with capitalization and punctuation. They can also write short questions. Some sample sentences would be: "I can play the guitar." and "I'm tired today." and "Where do you live?" In transitioning between questions and statements, they still have trouble with word order as well.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150. They playing field is level, regardless of language background. I make no assumptions that students will know what a noun, verb, adverb, or any other part of speech is. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation. Class is conducted entirely in German from the beginning, and I introduced all new material in German, simplifying where necessary, repeating when necessary and having students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to

Students earn grades through attendance, daily oral and

measure outcomes wr:

written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. For instance, to teach the regular verbs, students learn what I call "S-10-10". The endings for the regular verbs are as follows:

-e  
-st  
-t  
-en  
-t  
-en.

When you put these endings together, (es-tten-ten), they form the "phrase" S-10-10. This phrase is used over and over by all students learning beginning German.

I also use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 10-15 minutes in class about 1 of the topics. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to

grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: To successfully achieve the intended learning outcomes, competencies, and skills for German 150, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 150. Reading materials are at about a first-grade level in Germany and students are still working on the different sounds in German (ach-laut, ich-laut, umlauts, etc.) As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd: The first year text for German, Kontakte, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we do not expect students to speak perfectly at the end of German 150. One of the first questions I ask on the first day is how many students speak their native language correctly 100% of the time. So far, no one has been able to say that they can do so, although some students joke that they can. I also tell students that after speaking German more than half my life, I also make mistakes. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150. They playing field is level, regardless of language background. I make no assumptions that students will know what a noun, verb, adverb, or any other part of speech is. I do not assume that they know how to construct a sentence with a

capital letter and proper punctuation. Class is conducted entirely in German from the beginning, and I introduce all new material in German, simplifying where necessary and using cognates where possible, repeating when necessary, and having students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

When teaching the different sounds in German, such as the ich-laut, ach-laut and umlauts, I use words that students are familiar with. For instance, the sound for “a” is like the “ai” sound in “chair” and the sound for the ich-laut, “ch”, is like a snake hissing with the lips spread and blowing air out the mouth.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. See assessments for writing for example.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other

students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Mth prerequisite:

MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

German 150 does not require math skills other than counting to 1000 and doing simple addition, subtraction, multiplication, and very simple division. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German and frankly, I find having to say this offensive.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth:

The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient:

As there is no correlation, no math deficiencies apply.

Other info to consider:

Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better.

Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER151

Course title: First Year German

Course description: Second term of a two-term sequence. Continues the work of GER 150. Students become adept at skills in listening, speaking, reading, writing, pronunciation, structure, culture, and vocabulary. On completion, the student will be able to converse in a variety of situations. Recommended: Completion of GER 150 or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

Texts:

The SAC has also discussed the success of various texts. In both Spanish and German, we use the series originally developed for German (Kontakte in German, Dos Mundos in Spanish, French text is being developed as well). The text in German is now in its fifth edition and has all oral and written exercises written in German, with grammar explanations in English. The grammar explanations are short and simple, and, as I explained before, are only secondary to the simple German explanations and practice given in class.

Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 151 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe

Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assume in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students still have very minimal language skills at the German 151 level. The outcomes and competencies for German 151 are as follows:

1. Talk about people and things using comparative and superlative adjectives and adverbs
2. Talk about "where" and "where to" using two-way prepositions
3. Refine sentence structure using "time, manner, place" word order
4. Begin to use relative clauses to explain and expand on topics
5. Begin to use "Wo- and Da- Compounds" both as inquiries and answers
6. Begin to describe people and things more eloquently using adjective endings correctly in nominative, dative, and accusative cases
7. Use the simple past tense and past perfect tenses to describe past events
8. Begin to understand and use inverted word order (subordinating conjunctions) to explain concepts such as "because", "during", and "although".
9. Use dative prepositions to talk about things such as travel and relationships (see #14 also)

10. Use indirect questions subordinating conjunctions
11. Ask and give directions using various prepositions
12. Express possibility using "wuerde" + infinitive
13. Begin to use the subjunctive form of modal verbs in polite situations
14. Expand knowledge of dative case (indirect object) and prepositions; begin to use dative verbs correctly
15. Have a beginning knowledge of the genitive case
16. Describe cause and purpose using "because", "so that" and "in order to"
17. Review, expand, and further use Wo- and Da-Compounds (prepositional compounds)
18. Review and use the nominative, accusative, dative and genitive cases
19. Expand and review the relative pronouns
20. Time permitting, have a beginning knowledge of the passive voice

Students who are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 151, students have a working vocabulary of probably about 300-400 words and know about 20-30 verbs in the present tense and about 10-15 verbs in the present perfect tense. Most of them can write simple declarative sentences of 5-6 words in length in the present and present perfect tense. Students usually still have trouble with capitalization and punctuation. They can also write short questions. Some sample sentences would be: "I can play the guitar." and "I'm tired today." and "Where do you live?" "What did you do on the weekend?" In transitioning between questions and statements, they still have trouble with word order as well.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150. In German 151, the students may have basic knowledge of grammar, but again I assume that they do not know it

thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation on a regular basis. I continue to conduct class entirely in German and raise the level of difficulty just a bit, using fewer cognates. I still introduce all new material in German, simplifying where necessary and increasing difficulty when necessary, repeating when necessary and having students practice extensively. I also still use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. For instance, to teach the regular verbs, students learn what I call "S-10-10". The endings for the regular verbs are as follows:

-e  
-st  
-t  
-en  
-t  
-en.

When you put these endings together, (es-tten-ten), they form the "phrase" S-10-10. This phrase is used over and over by all students learning beginning German.

I also use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 10-15 minutes in class about 1 of the topics. We give them the

themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

#### Strategies . . . .

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: To successfully achieve the intended learning outcomes, competencies, and skills for German 151, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 151. Reading materials are at about a first or second grade level in Germany and students are still working on the different sounds in German (ach-laut, ich-laut, umlauts, etc.) As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd: The first year text for German, Kontakte, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we still do not expect students to speak perfectly at the end of German 151. We encourage students to experiment during the class session and that mistakes are in fact an integral part of the learning process. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150. In German 151, the students may have basic knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation on a regular basis. I still conduct class entirely in German, and I introduce all new material in German, simplifying where necessary, using cognates where possible, and raising the level of difficulty where necessary. We still repeat concepts when necessary, and have students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done

as a whole class. Students may also evaluate and edit peer work. In more advanced classes (see German 201, 202, 203), students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also use learning paradigms to teach basic grammar. See assessments for writing for example.

Strategies . . . reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in

my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

German 151 does not require math skills other than counting to 1000 and doing simple addition, subtraction, multiplication, and very simple division. In German, dates and telling time are different from methods in the US, so students learn these differences through extensive practice. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth:

The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient:

As there is no correlation, no math deficiencies apply.

Other info to consider:

Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER201

Course title: Second Year German

Course description: First term of a three-term sequence that continues the work of first year German. Students expand on their skills in the five language areas: listening, speaking, writing, reading, and culture. Emphasizes proficiency in spoken German. Recommended: Completion of first year college German or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also

gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

Texts:

The SAC has also discussed the success of various texts. In both Spanish and German, we use the series originally developed for German (Kontakte in German, Dos Mundos in Spanish, French text is being developed as well). The text in German is now in its fifth edition and has all oral and written exercises written in German, with grammar explanations in English. The grammar explanations are short and simple, and, as I explained before, are only secondary to the simple German explanations and practice given in class.

Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in

language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 201 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assume in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students still have minimal language skills at the German 201 level, as they have just completed German 103 or 151, usually with at least a three-month hiatus between completion of first year and beginning second year. The outcomes and competencies for German 201 are as follows:

1. Manage introductions and "small talk" in a culturally

appropriate manner (e.g. talk about him or herself (background, job, school experience, belief systems, etc.)

2. Speak in the present and past tenses with a relatively high degree of accuracy
3. Speak in the past tenses using “als, wenn and wann” fairly accurately
4. Use the four cases including corresponding prepositions with a fair amount of accuracy
5. Describe objects and family relationships using possessive pronouns
6. Express likes, dislikes and other concepts of will using modal verbs
7. Write short paragraphs on a variety of simple topics
8. Discuss various simple topics orally, such as travel, childhood, politics
9. Use and understand all forms of the imperative (command) form
10. Use the future tense more effectively; understand the difference between “werden” and “bekommen”, as well as “werden” as used in the future versus present tense
11. Refine use of the definite and indefinite articles and possessive adjectives in nominative, accusative, and dative cases

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 201, students have a working vocabulary of probably about 500-600 words and know about 30-40 verbs in the present tense and about 20-30 verbs in the present perfect tense. Most of them can write longer simple declarative sentences in the present and present perfect tenses. They are generally able to use time, manner, place word order correctly, yet students may still have trouble with capitalization and punctuation. They can also write longer questions. Some sample sentences would be: “Last weekend I played the guitar at home.” “I’m really tired today, because I worked all weekend.” and “Did you ever live in Germany?” “Did you go anywhere on

the weekend?"

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150 or German 101. In German 201, the students may have basic knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. I continue to conduct class entirely in German and raise the level of difficulty even more, using fewer cognates. I still introduce all new material in German, simplifying where necessary and increasing difficulty when necessary, repeating when necessary and having students practice extensively. I also still use many examples and sometimes students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes such as German 201, students may evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or

handouts, short written exercises in class, such as fill-in, and short answer activities. I also continue to use learning paradigms to teach basic grammar. For instance, to teach the coordinating conjunctions, I use the mnemonic “adios” (abler, den, odder, sunder, und).

I continue to use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 15-20 minutes in class about 1 of the topics. At the 201 level, students are expected to produce 15 fairly well constructed sentences in the time given. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

I wrote the text for second year German. It is a very basic text containing simple grammar explanations and exercises. The text is meant to be a tool to help each second year instructor tailor make the course. Each instructor develops and uses her own additional materials to supplement the text as she sees fit. In German 201, I continue to thoroughly explain all grammar in class and walk students through more

complicated structures. Students still use English Grammar for Students of German, dictionaries, and other supplements. I also assign online exercises to supplement the text.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: To successfully achieve the intended learning outcomes, competencies, and skills for German 201, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 201. Reading materials are at about a fifth or sixth grade level in Germany and students are still working on refining basic structures. As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd: The second year text for German, Machen wir Weiter, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we still do not expect students to speak perfectly at the end of German 201. We encourage students to experiment during the class session and that mistakes are in fact an integral part of the learning process. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 101 or 150. In German 201, the students have basic

knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. I still conduct class entirely in German, and I introduce all new material in German, simplifying where necessary, using cognates where possible, and raising the level of difficulty even more. We still repeat concepts when necessary, and have students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In German 201, students evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments . . . .reading:

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, and these written assignments increase in length and difficulty compared to those in first year German.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring

laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. The textbook also has online exercises available to all students for review and I usually assign some or all of the exercises as additional practice at the end of each chapter.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: German 201 does not require much more math than first year German. In German, dates and telling time are different from methods in the US, so students continue to learn these differences through extensive practice. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth:

The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient:

As there is no correlation, no math deficiencies apply.

Other info to consider:

Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER202

Course title: Second Year German

Course description: Second term of a three-term sequence. Students continue to expand on their skills in the five language areas: listening, speaking, writing, reading, and culture. Emphasizes proficiency in spoken German. Recommended: Completion of GER 201, 250 or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has discussed the best way to teach grammar. In my current text, only the grammar explanations are in

English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

Texts:

The SAC has also discussed the success of various texts. In both German and Russian, the second year texts we use have been written by PCC instructors. My second year text, *Machen Wir Weiter* is in its third edition. I chose to write the text because the grammar, reading, and exercises in most second year texts were extremely difficult. I purposefully simplified the grammar explanations so that all students could understand them. The explanations are short and easy to read and I used many examples. Because we go over grammar so thoroughly in class, even these simple written grammar explanations are only secondary to the ones we cover and practice in class.

Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 202 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe

Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assume in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students still have somewhat limited language skills at the German 202 level. The outcomes and competencies for German 202 are as follows:

1. Manage more complex conversations about herself and her world
2. Speak in the present, past and future tenses with a high degree of accuracy
3. Use the four cases including corresponding prepositions with a high amount of accuracy
4. Combine sentences using both types of conjunctions
5. Use nouns, their plurals and weak nouns in conjunction with adjectives; with a relatively high degree of accuracy
6. Use infinitival nouns to expand on oral and written descriptions
7. Use relative pronouns to describe people and things with more clarity
8. Discuss various simple and some more complex topics orally
9. Use adjectives in a wide variety of situations, such as in the plural, with definite and indefinite articles, as participles, and as nouns
10. Use adjectives in the comparative and superlative cases with more accuracy, expanding on first-year knowledge
11. Write longer paragraphs on a variety of simple topics; may write longer essays
12. Discuss various simple topics with a higher level of vocabulary and structure; begin to discuss more complex topics based on readings and in-class discussions
13. Begin to develop a deeper understanding of the

language by actively editing own work and other's work, both oral and written

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 202, students have a working vocabulary of probably more than 800 words and can write and speak using most of the common verbs in the present, present perfect, and simple past tenses. They can also talk and write about possibilities using the subjunctive mood. Most of them can write longer simple and compound declarative sentences in the present, present perfect, and simple past tenses. They are generally able to use time, manner, place word order correctly, yet students may still have trouble using all these components correctly all the time. However, the goal of the class is that students can communicate, and even if they make mistakes, they are still communicating their thoughts and ideas on a fairly regularly accurate basis.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for Second Year German is in English and German with simple grammar explanations and many examples. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150 or German 101. In German 202, the students have a strong working knowledge of German grammar, but again I assume that they do not know it thoroughly. I know that they will continue to make errors, but they can communicate their ideas quite fluently. I continue to conduct class entirely in German and raise the level of difficulty even more, using more and more difficult structures and vocabulary and speaking faster. I still introduce all new material in German, simplifying where necessary and increasing difficulty when necessary, repeating when necessary and having students practice extensively. I also still use many examples and students continue to explain and analyze grammar concepts in German to each other. At this point in the year, I strongly encourage students to look at both their own work and other's work to even more critically, and to analyze and

explain the language and structures in German. By doing so and doing so in German, students improve all their skills in the language: listening, speaking, reading, writing, and culture. During class, students continue to spend the majority of the time working in pairs and small groups, practicing new material both orally and in short written exercises. At this point, students are quite capable of explaining concepts to each other without my help, which I strongly encourage. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, longer written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also continue to use learning paradigms to teach basic grammar. For instance, to teach the coordinating conjunctions, I use the mnemonic “adosu” (aber, den, oder, sondern, und).

I continue to use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 15-20 minutes in class about 1 of the topics. At the 202 level, students are expected to produce 15-20 fairly well constructed sentences in the time given. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of

at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

I wrote the text for second year German. It is a very basic text containing simple grammar explanations and exercises. The text is meant to be a tool to help each second year instructor tailor make the course. Each instructor develops and uses her own additional materials to supplement the text as she sees fit. In German 202, I continue to thoroughly explain all grammar in class and walk students through more complicated structures. Students still use English Grammar for Students of German, dictionaries, and other supplements. I also assign online exercises to supplement the text.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies, and skills for German 202, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 202. Reading materials are still at about a fifth or sixth grade level in Germany and students are still working on refining basic structures. As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd:

The second year text for German, *Machen wir Weiter*, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we still do not expect students to speak perfectly at the end of German 202. We encourage students to experiment during the class session and that mistakes are in fact an integral part of the learning process. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for Second Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from

German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 101 or 150. In German 202, the students have basic knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. I still conduct class entirely in German, and I introduce all new material in German, simplifying where necessary, using cognates where possible, and raising the level of difficulty even more. We still repeat concepts when necessary, and have students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In German 202, students evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, and these written assignments increase in length and difficulty compared to those in German 201.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line

resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how complex sentences are structured, e.g. inverted word order, double infinitives, and past perfect. Another excellent and affordable written resource is English Grammar for Students of German. Still another resource I use is the Internet, where I direct students to online support through additional exercises and reading short articles, for instance.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: German 202 does not require much more math than German 201. In German, dates and telling time are different from methods in the US, so students continue to learn these differences through extensive practice. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth: The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient: As there is no correlation, no math deficiencies apply.

Other info to consider: NOTE: THIS FORM REPLACES PRIOR GER 202 OPT-OUT FORM!!

Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER203

Course title: Second Year German

Course description: Third term of a three-term sequence. Students continue to expand on their skills in the five language areas: listening, speaking, writing, reading, and culture. Emphasizes proficiency in spoken German. Recommended: Completion of GER 202, 250 or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has discussed the best way to teach grammar. In

my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

#### Texts:

The SAC has also discussed the success of various texts. In both German and Russian, PCC instructors have written the second year texts we use. My second year text, *Machen Wir Weiter* is in its third edition. I chose to write the text because the grammar, reading, and exercises in most second year texts were extremely difficult. I purposefully simplified the grammar explanations so that all students could understand them. The explanations are short and easy to read and I used many examples. Because we go over grammar so thoroughly in class, even these simple written grammar explanations are only secondary to the ones we cover and practice in class.

#### Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 203 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working

with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assume in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students still have somewhat limited language skills at the German 203 level. The outcomes and competencies for German 203 are as follows:

1. Manage more complex conversations about herself and her world
2. Speak in the present, past and future tenses with a high degree of accuracy
3. Use the subjunctive mood and passive voice (time permitting) on a very limited basis
4. Continue to use the four cases including corresponding prepositions with a high amount of accuracy
5. Combine sentences using both types of conjunctions
6. Use nouns, their plurals and weak nouns in conjunction with adjectives; with a higher degree of accuracy
7. Continue to hone skills using adjectives and use adjectival nouns and modifiers to describe with more detail
8. Talk about daily routines using reflexive pronouns
9. Use Da- and Wo-Compounds to combine sentences and ask questions
10. Expand and review the use of numerals, measurements, and dates
11. Use descriptive adverbs, adverbs of time and place and adverbial conjunctions with relative accuracy
12. Write longer paragraphs and short essays on a variety of simple topics
13. Discuss various complex topics orally
14. Prepare a final interactive combined written and oral presentation on a topic to be decided between student and

instructor

15. Continue to expand knowledge of the language and culture by editing own work, both oral and written.

16. Begin to develop "Sprachgefuehl", the feel for the language, recognizing own ability and confidence in the language

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 203, students have a working vocabulary of probably more than 800 words and can write and speak using most of the common verbs in the present, present perfect, and simple past tenses. They can also talk and write about possibilities using the subjunctive mood. Most of them can write longer simple and compound declarative sentences in the present, present perfect, and simple past tenses. They are generally able to use time, manner, place word order correctly, yet students may still have trouble using all these components correctly all the time. However, the goal of the class is that students can communicate, and even if they make mistakes, they are still communicating their thoughts and ideas on a regularly accurate basis.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for Second Year German is in English and German with simple grammar explanations and many examples. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150 or German 101. In German 203, the students have a strong working knowledge of German grammar, but again I assume that they do not know it thoroughly. I know that they will continue to make errors, but they can communicate their ideas quite fluently. I continue to conduct class entirely in German and raise the level of difficulty even more, using more and more difficult structures and vocabulary and speaking faster. I still introduce all new material in German, simplifying where necessary and increasing difficulty when necessary, repeating when necessary and having students practice extensively. I also still use many examples and

students continue to explain and analyze grammar concepts in German to each other. At this point in the year, I strongly encourage students to look at both their own work and other's work to even more critically and to analyze and explain the language and structures in German. By doing so and doing so in German, students improve all their skills in the language: listening, speaking, reading, writing, and culture. During class, students continue to spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. At this point, students are quite capable of explaining concepts to each other without my help, which I strongly encourage. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, longer written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, and both short and longer written exercises in and out of class. At this point, students are able to teach each other the paradigms we have learned (mrmn for the dative case, S-10-10 for regular verbs, and "adosu" for coordinating conjunctions, for example).

I continue to use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 15-20 minutes in class about 1 of the topics. At the 203 level, students are expected to produce 15-20 well-constructed complex and compound sentences in the time given. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on

the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

I wrote the text for second year German. It is a very basic text containing simple grammar explanations and exercises. The text is meant to be a tool to help each second year instructor tailor make the course. Each instructor develops and uses her own additional materials to supplement the text as she sees fit. In German 203, I continue to thoroughly explain all grammar in class and walk students through more complicated structures. Students still use English Grammar for Students of German, dictionaries, and other supplements. I also assign online exercises to supplement the text.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies, and skills for German 203, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 203. Reading materials are still at about a middle school level. We read authentic texts, such as short stories and newspaper and magazine articles. As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd:

The second year text for German, *Machen wir Weiter*, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we still do not expect students to use the language perfectly at the end of German 203. We encourage students to experiment during the class session and tell them that mistakes are in fact an integral part of the learning process. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for Second Year German is in English and German.

The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 101 or 150. In German 203, the students have a strong workable knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct their sentences correctly every time. I still conduct class entirely in German, and I introduce all new material in German, simplifying where necessary, using cognates where possible, and raising the level of difficulty even more. We still repeat concepts when necessary, and have students practice extensively. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. In German 203, students evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, and these written assignments increase in length and difficulty compared to those in German 202.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Because we read short stories and articles, I teach them skills for reading, for instance, skimming, reading questions first, reading for content, reading for grammar, doing sketches of the plot, making plot summaries, etc. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If

the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how complex sentences are structured, e.g. inverted word order, double infinitives, and past perfect. Another excellent and affordable written resource is English Grammar for Students of German. Still another resource I use is the Internet, where I direct students to online support through additional exercises and reading short articles, for instance.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

German 203 does not require much more math than German 202. In German, dates and telling time are different from methods in the US, so students continue to learn these differences through extensive practice. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth:

The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient:

As there is no correlation, no math deficiencies apply.

Other info to consider:

Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER250

Course title: Second Year German

Course description: First term of a two-term sequence that continues the work of first year German. Students expand on their skills in the five language areas: listening, speaking, writing, reading and culture. Emphasizes proficiency in spoken German. Recommended: Completion of first year German at the college level or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

#### Texts:

The SAC has also discussed the success of various texts. In both German and Russian, the second year texts we use have been written by PCC instructors. My second year text, *Machen Wir Weiter* is in its third edition. I chose to write the text because the grammar, reading, and exercises in most second year texts were extremely difficult. I purposefully simplified the grammar explanations so that all students could understand them. The explanations are short and easy to read and I used many examples. Because we go over grammar so thoroughly in class, even these simple written grammar explanations are only secondary to the ones we cover and practice in class.

#### Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 250 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be

successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assume in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my

current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

#### Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

#### Texts:

The SAC has also discussed the success of various texts. In both German and Russian, the second year texts we use have been written by PCC instructors. My second year text, Machen Wir Weiter is in its third edition. I chose to write the text because the grammar, reading, and exercises in most second year texts were extremely difficult. I purposefully simplified the grammar explanations so that all students could understand them. The explanations are short and easy to read and I used many examples. Because we go over grammar so thoroughly in class, even these simple written grammar explanations are only secondary to the ones we cover and practice in class.

#### Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to

master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 250 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assume in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for Second Year German is in English and German with simple grammar explanations and many examples. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150 or German 101. In German 250, the students may have basic knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. I continue to conduct class entirely in German and raise the level of difficulty even more, using fewer cognates. I still introduce all new material in German, simplifying where necessary and increasing difficulty when necessary, repeating when necessary and having students practice extensively. I also still use many examples and sometimes students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In more advanced classes such as German 250, students may evaluate written work more extensively using only German grammar vocabulary. A

typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

#### Assessments . . . :

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also continue to use learning paradigms to teach basic grammar. For instance, to teach the coordinating conjunctions, I use the mnemonic “adosu” (aber, denn, oder, sondern, und).

I continue to use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 15-20 minutes in class about 1 of the topics. At the 250 level, students are expected to produce 15 fairly well-constructed sentences in the time given. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, short written exercises in class, such as fill-in, and short answer activities. I also continue to use learning paradigms to teach basic grammar. For instance, to teach the coordinating conjunctions, I use the mnemonic “adosu” (aber, denn, oder, sondern, und).

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anxiety and increase performance. The in-class writings, as with all written work, are corrected by the students after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

I wrote the text for second year German. It is a very basic text containing simple grammar explanations and exercises. The text is meant to be a tool to help each second year instructor tailor make the course. Each instructor develops and uses her own additional materials to supplement the text as she sees fit. In German 250, I continue to thoroughly explain all grammar in class and walk students through more complicated structures. Students still use English Grammar for Students of German, dictionaries, and other supplements. I also assign online exercises to supplement the text.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies, and skills for German 250, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 250. Reading materials are at about a fifth or sixth grade level in Germany and students are still working on refining basic structures. As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd:

The second year text for German, *Machen wir Weiter*, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we still do not expect students to speak perfectly at the end of German 250. We encourage students to experiment during the class session and that mistakes are in fact an integral part of the learning process. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 101 or 150. In German 250, the students have basic knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. I still conduct class entirely in German, and I introduce all new material in German, simplifying where necessary, using cognates where possible, and raising the level of difficulty even more. We still repeat concepts when necessary, and have students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In German 250, students evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, and these written assignments increase in length and

difficulty compared to those in first year German. Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, and these written assignments increase in length and difficulty compared to those in first year German.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. Still another resource I use is the Internet, where I direct students to online support through additional exercises and reading short articles, for instance.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

German 250 does not require much more math than first year German. In German, dates and telling time are different from methods in the US, so students continue to learn these differences through extensive practice. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies

in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth: The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient: As there is no correlation, no math deficiencies apply.

Other info to consider: Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

Contact person: Kristi Tompkins  
From: ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: GER251

Course title: Second Year German

Course description: SECOND TERM of a two-term sequence. Students continue to expand on their skills in the five language areas: listening, speaking, writing, reading and culture. Emphasizes proficiency in spoken German. Recommended: Completion of GER 202, 250 or instructor permission.

Steps the sac has taken: Institutional Research Report:

This fall as a SAC we discussed whether to opt in or opt out of prerequisites. To aid us in that decision, we asked Institutional Research to run a report showing success rates of students who enter our course with various levels of reading, writing, and math preparedness. The report for German confirmed that these levels have no correspondence to student success levels in German courses. A representative from our SAC has also discussed DE course levels with the SAC chair for ESOL, John Sparks. I have also discussed our reasons with him and he agrees with our decision.

Philosophy and success at other institutions:

The World Languages SAC has extensively discussed our immersion philosophy, i.e. that our courses are taught in the target language. In SAC meetings, we have discussed how this method lends itself, especially in the more difficult languages, German included, to students who have taken German at PCC being successful at other institutions. For instance, students who complete either first or second year German at PCC are among the best students at PSU. Our students also go on to study at Lewis and Clark, University of Oregon, Oregon State University, Reed College to name a few. I have a number of students who also go on to study at the German Summer School on the Pacific and at German universities. A number of students have also gone on to study German as their major. In fact, one of my current part-staff is a product of PCC and she went on to earn her Master's Degree in German.

Teaching grammar:

The SAC has also over the used discussed the best way to teach grammar. In my current text, only the grammar

explanations are in English. All oral and written exercises, including directions and examples, are in German. I have done research, which shows that there is no correlation between the students reading the grammar explanations before I present the concept and them reading the explanations after I have presented that grammar point. In other words, the explanation and practice we do in class is where the learning takes place and this is done exclusively in German. Other colleagues have, in fact, taught without a textbook. I and other colleagues also have had success using textbooks printed in Germany, solely in German. As I stated, I explain all grammar in the target language, using simple phrases, repetition, and many examples. Students also practice the given concepts extensively and we review, reuse, and recycle the grammar, building on the basic foundation.

#### Texts:

The SAC has also discussed the success of various texts. In both German and Russian, the second year texts we use have been written by PCC instructors. My second year text, *Machen Wir Weiter* is in its third edition. I chose to write the text because the grammar, reading, and exercises in most second year texts were extremely difficult. I purposefully simplified the grammar explanations so that all students could understand them. The explanations are short and easy to read and I used many examples. Because we go over grammar so thoroughly in class, even these simple written grammar explanations are only secondary to the ones we cover and practice in class.

#### Correlation between reading, math, and writing levels:

One of our SAC members did extensive research to find out if there was a correlation between low reading, math, and writing levels and success in language classes. She found that a student's level of success in class was not determined by their preparedness in English, but rather by their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. In addition, all of these components are the same, whether a student in German 251 is a native speaker of English or of another language. We level the playing field by not relying on a student's English skill levels, but on their ability to be successful in an immersion German class. My personal philosophy also comes in part from observing and working

with the famous German language school, the Goethe Institute. At the institute, students come from a plethora of language backgrounds and the classes are taught solely in German, as there is no other common language. I assume in my courses as well that the common language is German and that all students will progress in their skills in German, not in English. Having said that, students in my courses who are native speakers of English often come to me after taking one or more of my courses and express their appreciation for gaining knowledge of English grammar, syntax, and structure. Taking German in German is actually an asset, and students get an added bonus - learning more about their own language.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

German is a level II language. It takes students twice as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result, students still have somewhat limited language skills even at the German 251 level. The outcomes and competencies for German 251 are as follows:

1. Manage more complex conversations about herself and her world
2. Speak in the present, past and future tenses with a high degree of accuracy
3. Use the subjunctive mood and passive voice on a limited basis
4. Continue to use the four cases including corresponding prepositions with a high amount of accuracy
5. Combine sentences using both types of conjunctions
6. Use nouns, their plurals and weak nouns in conjunction with adjectives with a high degree of accuracy
7. Continue to hone skills using adjectives and use adjectival nouns and modifiers to describe with more detail
8. Talk about daily routines using reflexive pronouns
9. Use Da- and Wo-Compounds to combine sentences and ask questions
10. Expand and review the use of numerals, measurements, and dates
11. Use descriptive adverbs, adverbs of time and place and adverbial conjunctions with increased accuracy
12. Write longer paragraphs and essays on a variety of simple topics
13. Prepare final interactive combined written and oral project on a topic to be decided between student and instructor

14. Discuss various simple topics with a higher level of vocabulary and structure; begin to discuss more complex topics based on readings and in-class discussions
15. Continue to develop a deeper understanding of the language by actively editing own work and other's work, both oral and written.

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is very basic in German. Students often comment that they feel like they are speaking at the level of a young child. In essence, they are correct, as their skill levels are very simple at this point. By the end of German 251, students have a working vocabulary of probably over words and can write and speak using most common verbs in the present, present perfect, and imperfect tenses. Most of them can write longer simple declarative sentences in the present, present perfect tenses, and imperfect tenses, as well as short paragraphs. They are generally able to use time, manner, place word order correctly. They are generally able to use time, manner, place word order correctly, yet students may still have trouble using all these components correctly all the time. However, the goal of the class is that students can communicate, and even if they make mistakes, they are still communicating their thoughts and ideas on a regularly accurate basis.

Instructional materials and other teaching methods used in this course wr:

As I explained in the section on steps the SAC has taken, the text for Second Year German is in English and German with simple grammar explanations and many examples. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures, PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 150 or German 101. In German 251, the students may have more than a basic knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. I continue to conduct class entirely in German and raise the level of difficulty even more, using fewer cognates. I still introduce all new material in German, simplifying where necessary and increasing difficulty when necessary, repeating when necessary and having students practice extensively. I also still use many examples and students often explain, in German, concepts

to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students also evaluate and edit peer work more at this level. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes wr:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice with partners and me. Written progress is tracked through daily homework from the text or handouts, and both short and longer written exercises in and out of class. At this point, students are able to teach each other the paradigms we have learned (mrmn for the dative case, S-10-10 for regular verbs, and "adosu" for coordinating conjunctions, for example).

I continue to use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 15-20 minutes in class about 1 of the topics. At the 251 level, students are expected to produce at least 20 fairly well-constructed sentences in the time given.

I continue to use short in-class writing evaluations to track written progress. Students are given 2-3 themes using a specific grammar point the day before, then they write for 15-20 minutes in class about 1 of the topics. At the 203 level, students are expected to produce 15-20 well-constructed complex and compound sentences in the time given. We give them the themes the day before and a choice of topics to reduce anxiety and increase performance. Students correct the in-class writings, as with all written work, after I have evaluated them. We find that by correcting their written work, students learn the structure much better and learn from their mistakes.

Strategies employed to support students with writing deficient:

If a student has difficulty writing in German, numerous resources are available. When I see that a student has difficulty writing, I offer to help them. Sometimes a writing difficulty does not actually relate to the material, but to a learning disability perhaps. Students may, with permission, bring laptops to class to take notes and write their work on the computer. If the problem is the material, I work with

them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries, and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

I wrote the text for second year German. It is a very basic text containing simple grammar explanations and exercises. The text is meant to be a tool to help each second year instructor tailor make the course. Each instructor develops and uses her own additional materials to supplement the text as she sees fit. In German 251, I continue to thoroughly explain all grammar in class and walk students through more complicated structures. Students still use English Grammar for Students of German, dictionaries, and other supplements. I also assign online exercises to supplement the text.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies, and skills for German 251, students do not need to be able to read critically or read college-level texts. Because German is a level II language, students have minimal reading skills by the end of German 251. Reading materials are at about a fifth or sixth grade level in Germany and students are still working on refining basic structures. As long as students have the ability to read simple English, they will have no trouble in German. And again, grammar explanations are in simple German with many examples.

Instructional materials and other teaching methods used in this course rd:

The second year text for German, *Machen wir Weiter*, uses simple grammar explanations and the communicative approach is used, which focuses on oral proficiency. However, we still do not expect students to speak perfectly at the end of German 251. We encourage students to experiment during the class session and that mistakes are in fact an integral part of the learning process. Occasionally I even make mistakes on purpose, to help students hone their own language skills.

As I explained in the section on steps the SAC has taken, the text for First Year German is in English and German. The exercises are in German. In addition, we bring in a variety of other materials, including, for instance: pictures,

PowerPoint presentations, music, films, worksheets, posters, photographs, and realia (train schedules, bills from German restaurants, German magazines, etc.).

My expectations of students, as I said earlier, are that no one knows German when they begin German 101 or 150. In German 251, the students have basic knowledge of grammar, but again I assume that they do not know it thoroughly. I do not assume that they know how to construct a sentence with a capital letter and proper punctuation every time. I still conduct class entirely in German, and I introduce all new material in German, simplifying where necessary, using cognates where possible, and raising the level of difficulty even more. We still repeat concepts when necessary, and have students practice extensively. I also use many examples and sometimes, even at this level, students explain, in German, concepts to each other. During class, students spend the majority of the time working in pairs and small groups practicing new material both orally and in short written exercises. Some activities are also done as a whole class. Students may also evaluate and edit peer work. In German 251, students evaluate written work more extensively using only German grammar vocabulary. A typical class session may include the following: games, polls, personalized questions in pairs, small groups, or as a whole class, creating dialogues, interviews, short written exercises, peer-editing, oral presentations, and written work either on the board or overhead projector.

Assessments used to measure outcomes rd:

Students earn grades through attendance, daily oral and written participation, written homework and progress. Usually about 50% of the grade is oral and 50% written. Oral progress is evaluated through in-class practice both with partners, in small group and with. Written progress is tracked through daily homework from the text or handouts, and these written assignments increase in length and difficulty compared to those in first year German.

Strategies employed to support students with reading deficient:

If a student has difficulty reading in German, numerous resources are available. When I see that a student has difficulty reading, I offer to help them. Because we read short stories and articles, I teach them skills for reading, for instance, skimming, reading questions first, reading for content, reading for grammar, doing sketches of the plot, making plot summaries, etc. Sometimes a reading difficulty does not actually relate to the material, but to a learning disability perhaps. Even dyslexic students have been successful in German. In fact, some dyslexic students have said that learning German has helped them with their dyslexia. Students may, with permission, bring laptops to

class to take notes and write their work on the computer. If the problem is the material, I work with them after class or in my office hour. A tutor is also available. I also strongly encourage students to form study groups and get the phone numbers and e-mail addresses of at least two other students in the course. They also have excellent on-line resources, such as review exercises, dictionaries and answers to grammatical questions. I also encourage students to ask me questions via e-mail or phone.

The text is written in simple English as a back up to grammar questions and explanations as well. I thoroughly explain all grammar in class and walk students through how sentences are structured (capitalize first word, use end punctuation, e.g.). Another excellent and affordable written resource is English Grammar for Students of German. Still another resource I use is the Internet, where I direct students to online support through additional exercises, and reading short articles, for instance.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: German 251 does not require much more math than first year German. In German, dates and telling time are different from methods in the US, so students continue to learn these differences through extensive practice. Students do not need skills in interpreting data, graphs, or statistics. Another SAC member researched the correlation between students who register in language classes, and take MTH 20, 40 or 60 and found no correlation between deficiencies in math and success in languages. In other words, math courses are not necessary for students to be successful in German.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature graphs, data or statistics, only the skills explained above.

Assessments used to measure outcomes mth: The assessments used for this course do not feature graphs, data or statistics, only the skills explained above.

Strategies employed to support students with math deficient: As there is no correlation, no math deficiencies apply.

Other info to consider: Most students who take German are taking the language because they want to take a more difficult language and most want to be challenged and are willing to put in the

extra time to learn the language regardless of their other courses.

In addition, many of the students, in fact, are taking German for their careers. It would be insulting to ask them, many who already have degrees, to take a basic placement test. Many native speakers of English who take the course, continually tell me that it only helps them improve their English skills. Learning German is not only an accomplishment, but students also have the added advantage of understanding their own language better. Opting out of these basic prerequisites would continue to allow all students who want to learn the language to be able to do so, regardless of their background. Being a community college is part of allowing students to take the courses they want to and can be successful in.

I'M DONE WITH THIS!!!! I spent over 10 hours putting all this together!

Contact person:

Kristi Tompkins

From:

ktompkin@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN101

Course title: First Year Japanese

Course description: Emphasizes the spoken language of Japanese. Skills of listening, speaking, reading, and writing are developed with emphasis on active use of these skills. Hiragana and Katakana syllabaries are introduced. Information is offered to help gain cultural awareness and appreciation. For beginners.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to whether or not to opt out. Now, I would like to elaborate on

the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and the high level of the quality of the Japanese courses at

PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 101 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense.
- Begins to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 101 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic

objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.

•With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Greetings, introductions and leave-takings
- Age, birth month, and nationality
- Location, provinces and towns within Tokyo district
- Japanese last names
- Time, weather, telephone numbers and price
- Academic subjects and majors
- Verbs in non-past, mid-level formal speech or Masu-form

Structures:

- Manages introductions, leave taking, and basic formulaic exchanges including comments on weather in a culturally appropriate manner.
- Exchanges basic personal information
- Expresses time, telephone numbers, price, and days of the week
- Makes statements about daily activities, and likes and dislikes
- Expresses future activities

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is basic.

This is true especially with respect to their writing and reading assignments. By the end of JPN101, students are expected to be able to write simple formulaic sentences, mostly about themselves, "I am a student of PCC. My name is so and so." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic

questions when asked to do so.”

Instructional materials and other teaching methods used in this course wr:

2. Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Students are able to successfully achieve the learner outcomes, competencies and skills in 101 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor. Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized

responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:

MATH

Mth prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 101 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.

Instructional materials and other teaching methods used in this course mth:

The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.

Assessments used to measure outcomes mth:

The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.

Strategies employed to support students with math deficient:

It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of

those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.

Other info to consider:

Several ESOL students have successfully completed JPN 101 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.

Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN102

Course title: First Year Japanese

Course description: Expands communicative use of Japanese and cultural awareness. Practice of Hiragana and Katakana syllabaries continued. Kanji characters are introduced. Communicative proficiency is the main objective of the sequence. Recommended: Completion of JPN 101 or instructor permission.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to

whether or not to opt out. Now, I would like to elaborate on the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and

the high level of the quality of the Japanese courses at PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 102 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense.
- Begins to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 102 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple,

elementary needs and basic courtesies.

•With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Numbers of native Japanese system, Sino-Japanese system and counters
- Interrogatives
- Personal pronouns and demonstrative pronouns
- Academic subjects and majors
- Physical and personality descriptions

Structures:

- Exchanges basic personal information using a few basic polite forms of noun.
- Expresses existence for animate and inanimate objects and locations.
- Discusses about community indicating locations.
- Describes self and others: personality and physical attributes.
- Makes statements about daily activities, and likes and dislikes

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is basic.

This is true especially with respect to their writing and reading assignments. By the end of JPN102, students are expected to be able to write simple formulaic sentences, mostly about themselves, "I am a student of PCC. My name is so and so." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so."

Instructional materials and other teaching methods used in this course wr:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day.

Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Students are able to successfully achieve the learner outcomes, competencies and skills in 102 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images,

examples by the textbook and instructor. Students are guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor.

Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written

examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 102 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.
Instructional materials and other teaching methods used in this course mth:	The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.
Assessments used to measure outcomes mth:	The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.
Strategies employed to support students with math deficient:	It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.
Other info to consider:	Several ESOL students have successfully completed JPN 101 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.

Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN103

Course title: First Year Japanese

Course description: Expands further the communicative use of Japanese and cultural awareness. The practice of Hiragana and Katakana syllabaries, and Kanji characters are continued. Communicative proficiency is the main objective of the sequence. Recommended: Completion of JPN 102 or two and a half to three years high school Japanese.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to

whether or not to opt out. Now, I would like to elaborate on the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and

the high level of the quality of the Japanese courses at PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 103 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense.
- Begins to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 103 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple,

elementary needs and basic courtesies.

•With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Physical and personality descriptions
- Verbs in non-past, informal speech, affirmative
- Positional words
- Daily and weekend activities
- Invitations in a culturally appropriate manner

Structures:

- Formulates simple questions and answers.
- Identifies and names people and objects.
- Writes lists and discrete sentences using syllabaries and a few Kanji.
- Reads for general meanings in texts using some cognates.
- Expresses existence for animate and inanimate objects and locations.

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is basic.

This is true especially with respect to their writing and reading assignments. By the end of JPN103, students are expected to be able to write simple formulaic sentences, mostly about themselves, "I am a student of PCC. My name is so and so." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so."

Instructional materials and other teaching methods used in this course wr:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore,

discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Students are able to successfully achieve the learner outcomes, competencies and skills in 103 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor.

They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor.

Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then

will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:

MATH

Mth prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 103 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.

Instructional materials and other teaching methods used in this course mth:

The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.

Assessments used to measure outcomes mth:

The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.

Strategies employed to support students with math deficient:

It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.

Other info to consider:

Several ESOL students have successfully completed JPN 103 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.

Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a

language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN150

Course title: First Year Japanese

Course description: Emphasizes the spoken language of Japanese. Skills of listening, speaking, reading, and writing are developed with emphasis on active use of these skills. Hiragana and Katakana syllabaries are introduced. Offers to enhance cultural awareness and appreciation. For beginners. Recommended: Concurrent enrollment in JPN 111B.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to

whether or not to opt out. Now, I would like to elaborate on the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and

the high level of the quality of the Japanese courses at PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 150 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense.
- Begins to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 150 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple,

elementary needs and basic courtesies.

•With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Greetings, introductions and leave-takings
- Age, birth month, and nationality
- Location, provinces and towns within Tokyo district
- Numbers, native Japanese and Sino-Japanese system
- Interrogatives
- Verbs in gerund

Structures:

- Formulates simple questions and answers.
  - Exchanges basic personal information using a few basic polite forms of noun.
  - Expresses time, telephone numbers, price, and days of the week.
  - Expresses future activities.
  - Expresses past activities.
  - Recognizes tones and pitches that is specific to Japanese.
- Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is basic.

This is true especially with respect to their writing and reading assignments. By the end of JPN150, students are expected to be able to write simple formulaic sentences, mostly about themselves, "I am a student of PCC. My name is so and so." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so."

Instructional materials and other teaching methods used in this course wr:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by the textbook which is supplement to the primary course

materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Students are able to successfully achieve the learner outcomes, competencies and skills in 150 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are

guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor. Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written

examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 150 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.
Instructional materials and other teaching methods used in this course mth:	The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.
Assessments used to measure outcomes mth:	The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.
Strategies employed to support students with math deficient:	It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.
Other info to consider:	Several ESOL students have successfully completed JPN 101 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.  Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other

courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem.

Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN151

Course title: First Year Japanese

Course description: Continuation of JPN 150. Expands the communicative use of Japanese and cultural awareness. Practice of Hiragana and Katakana syllabaries are continued. Kanji characters are introduced. Recommended: Completion of JPN 150 or instructor permission and concurrent enrollment in JPN 112B.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to whether or not to opt out. Now, I would like to elaborate on

the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and the high level of the quality of the Japanese courses at

PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 151 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense.
- Begins to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 151 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.

- With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Physical and personality descriptions
  - Invitations in a culturally appropriate manner
  - Telephone conversations
  - Describes weather, climate, physical descriptions and makes comparisons
  - Location and prefectures in major islands of Japan
- Competencies and Skills

- Family

Structures:

- Formulates simple questions and answers.
  - Makes invitations and telephone conversations in a culturally appropriate manner.
  - Recognizes basic linguistic and cultural differences between non-Indo-European and Indo-European worlds.
  - Describes weather, climate and makes comparisons.
  - Recognizes the concept of in and out group and introduces family members.
  - Writes sentences expressing sequential actions or events.
- Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is basic.

This is true especially with respect to their writing and reading assignments. By the end of JPN151, students are expected to be able to write simple formulaic sentences, mostly about themselves, "I am a student of PCC. My name is so and so." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so."

Instructional materials and other teaching methods

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach

used in this course wr: the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr: Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient: Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: Students are able to successfully achieve the learner outcomes, competencies and skills in 150 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images,

examples by the textbook and instructor. Students are guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor.

Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written

examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 150 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.
Instructional materials and other teaching methods used in this course mth:	The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.
Assessments used to measure outcomes mth:	The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.
Strategies employed to support students with math deficient:	It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.
Other info to consider:	Several ESOL students have successfully completed JPN 101 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.  Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented

that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN201

Course title: Second Year Japanese

Course description: Continues work begun in JPN 103, expanding the communicative use of Japanese and cultural awareness. Study of Kanji characters is further explored. Recommended: Completion of JPN 103 or 151 or instructor permission.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to whether or not to opt out. Now, I would like to elaborate on the Institutional Research Data and Instructor Observations

specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and the high level of the quality of the Japanese courses at PCC. Furthermore, these histories of former students have

not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 201 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech.
- Continues to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 201 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.

- With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Self-Introductions in a culturally appropriate manner
- Family
- Hobbies and pastimes
- Conjunctions and disjunctive conjunctions

Structures:

- Formulates simple questions and answers
- Describes abilities
- Describes a change in state
- Describes state of being

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is still quite basic. This is true especially with respect to their writing and reading assignments. By the end of JPN201, students are expected to be able to write simple formulaic sentences, mostly about themselves or family members, "My name is so and so. My father is occupation is a company worker." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, they are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so."

Instructional materials and other teaching methods used in this course wr:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write

in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Students are able to successfully achieve the learner outcomes, competencies and skills in 201 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by

comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor.

Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 201 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.
Instructional materials and other teaching methods used in this course mth:	The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.
Assessments used to measure outcomes mth:	The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, and write in Japanese at a word or phrase level to a short sentence level.
Strategies employed to support students with math deficient:	It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.
Other info to consider:	<p>Several ESOL students have successfully completed JPN 101 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.</p> <p>Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a</p>

language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN202  
Course title: Second Year Japanese  
Course description: Continues work begun in JPN 201, expanding the communicative use of Japanese and cultural awareness. Study of Kanji characters is further explored. Recommended: Completion of JPN 201 or instructor permission.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to whether or not to opt out. Now, I would like to elaborate on the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and the high level of the quality of the Japanese courses at PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of

reading, writing, and math.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 202 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech.
- Continues to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 202 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.
- With repetitions, can generally be understood by patient native speakers accustomed

to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Shops and stores
- Colors
- Clothes
- Travel

Structures:

- States when something happens
- Makes if-then statements
- Expresses purpose
- Reports hearsay
- States whether or not something is true
- Supports opinions

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is still quite basic. This is true especially with respect to their writing and reading assignments. By the end of JPN202, students are expected to be able to write simple formulaic sentences, mostly about themselves or family members, "My name is so and so. My father's occupation is a company worker." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, Novice speakers are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is still restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so." Some students may begin to move between the levels of Novice and Intermediate but remain inconsistent. They may begin to formulate basic level questions without prompt but with much assistance. They may also begin to connect single statements into short paragraphs.

Instructional materials and other teaching methods used in this course are:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by

the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Students are able to successfully achieve the learner outcomes, competencies and skills in 202 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are

guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor. Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written examples in Japanese which will later appear in the weekly

assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 202 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.
Instructional materials and other teaching methods used in this course mth:	The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.
Assessments used to measure outcomes mth:	The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.
Strategies employed to support students with math deficient:	It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.
Other info to consider:	Several ESOL students have successfully completed JPN 202 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.  Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students

voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN203  
Course title: Second Year Japanese  
Course description: Continues work begun in JPN 201 and 202, expanding further the communicative use of Japanese and cultural awareness. Kanji characters are further explored. Recommended: Completion of JPN 202 or instructor permission.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to whether or not to opt out. Now, I would like to elaborate on the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and the high level of the quality of the Japanese courses at PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of

reading, writing, and math.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 203 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech.
- Continues to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 203 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.
- With repetitions, can generally be understood by patient native speakers accustomed

to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Houses
- Furnishings and appliances
- Household chores
- To do things like such and such
- To use polite forms of verbs in giving and receiving
- Cars and driving

Structures:

- Describes by giving examples of actions
- States giving and receiving
- Expresses permission
- Makes negative requests
- Offers advice
- Describes a preparatory action.

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is still quite basic. This is true especially with respect to their writing and reading assignments. By the end of JPN203, students are expected to be able to write simple formulaic sentences, mostly about themselves or family members, "My name is so and so. My father is occupation is a company worker." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, Novice speakers are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is still restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so." Some students may begin to move between the levels of Novice and Intermediate but remain inconsistent. They may begin to formulate basic level questions without prompt but with much assistance. They may also begin to connect single statements into short paragraphs.

Instructional materials and other teaching methods used in this course are:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day.

Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes wr:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Students are able to successfully achieve the learner outcomes, competencies and skills in 203 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are

guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor. Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written

examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 203 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.
Instructional materials and other teaching methods used in this course mth:	The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.
Assessments used to measure outcomes mth:	The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.
Strategies employed to support students with math deficient:	It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.
Other info to consider:	Several ESOL students have successfully completed JPN 101 by reading the course materials, prepared entirely in Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.

Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:  
From:

Takako Yamaguchi, Instructor of Japanese  
tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN250

Course title: Second Year Japanese

Course description: Emphasizes the spoken language of Japanese. Skills of listening, speaking, reading, and writing are continued. Kanji characters are further explored. Offers to expand cultural awareness and appreciation. Recommended: Completion of first year Japanese at the college level or three years of Japanese in high school or instructor permission or concurrent enrollment in JPN 211B.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of

the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to whether or not to opt out. Now, I would like to elaborate on the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth

year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and the high level of the quality of the Japanese courses at PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 250 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech.
- Continues to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 250 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.

- Can participate in simple conversations using vocabulary in areas such as basic objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.
- With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Foods, beverages, flavors, and cooking terms
- Shops and stores
- Colors
- Clothes

Structures:

- Recognizes basic linguistic and cultural differences between non-Indo-European and Indo-European worlds
- Writes short paragraphs using syllabaries and 120 Kanji
- Reads for general meanings in texts using combination of syllabaries and Kanji
- States when something happens
- Makes if-then statements

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is still quite basic. This is true especially with respect to their writing and reading assignments. By the end of JPN250, students are expected to be able to write simple formulaic sentences, mostly about themselves or family members, "My name is so and so. My father's occupation is a company worker." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, Novice speakers are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is still restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so." Some students may begin to move between the levels of Novice and Intermediate but remain inconsistent. They may begin to formulate basic level questions without prompt but with much assistance. They

Instructional materials and other teaching methods used in this course wr:	<p>may also begin to connect single statements into short paragraphs.</p> <p>Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.</p>
Assessments used to measure outcomes wr:	<p>Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.</p>
Strategies employed to support students with writing deficient:	<p>Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.</p>
Rd prerequisite:	READING
Rd prerequisite requested:	None
Explain how learning outcomes competencies	Students are able to successfully achieve the learner outcomes, competencies and skills in 250 without Reading

and skills listed in ccog for this course can be achieved without rd115:

115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor. Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and

Strategies employed to support students with reading deficient:	<p>mastery of the course themes and grammatical structures.</p> <p>Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.</p>
Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	<p>Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 250 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.</p>
Instructional materials and other teaching methods used in this course mth:	<p>The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.</p>
Assessments used to measure outcomes mth:	<p>The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.</p>
Strategies employed to support students with math deficient:	<p>It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.</p>
Other info to consider:	<p>Several ESOL students have successfully completed JPN 250 by reading the course materials, prepared entirely in</p>

Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.

Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:  
From:

Takako Yamaguchi, Instructor of Japanese  
tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN251

Course title: Second Year Japanese

Course description: Continues work begun in JPN 250, expanding the communicative use of Japanese and cultural awareness. Kanji characters are further explored. Recommended: Completion of JPN 250 or equivalent, or concurrent enrollment in JPN 212B.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC are:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Some Components of Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions with ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, based on the SAC recommendations, I held a team meeting with all of the Japanese instructors district-wide. Japanese instructors shared their experiences teaching students and their classroom observations. Third, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Fourth, with some of the SAC members I closely examined and analyzed the result of the Institutional Research Data. Lastly, SAC follow up discussions took place via e-mail and it was concluded that each language will make separate recommendations as to whether or not to opt out. Now, I would like to elaborate on

the Institutional Research Data and Instructor Observations specifically regarding Japanese courses.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and the DE levels of reading, writing, and math. It was noted that there may be possibilities of correlation found in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we routinely conduct student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicate information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Accordingly their native languages have not been observed to have correlation to their successful completion in the Japanese courses. It is highly unlikely that all of these students successful in the Japanese courses had passed the DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between the DE levels of math, writing, and reading and their success rate in completing Japanese courses, based also on student surveys.

Next, Japanese courses, just as all of Endo-European Languages offered at PCC, are taught almost exclusively in the target language, Japanese. Students are carefully lead through each learning materials in eclectic but closer to natural approach from the first week of the beginning level courses in Japanese without the use of English language in the classroom. These challenging courses have attracted several students in the last nineteen years of my teaching career at PCC. And furthermore, the outcomes or the skill levels of students in Japanese upon completion, has become phenomenal. Many of the former students who completed two years of Japanese courses have successfully transferred to the universities in the OUS. Many former students have placed into the third year. Some students have skipped the third year and were placed successfully into the fourth year at the Oregon universities. One student became the recipient of the prestigious scholarship of the Japan's Ministry of Education in his fourth year at the university. Several former PCC students were accepted to the Study Abroad Programs through the OUS. These successful anecdotes are testimonial to the rigor and the high level of the quality of the Japanese courses at

PCC. Furthermore, these histories of former students have not indicated any difference between their successful completion of the Japanese courses and the DE levels of reading, writing, and math.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

In this course, the instructor facilitates opportunities for students to express their competencies in all five areas of language skills, speaking, listening, reading, writing and cultural awareness. The course is taught almost exclusively in Japanese from the beginning. Therefore, the skills, competencies and learner outcomes are expressed by the students almost exclusively in Japanese.

Intended Outcomes for the Course of 251 include the following:

- Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech.
- Continues to apply language-learning skills including deduction and circumlocution skills.
- Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds.

Comparison of the student's native language and the Japanese language is a byproduct of their learning Japanese and is not the primary objective of the course. Instead of discussion of grammar and writing techniques, actual use of the Japanese language is the main focus of the course. With that in mind, and based on the SAC's teaching philosophy, which each instructor adheres to at PCC, the course is taught in eclectic but closer to natural approach. In class, students are asked not to translate but to experience using Japanese. When it is useful, Japanese grammar terminologies are introduced in a gradual, systematic manner.

For JPN 251 for example, students:

- Are able to satisfy partially the requirements of basic communicative exchanges, relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
- Can ask questions or make statements involving learned material.
- Show signs of spontaneity in expression.
- Can participate in simple conversations using vocabulary in areas such as basic

objects, places, and most common kinships and handle discussions of simple, elementary needs and basic courtesies.

•With repetitions, can generally be understood by patient native speakers accustomed to dealing with non-native speakers.

With respect to competencies and skills, successful students will have practiced, and will be able to use the communication topics and structures such as:

Communication topics:

- Houses
- Furnishings and appliances
- Household chores
- To do things like such and such
- To use polite forms of verbs in giving and receiving
- States different states of action using verbs with Tokoro
- Cars and driving

Structures:

- Describes by giving examples of actions
- Expresses a purpose
- States giving and receiving
- Expresses permission
- Makes negative requests
- Expresses different states of actions
- Describes a preparatory action
- States how to do something

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production at this level is still quite basic. This is true especially with respect to their writing and reading assignments. By the end of JPN251, students are expected to be able to write simple formulaic sentences, mostly about themselves or family members, "My name is so and so. My father is occupation is a company worker." Many students remain at the novice level of writing as defined by ACTFL (American Council of Teacher of Foreign Languages). Per ACTFL Guidelines, Novice speakers are "able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is still restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. They respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so." Some students may begin to move between the levels of Novice and Intermediate but remain

inconsistent. They may begin to formulate basic level questions without prompt but with much assistance. They may also begin to connect single statements into short paragraphs.

Instructional materials and other teaching methods used in this course are:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio. We teach the course almost exclusively in Japanese from the first day. Complex grammar explanations in English are provided by the textbook which is supplement to the primary course materials developed by the instructor. Furthermore, discussion of the grammar is not the focus of the course instead the use of the phonemic syllabaries, words, phrases and short sentences in the context is the main focus of the writing aspects of the course. The instructor facilitates the class by giving examples and students during class time often write in small groups or in pairs. Activities range from asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing of sentences, and written board work. Music, videos, slide shows, internet and simple listening comprehension activities are incorporated.

Assessments used to measure outcomes are:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in assessment of the student's language proficiency and mastery of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

Several strategies are used to provide support for students who may struggle with the writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured with ample examples in Japanese which will later appear in the weekly assignments. Every assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning

Students are able to successfully achieve the learner

outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

outcomes, competencies and skills in 251 without Reading 115 skills for various reasons. Foremost reason is because the course is taught almost exclusively in the target language for the course, Japanese. Students do not need to be able to read critically or read college-level texts in this course. Correct grammatical usage, difficult vocabulary and structures are explained or demonstrated through images, examples by the textbook and instructor. Students are guided through the activity sheets and textbook as needed systematically with significant preparation with the instructor. They are not expected to navigate a text independently. When other reading materials such as short poems are included, it is for the purpose of pronunciation practice, vocabulary recognition, and basic summarization practice. Every reading is preceded by pre reading activities, vocabulary and expression introduction and is followed by comprehension questions such as true false, one-word or short responses. These are the primary reasons also why ESOL students with DE levels of reading and writing in English, also succeed in the Japanese courses at PCC.

Instructional materials and other teaching methods used in this course rd:

Yookoso Invitation to Japanese is used for the course, which includes a textbook, workbook and audio as a supplement to the activity sheets developed by the instructor. Because the course is almost exclusively taught in Japanese from the beginning, introduction of topics, functions, grammatical and structural concepts are highly systematic. The oral communication in Japanese is the main focus of the course instead of discussion of the grammar or reading pieces. Instructor facilitates as a guide to work through reading pieces as examples and students work often in small groups or pairs on asking and answering personalized questions, creating dialogues, interviewing each other, playing review games, peer-editing sentences, actively listening to music or view short video clips, slide shows, internet, and listening comprehension activities. Reading materials include single sentences, realia such as a restaurant menu. Students are encouraged to deduce from the context and make educated guesses facilitated by the instructor.

Assessments used to measure outcomes rd:

Student's grade is comprised primarily of attendance and daily participation in Japanese which demonstrates his knowledge and proficiency with the course materials. Secondary composition is that of the assignments and projects which may include listening comprehension exercises, fill-in the blank exercises, short, personalized responses to questions or simple syllabary writing exercises. Brief oral presentations in class or oral interviews in Japanese with the instructor also often take place in

Strategies employed to support students with reading deficient:	<p>assessment of the student's language proficiency and mastery of the course themes and grammatical structures.</p> <p>Several strategies are used to provide support for students who may struggle with the reading and writing aspects of Japanese. Because often students do not read lengthy grammar explanations in English in the textbook, each class session is structured to include ample reading and written examples in Japanese which will later appear in the weekly assignments. Every reading and written assignment then will be submitted and resubmitted with editing in mind as a part of the learning process. Office hours and additional hours of assistance outside of class is provided by the instructor along with tutoring provided by either the Division or the volunteers whom the instructor trains.</p>
Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	<p>Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 251 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction. They do not need to be able to use fractions, percents, charts, graphs or statistics.</p>
Instructional materials and other teaching methods used in this course mth:	<p>The instructional materials used for this course do not feature math, graphs, data, or statistics. The activities and exercises in addition to the textbook and workbook used in this course are written in Japanese for the purpose of language learning at the basic level.</p>
Assessments used to measure outcomes mth:	<p>The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed to listen to, read, read and write in Japanese at a word or phrase level to a short sentence level.</p>
Strategies employed to support students with math deficient:	<p>It has not been observed in our courses that students with low math skill levels having difficulty in Japanese. If a student could not recognize numbers up to 100 or telling time, they would encounter a problem with completion of exercises in introductory chapter. However, inclusive of those students who have been referred by the Students with Disabilities Office, all students who entered Japanese courses have shown these basic math skills that are below Math 20.</p>
Other info to consider:	<p>Several ESOL students have successfully completed JPN 251 by reading the course materials, prepared entirely in</p>

Japanese language and guided systematically through natural approach in class. The writing exercises are also completed entirely in Japanese without translation exercises.

Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 101 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:  
From:

Takako Yamaguchi, Instructor of Japanese  
tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN260

Course title: Japanese Culture

Course description: Japanese Culture through Film. Increases understanding of Japanese traditional and modern culture and society through analysis of cultural, historical and social issues presented in ten Japanese films. May explore concepts such as families, social roles, friendship, WWII, traditions and pop culture, morality, philosophies, economics. Course conducted in English and Japanese films will be subtitled in English.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC were:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Third, with the SAC members I closely examined and analyzed the result of the Institutional Research Data. Fourth, SAC follow up discussions took place via e-mail and it was concluded that each language will make recommendations as to whether or not to opt out.

The Data from the Institutional Research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses and their skill levels in the DE levels. It was noted that there may be in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we conduct the student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicated information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Their native languages have not been observed to have correlation to their successful completion in the Japanese courses including Japanese Culture courses. It is highly unlikely that all of these students in the Japanese courses had passed DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between not only the DE levels of math but also writing and reading levels and their success rate in completing Japanese courses.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

The learning outcomes of JPN 260A is to “Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in English through the use of films and Japanese films are subtitled in English. Students whose Writing skill level is below WR 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of Japanese culture can be accomplished through oral communication in discussions instead of writing in this course. Several ESOL students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course.

With respect to Themes, Concepts and Issues and Competencies and Skills, successful students will have explored and demonstrated the following:

Course Content: Themes, Concepts and Issues  
The following themes will be explored in the course:

Japanese families  
Societal roles of women and men in Japanese society  
Friendship in Japan  
WWII in Japan  
Traditions and modern forces  
Childhood in Japan  
Anime as pop culture and reflection on the west  
Morality, ethics and philosophies  
Poverty and wealth

Competencies and Skills:

Recognizes cultural and humanistic issues through comparisons, contrast, reading and discussions  
Demonstrates understanding of relevant cultural and social issues in contemporary Japanese society  
Increased critical thinking skills  
Small group collaboration  
Speaking and listening reflectively  
Critical analysis of cultural issues in films  
Gains opportunities to develop empathy, compassion and respect.

Instructional materials and other teaching methods used in this course wr:

In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing.

Assessments used to measure outcomes wr:

Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to site their sources, reflect on any changes in their persoanl views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused.

Strategies employed to

Several ESOL students whose Writing skills in English did

support students with writing deficient:

not prepare them to compose a written reflection in English, were encouraged instead to create an alternative mode of reflection by citing their sources and share their findings visually in their assignments. None of the personal reflection was considered too minimal or judged based on their Writing by the instructor. In the class discussions, if the ESOL students felt more comfortable exchanging views in their native languages first prior to class discussions, it was also encouraged. All students were encouraged to share their views, augment their course work by additional individual private discussions with the instructor during the office hours. Deficiency in English Writing Skills have not hindered diligent students with consistent attendance and assignments records in this class.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

The learning outcomes of JPN 260A is to "Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics." This course is taught in English through the use of films and Japanese films are subtitled in English. Students whose Writing skill level is below RD 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of Japanese culture can be accomplished through oral communication in discussions instead of reading in English in this course. Several ESOL students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course.

Instructional materials and other teaching methods used in this course rd:

In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing. Japanese films are subtitled in English and lecture notes are written in English. However, the use of English language in this course is supplement to films and discussion topics presented in Japanese.

Assessments used to measure outcomes rd:

Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics,

their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to cite their sources, reflect on any changes in their personal views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused.

Use of internet allows students to explore the topics audio visually in addition to reading and writing.

Strategies employed to support students with reading deficient:

Several ESOL students whose Reading skills in English did not prepare them to read articles, journals and periodicals in English, were encouraged to explore an alternative mode of research and reflection by the use of internet in their assignments. Exploratory reading on the topics in their native languages is also legitimate in this course. None of the personal reflection was considered too minimal or judged based on their Writing by the instructor. In the class discussions, if the ESOL students felt more comfortable exchanging views in their native languages first prior to class discussions, it was also encouraged. All students were encouraged to share their views, augment their course work by additional individual private discussions with the instructor during the office hours. Deficiency in English Reading Skills have not hindered diligent students with consistent attendance and assignments records in this class.

Mth prerequisite:

MATH

Mth prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

The learning outcomes of JPN 260A is to “Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in English through the use of films and Japanese films are subtitled in English. Students whose Writing skill level is below WR 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of Japanese culture can be accomplished through oral communication in discussions instead of writing in this course. Several ESOL

students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course. Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 101 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction in situations such as quoting historical facts. They do not need to be able to use fractions, percents, charts, graphs or statistics.

Instructional materials and other teaching methods used in this course mth:

The instructional materials used for this course do not feature math, graphs, data, or statistics. In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing. Japanese films are subtitled in English and lecture notes are written in English. If the discussions are to include math, graphs, data or statistics, these concepts are explained only for the purpose of exploring themes, concepts and issues which lead to better understanding of Japanese culture instead of the mathematical concepts.

Assessments used to measure outcomes mth:

The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to cite their sources, reflect on any changes in their personal views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused. Use of internet allows students to explore the topics audio visually in addition to reading and writing.

Strategies employed to

It has not been observed in this course that students with

support students with math deficient: low math skill levels having difficulty in completing the course. In fact, students with basic math skills that are below Math 20 have entered and successfully completed this course. If mathematical concepts are to appear in discussions of topics related to historical facts, which may include information related to physics for example, an attempt will be made by the instructor to explain in only general terms for the purpose of facilitating a better understanding of Japanese culture.

Other info to consider: Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 260 with a tremendous amount of efforts. Often students voluntarily disclose their information about what other courses they are enrolled in at PCC. They often commented that only through their Japanese language & culture study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person: Takako Yamaguchi, Instructor of Japanese  
From: tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: JPN261

Course title: Japanese Culture

Course description: Japanese Culture through Film. Increases understanding of Japanese traditional and modern culture and society through analysis of cultural, historical and social issues presented in ten Japanese films. May explore concepts such as families, social roles, friendship, WWII, traditions and pop culture, morality, philosophies, economics. Course conducted in English and Japanese films will be subtitled in English.

Steps the sac has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC were:

- 1) SAC Discussions – Decide on the appropriate Research Tools
- 2) Instructor Observations per Language – Further discussions per language & Student Surveys for the purpose of placement and retention strategies
- 3) Cross Discipline Discussions – Discussions ESOL instructors
- 4) Assessment of Instructional Research Data per language
- 5) Following up Discussions – Research Data Analysis & Instructor Observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the Instructional Research on the history of the students enrolled in the WL courses and their DE level scores. Second, as I often do, I extended the discussions to include the ESOL instructors in the EWL Division. Third, with the SAC members I closely examined and analyzed the result of the Institutional Research Data. Fourth, SAC follow up discussions took place via e-mail and it was concluded that each language will make recommendations as to whether or not to opt out.

The Data from the Institutional Research indicated that there

was no significant correlation between the successful completion of the students enrolled in the Japanese courses and their skill levels in the DE levels. It was noted that there may be in some of the Endo-European Languages such as Spanish but not in Non-Endo-European Languages such as Japanese.

Additionally, we conduct the student surveys in all Japanese courses district-wide. These surveys are for the purpose of placement into various levels of the Japanese courses within PCC and also as part of retention strategies for our program. Students indicated information such as their native language, major of study, whether or not they are returning students or this is their first term at PCC. Their native languages have not been observed to have correlation to their successful completion in the Japanese courses including Japanese Culture courses. It is highly unlikely that all of these students in the Japanese courses had passed DE levels courses prior to taking Japanese. Therefore, there seem to be no correlation between not only the DE levels of math but also writing and reading levels and their success rate in completing Japanese courses.

Wr prerequisite:

WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

The learning outcomes of JPN 261A is to “Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in English through the use of films and Japanese films are subtitled in English. Students whose Writing skill level is below WR 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of Japanese culture can be accomplished through oral communication in discussions instead of writing in this course. Several ESOL students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course.

With respect to Themes, Concepts and Issues and Competencies and Skills, successful students will have explored and demonstrated the following:

Course Content: Themes, Concepts and Issues  
The following themes will be explored in the course:

Japanese youth and social issues Japanese female and

male gender roles  
Ethnics, social groups and conflict in Japan  
Japan's self-identity and Asia  
Japanese views of the West  
Japanese music  
Cultural perspectives on death and treatment of the dead and other social events  
Organized crime in Japan

#### Competencies and Skills:

Recognizes cultural and humanistic issues through comparisons, contrast, reading and discussions  
Demonstrates understanding of relevant cultural and social issues in contemporary Japanese society  
Increased critical thinking skills  
Small group collaboration  
Speaking and listening reflectively  
Critical analysis of cultural issues in films  
Gains opportunities to develop empathy, compassion and respect.

Instructional materials and other teaching methods used in this course wr:

In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing.

Assessments used to measure outcomes wr:

Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to cite their sources, reflect on any changes in their personal views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused.

Strategies employed to support students with

Several ESOL students whose Writing skills in English did not prepare them to compose a written reflection in English,

writing deficient: were encouraged instead to create an alternative mode of reflection by citing their sources and share their findings visually in their assignments. None of the personal reflection was considered too minimal or judged based on their Writing by the instructor. In the class discussions, if the ESOL students felt more comfortable exchanging views in their native languages first prior to class discussions, it was also encouraged. All students were encouraged to share their views, augment their course work by additional individual private discussions with the instructor during the office hours. Deficiency in English Writing Skills have not hindered diligent students with consistent attendance and assignments records in this class.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: The learning outcomes of JPN 261A is to “Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in English through the use of films and Japanese films are subtitled in English. Students whose Writing skill level is below RD 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of Japanese culture can be accomplished through oral communication in discussions instead of reading in English in this course. Several ESOL students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course.

Instructional materials and other teaching methods used in this course rd: In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing. Japanese films are subtitled in English and lecture notes are written in English. However, the use of English language in this course is supplement to films and discussion topics presented in Japanese.

Assessments used to measure outcomes rd: Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to

engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to cite their sources, reflect on any changes in their personal views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused.

Use of internet allows students to explore the topics audio visually in addition to reading and writing.

Strategies employed to support students with reading deficient:

Several ESOL students whose Reading skills in English did not prepare them to read articles, journals and periodicals in English, were encouraged to explore an alternative mode of research and reflection by the use of internet in their assignments. Exploratory reading on the topics in their native languages is also legitimate in this course. None of the personal reflection was considered too minimal or judged based on their Writing by the instructor. In the class discussions, if the ESOL students felt more comfortable exchanging views in their native languages first prior to class discussions, it was also encouraged. All students were encouraged to share their views, augment their course work by additional individual private discussions with the instructor during the office hours. Deficiency in English Reading Skills have not hindered diligent students with consistent attendance and assignments records in this class.

Mth prerequisite:

MATH

Mth prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

The learning outcomes of JPN 261A is to “Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in English through the use of films and Japanese films are subtitled in English. Students whose Writing skill level is below WR 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of Japanese culture can be accomplished through oral communication in discussions instead of writing in this course. Several ESOL students and other students whose basic skill levels were below the proposed prerequisites have successfully

completed this course. Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 101 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction in situations such as quoting historical facts. They do not need to be able to use fractions, percents, charts, graphs or statistics.

Instructional materials and other teaching methods used in this course mth:

The instructional materials used for this course do not feature math, graphs, data, or statistics. In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing. Japanese films are subtitled in English and lecture notes are written in English. If the discussions are to include math, graphs, data or statistics, these concepts are explained only for the purpose of exploring themes, concepts and issues which lead to better understanding of Japanese culture instead of the mathematical concepts.

Assessments used to measure outcomes mth:

The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to cite their sources, reflect on any changes in their personal views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused. Use of internet allows students to explore the topics audio visually in addition to reading and writing.

Strategies employed to support students with math deficient:

It has not been observed in this course that students with low math skill levels having difficulty in completing the course. In fact, students with basic math skills that are

below Math 20 have entered and successfully completed this course. If mathematical concepts are to appear in discussions of topics related to historical facts, which may include information related to physics for example, an attempt will be made by the instructor to explain in only general terms for the purpose of facilitating a better understanding of Japanese culture.

Other info to consider:

Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 261 with a tremendous amount of efforts. They often commented that only through their Japanese language & culture study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as DE level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low DE levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the DE level courses, reading, writing and perhaps even math.

Contact person:

Takako Yamaguchi, Instructor of Japanese

From:

tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: Jpn262

Course title: Japanese culture

Course description: Japanese culture through film. Increases understanding of Japanese traditional and modern culture and society through analysis of cultural, historical and social issues presented in ten Japanese films. May explore concepts such as families, social roles, friendship, WWII, traditions and pop culture, morality, philosophies, economics. Course conducted in English and Japanese films will be subtitled in English.

Steps the SAC has taken: The World Languages SAC has taken several steps in its investigation on the relationship between the DE levels of reading, writing, and math, and the skills necessary for a successful completion of the Japanese courses at PCC. Five levels of steps taken by the SAC were:

- 1) SAC discussions – decide on the appropriate research tools
- 2) instructor observations per language – further discussions per language & student surveys for the purpose of placement and retention strategies
- 3) cross-discipline discussions – discussions with ESOL instructors
- 4) assessment of instructional research data per language
- 5) follow-up discussions – research data analysis & instructor observations

First, SAC engaged in both formal and informal discussions extensively this fall to determine what steps would be appropriate in determining the relationship between the proposed prerequisites of basic skills and each of the World Languages of the SAC. Then we requested a report from the instructional research on the history of the students enrolled in the WL courses and their DE level scores. Second, as I often do, I extended the discussions to include the ESOL instructors in the EWL division. Third, with the SAC members I closely examined and analyzed the result of the institutional research data. Fourth, SAC follow-up discussions took place via e-mail and it was concluded that each language will make recommendations as to whether or not to opt out.

The data from the institutional research indicated that there was no significant correlation between the successful completion of the students enrolled in the Japanese courses

and their skill levels in the de levels. It was noted that there may be in some of the endo-european languages such as spanish but not in non-endo-european languages such as japanese.

Additionally, we conduct the student surveys in all japanese courses district-wide. These surveys are for the purpose of placement into various levels of the japanese courses within pcc and also as part of retention strategies for our program. Students indicated information such as their native language, major of study, whether or not they are returning students or this is their first term at pcc. Their native languages have not been observed to have correlation to their successful completion in the japanese courses including japanese culture courses. It is highly unlikely that all of these students in the japanese courses had passed de levels courses prior to taking japanese. Therefore, there seem to be no correlation between not only the de levels of math but also writing and reading levels and their success rate in completing japanese courses.

Wr prerequisite:

Writing

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

The learning outcomes of jpn 262a is to “communicate effectively an understanding of japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in english through the use of films and japanese films are subtitled in english. Students whose writing skill level is below wr 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of japanese culture can be accomplished through oral communication in discussions instead of writing in this course. Several esol students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course.

With respect to themes, concepts and issues and competencies and skills, successful students will have explored and demonstrated the following:

course content: themes, concepts and issues  
the following them will be explored in the course:  
cult, environment and modern japanese social issues

marriage and divorce emigration from japan cultural perspectives on imperialistic past and neo-nationalism japanese national pride and self identity from cultural perspective national living treasure japanese religions and fables workforce in japan competencies and skills:

recognizes cultural and humanistic issues through comparisons, contrast, reading and discussions  
demonstrates understanding of relevant cultural and social issues in contemporary japanese society  
increased critical thinking skills  
small group collaboration  
speaking and listening reflectively  
critical analysis of cultural issues in films  
gains opportunities to develop empathy, compassion and respect.

Instructional materials and other teaching methods used in this course wr:

In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing.

Assessments used to measure outcomes wr:

Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to site their sources, reflect on any changes in their persoanl views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in english. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused.

Strategies employed to support students with writing deficient:

Several esol students whose writing skills in english did not prepare them to compose a written reflection in english, were encouraged instead to create an alternative mode of reflection by citing their sources and share their findings visually in their assignments. None of the personal reflection was considered too minimal or judged based on their writing by the instructor. In the class discussions, if the esol students felt more comfortable exchanging views in their native languages first prior to class discussions, it was also encouraged. All students were encouraged to share their views, augment their course work by additional individual private discussions with the instructor during the office hours. Deficiency in english writing skills have not hindered diligent students with consistent attendance and assignments records in this class.

Rd prerequisite:

Reading

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

The learning outcomes of jpn 262a is to “communicate effectively an understanding of japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in english through the use of films and japanese films are subtitled in english. Students whose writing skill level is below rd 115 will still be able to complete this course successfully because of learning outcomes, instructional materials and the selected assessments. Communicate an understanding of japanese culture can be accomplished through oral communication in discussions instead of reading in english in this course. Several esol students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course.

Instructional materials and other teaching methods used in this course rd:

In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing. Japanese films are subtitled in english and lecture notes are written in english. However, the use of english language in this course is supplement to films and discussion topics presented in japanese.

Assessments used to measure outcomes rd:

Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to cite their sources, reflect on any changes in their personal views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning process of participation, contribution to the group and expression of personal reflection is focused. Use of internet allows students to explore the topics audio visually in addition to reading and writing.

Strategies employed to support students with reading deficient:

Several ESOL students whose reading skills in English did not prepare them to read articles, journals and periodicals in English, were encouraged to explore an alternative mode of research and reflection by the use of internet in their assignments. Exploratory reading on the topics in their native languages is also legitimate in this course. None of the personal reflection was considered too minimal or judged based on their writing by the instructor. In the class discussions, if the ESOL students felt more comfortable exchanging views in their native languages first prior to class discussions, it was also encouraged. All students were encouraged to share their views, augment their course work by additional individual private discussions with the instructor during the office hours. Deficiency in English reading skills have not hindered diligent students with consistent attendance and assignments records in this class.

Mth prerequisite:

Math

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without MTH20:

The learning outcomes of JPN 262A is to “communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, friendships, traditions, pop culture, morality and economics.” This course is taught in English through the use of films and Japanese films are subtitled in English. Students whose writing skill level is below WR 115 will still be able to complete this course successfully because of learning

outcomes, instructional materials and the selected assessments. Communicate an understanding of Japanese culture can be accomplished through oral communication in discussions instead of writing in this course. Several ESOL students and other students whose basic skill levels were below the proposed prerequisites have successfully completed this course. Math 20 teaches students how to use fractions, percents, charts and graphs, introduces basic concepts such as those in statistics. Japanese 101 does not require any math skills other than being able to recognize numerals and do very simple addition, subtraction in situations such as quoting historical facts. They do not need to be able to use fractions, percents, charts, graphs or statistics.

Instructional materials and other teaching methods used in this course mth: The instructional materials used for this course do not feature math, graphs, data, or statistics. In class the instructor introduces orally, visually and in writing the selected topics which elicits students interests and preparation for viewing the films. Students are then encouraged to prepare by researching on the internet, to view the films and actively participate in both small group and large class discussions. In instruction, presentation of topics, films and discussions are created to facilitate several learning modes, audio visual, oral and writing. Japanese films are subtitled in English and lecture notes are written in English. If the discussions are to include math, graphs, data or statistics, these concepts are explained only for the purpose of exploring themes, concepts and issues which lead to better understanding of Japanese culture instead of the mathematical concepts.

Assessments used to measure outcomes mth: The assessments for this course do not have any components that involve math, graphs, data or statistics. Students are assessed based on attendance, participation and personal reflection. After the introduction of the topics, their own research through internet and based on selected sources from the instructor, students return to class to engage in small group discussions. Various views from small groups are then shared in the class discussions that follow. As an assessment, the instructor makes observations of participation by each student. In the assignments of reflection papers, students are encouraged to cite their sources, reflect on any changes in their personal views that occurred during the learning process through viewing of films and discussions. The success of the student as a learner is not assessed on their views or quality of their reflection written in English. Instead, the learning

process of participation, contribution to the group and expression of personal reflection is focused. Use of internet allows students to explore the topics audio visually in addition to reading and writing.

Strategies employed to support students with math deficient: It has not been observed in this course that students with low math skill levels having difficulty in completing the course. In fact, students with basic math skills that are below math 20 have entered and successfully completed this course. If mathematical concepts are to appear in discussions of topics related to historical facts, which may include information related to physics for example, an attempt will be made by the instructor to explain in only general terms for the purpose of facilitating a better understanding of Japanese culture.

Other info to consider: Additionally, native speakers of English with lower writing, reading and math levels have successfully completed JPN 261 with a tremendous amount of efforts. They often commented that only through their Japanese language & culture study have they realized the value of the knowledge of their own language and culture. Linguists have also stated that learning a language is like solving a mathematical problem. Recognizing patterns and basic formulas are helpful in learning basic skills. Students who enroll in Japanese courses may result in working on the skills which may be helpful in learning basic skills such as de level math skills, without realizing that they are. Indeed if we are to deny the entry of these students with low de levels into Japanese courses, be it whether or not they are ESOL or native speakers of English, in my opinion, we will be denying them all of opportunities for them to learn and succeed not only in Japanese but ultimately in any of the de level courses, reading, writing and perhaps even math.

Contact person: Takako Yamaguchi, instructor of Japanese  
From: Tyamaguc@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS101

Course title: First year Russian

Course description: Emphasizes active communication in beginning Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. For beginners.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University.

When the college changed over to mypcc, I started running transcripts for all students entering my Russian 101 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have many students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of

reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have very minimal language skills at the 101 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Communicates using very simple interactions in highly predictable setting, using basic vocabulary and present tense.
2. Begins to apply language-learning skills to various real-life situations.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Writes cursive in Cyrillic
2. Reads printed and cursive Cyrillic
3. Manages introductions, greetings, leave taking and exchanges basic personal information in a culturally appropriate manner
4. Says numbers and does basic math
5. Describes self and others: interests, age and personal attributes
6. Formulates simple questions and answers
7. Identifies and names objects
8. Writes lists and discrete sentences
9. Reads and understands very simple letters and texts
10. Comprehends slow native speech in a highly controlled/contextualized setting.
11. Recognizes basic cultural differences

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production in Russian is so basic. By the end of RUS 101, students only know 4 verbs and have a

vocabulary of maybe 150 words. Most of what they are able to write consists of very simple 3-4 word formulaic statements about themselves, such as: "My name is Kristine." "I live in Portland." "I am a teacher." "I am 39 years old." They reach the novice high-level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages): "Novice-High: Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic. Spelling and representation of symbols (letters, syllables, characters) may be partially correct."

Instructional materials and other teaching methods used in this course wr: I have written my own textbook for first year Russian. It uses the communicative method which focus on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students talk mostly about themselves and their families throughout first year Russian. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simply the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension.

Assessments used to measure outcomes wr: 60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, most of which are fill in the blank grammar exercises, but some do require students to answer simple personalized questions. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told

exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in Russian, there are numerous resources available. I purposely wrote my first year Russian text is written in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 101, students do not need to be able to read critically or read college-level texts. Because Russian is a level III language, students have only very minimal reading skills by the end of RUS 101, especially since they spend the first three weeks just learning the Cyrillic alphabet. They reach the novice mid-level as defined by ACTLF (American Council of Teacher of Foreign Languages): "Novice-Mid: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required." By the end of RUS 101, students have to sound out words slowly, since the Cyrillic alphabet is still not second nature. Reading materials for the class are at about a kindergarten level in Russia. As long as students have the

ability to read written words in English, they will be successful in RUS 101.

Instructional materials and other teaching methods used in this course rd: I have written my own textbook for first year Russian. It uses the communicative method which focus on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students talk mostly about themselves and their families throughout first year Russian. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simply the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension.

When teaching students to read the Cyrillic alphabet, I use cognates, since they are familiar to students in English. We work first on just reading syllables, then move to whole words. Reading materials for RUS 101 consist of written exercise with single sentences, personalized questions, and realia, such a street signs. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.

Assessments used to measure outcomes rd: 60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, most of which are fill in the blank grammar exercises, but some do require students to answer simple personalized questions. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end

of the quarter, each student completes a 10 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with reading deficient:

I have never had a student who has been unable to learn the Cyrillic alphabet and be able to read in Russian. I have even had numerous dyslexic students who have successfully completed RUS 101. But I have had students who struggle with the alphabet and take longer to learn it than their classmates. There are numerous resources available to these students to help them succeed. I have recorded materials to accompany my textbook that feature all of the reading exercises for learning the alphabet and then vocabulary lists for subsequent chapters. My website also has links to many games and flashcard sites for the Cyrillic alphabet. Students also are encouraged to seek help from the tutors and from me if they have any difficulty learning the alphabet.

Mth prerequisite:

MATH

Mth prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

Russian 101 does not require any math skills other than being able to recognize numbers up to 100 and do simple addition and subtraction up to 15. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that probably half of the students who register in RUS 101 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth:

see above answer

The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth:

see above answer

The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient:

I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.

Other info to consider: The night class that we offer is made up almost exclusively of students who are taking Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also regularly have ESOL students register for RUS 101. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.

Contact person: Kristine Shmakov  
From: kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS102

Course title: First year Russian

Course description: Continues the work of RUS 101. Emphasizes active communication in Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. Recommended: Completion of RUS 101 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University.

When the college changed over to mypcc, I started running transcripts for all students entering my Russian 102 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have many students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had

Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have very minimal language skills at the 102 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Manages common interactions in highly predictable setting, using basic vocabulary and present tense. Begins to use past and future tense.
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Gives simple descriptions of objects and people
2. Describes activities in past and future
3. Manages very basic interactions about family, school and self
4. Formulates simple questions and answers
5. Follows basic directions
6. Writes strings of sentences
7. Reads and understands short letters and texts
8. Comprehends slow native speech in a highly predictable setting.
9. Recognizes basic cultural differences

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production in Russian is very basic. By the end of RUS 102, students only know about 18 verbs and have a vocabulary of maybe 400 words. They know the present, future and past tenses. Most of what they are able write consists of very simple 4-5 word formulaic

statements about themselves, such as: “Yesterday I read a book.” “I have a pretty cat.” “I don’t have a car.” “I am going to the store by bus.” They are still at the novice high-level as defined by ACTFL (American Council of Teacher of Foreign Languages): “Novice-High: Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.”

Instructional materials and other teaching methods used in this course wr:

I have written my own textbook for first year Russian. It uses the communicative method, which focuses on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students talk mostly about themselves and their families throughout first year Russian. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simplify the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension. During RUS 102 students also begin to write responses to letters they receive from a fake Russian pen-pal. They use each letter as a model for writing a response, by deleting that person’s personal information and inserting their own information. This allows students to learn how to correctly structure Russian sentences, while having to manipulate only one element at a time.

Assessments used to measure outcomes wr:

60% of a student’s grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students’ work and give them a daily grade each day. I also require daily written homework

assignments, most of which are fill in the blank grammar exercises, but some do require students to answer simple personalized questions. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in Russian, there are numerous resources available. I purposely wrote my first year Russian text is written in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 102, students do not need to be able to read critically or read college-level texts. Because Russian is a level III language, students still have very minimal reading skills by the end of RUS 102. Students still read slowly, and may have to re-read sentences multiple times to understand them. By the end of RUS 102, students begin to reach the novice mid-high as defined by ACTLF (American Council of Teacher of Foreign Languages): "Novice-High: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules,

timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.”

Instructional materials and other teaching methods used in this course rd:	See answer for question 2 from writing section.  When helping students to move toward the novice high level for reading, I use a variety of reading materials, including written exercise with single sentences, personalized questions, and realia, such a college transcript. Students also read a short letter from their fake Russian pen-pal at the end of each chapter. These “letters” are written very simply using the grammar, vocabulary and themes from that chapter. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.
Assessments used to measure outcomes rd:	See answer for question 3 from writing section.
Strategies employed to support students with reading deficient:	By the beginning of RUS 102 most students have mastered the Cyrillic alphabet and are able to read at a slow pace. Students who continue to struggle with the alphabet and reading have numerous resources available to them to help them succeed. I have recorded materials to accompany my textbook that feature all of the new vocabulary and any of the short paragraphs from the chapter. My website also has links to on-line exercises that help students learn to read better. Students also are encouraged to seek help from the tutors and from me if they have any difficulty learning the alphabet.
Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Russian 102 does not require any math skills other than being able to recognize numbers up to 200. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that probably half of the students who register in RUS 102 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student who has had problems with the course due to deficiencies in math skills.

Other info to consider: The night class that we offer is made up almost exclusively of students who are taking Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also regularly have ESOL students register for RUS 102. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.

Contact person: Kristine Shmakov  
From: kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS103

Course title: First year Russian

Course description: Continues the work of RUS 102. Emphasizes active communication in Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended: Completion of RUS 102 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University.

When the college changed over to mypcc, I started running transcripts for all students entering my Russian 102 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have many students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of

students who enter our courses with various levels of reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have very minimal language skills at the 103 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Manages common interactions in predictable setting, using basic vocabulary, present, past and future tenses.
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Describes daily and weekly routines in past and future
2. Manages very basic interactions in stores, restaurants and domestic settings.
3. Talks about past and future activities
4. Describes weather and seasonal activity preferences
5. States quantities using numbers and nouns
6. Formulates questions and answers
7. Follows basic directions.
8. Writes strings of sentences
9. Reads and understands the main ideas in simple texts
10. Recognize cultural differences
11. Comprehends slow native speech in a highly contextual setting.
12. Makes himself/herself understood by a native speaker accustomed to non-native speakers.

Students are able to meet these outcomes and competencies without having the skills needed for WR 115,

because the level of language production in Russian is very basic. . By the end of RUS 103, students know the present, future and past tenses and the major uses of the six cases in Russian grammar. They are able to write simple sentences about themselves and their family, but they are not yet able to construct an organized paragraph. By the end of RUS 103 they reach the intermediate-low level as defined by ACTLF (American Council of Teacher of Foreign Languages): "Intermediate-Low: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics." Because students never write essays, even at the RUS 203 level, they do not need WR 115 as a prerequisite for RUS 103.

Instructional materials and other teaching methods used in this course wr:

I have written my own textbook for first year Russian. It uses the communicative method, which focuses on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students talk mostly about themselves and their families throughout first year Russian. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simply the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension.

The grammar covered in RUS 103 is not that much more complicated than that in RUS 102. Students need to be able to understand what direct and indirect objects are, and the difference between adjectives and adverbs. During RUS 103, students also write their own creative sentences and dialogues using new grammar structures and vocabulary. Students continue to write responses to letters they receive

from a fake Russian pen-pal.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, most of which are fill in the blank grammar exercises, but some do require students to answer simple personalized questions. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in Russian, there are numerous resources available. I purposely wrote my first year Russian text is written in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 103, students do not need to be able to read critically or read college-level texts. Because Russian is a level III language, students have limited reading skills by the end of RUS 103. The longest texts that they read consist of 3-4 paragraphs of material

that is written at about a Russian 2nd grade level. By the end of RUS 103, students reach the novice mid-high as defined by ACTLF (American Council of Teacher of Foreign Languages): “Novice-High: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.”

Instructional materials and other teaching methods used in this course rd:	See answer for question 2 from writing section.  When helping students to move toward the novice high level for reading, I use a variety of reading materials, including written exercise with single sentences, personalized questions, and realia, such a magazine ads, tickets, receipts. Students also continue read a short letter from their fake Russian pen-pal at the end of each chapter. These “letters” are written very simply using the grammar, vocabulary and themes from that chapter. Later chapters may contain simple children’s texts or poems. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.
Assessments used to measure outcomes rd:	See answer for question 3 from writing section.
Strategies employed to support students with reading deficient:	By RUS 103 students have mastered the Cyrillic alphabet and are able to read at a slow pace. Students who continue to struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have recorded materials to accompany my textbook that feature all of the new vocabulary and any of the short paragraphs from the chapter. My website also has links to on-line exercises that help students learn to read better. Students also are encouraged to seek help from the tutors and from me if they have any difficulty learning the alphabet.
Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning	Russian 103 does not require any math skills other than

outcomes competencies and skills listed in ccog for this course can be achieved without mth20: being able to recognize numbers up to 1000 and tell time. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that some of the students who register in RUS 103 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student who has had problems with the course due to deficiencies in math skills.

Other info to consider: The night class that we offer is made up almost exclusively of students who are taking Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also regularly have ESOL students register for RUS 102. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taken my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.

Contact person: Kristine Shmakov  
From: kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS150

Course title: First year Russian

Course description: For beginners. Emphasizes active communication in beginning Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended: Enrollment in RUS 111C when offered.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University.

When the college changed over to mypcc, I started running transcripts for all students entering my Russian 150 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have many students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of

students who enter our courses with various levels of reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have very minimal language skills at the 150 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Manages common interactions in highly predictable setting, using basic vocabulary and present tense.
2. Begins to apply language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Writes cursive in cyrillic
2. Reads printed cyrillic
3. Manages introductions, greetings, leave taking and exchanges basic personal information in a culturally appropriate manner
4. Says numbers and does basic math
5. Asks for and gives directions using a map
6. Describes self and others: interests, age and personal attributes
7. Gives simple descriptions of objects
8. Formulates simple questions and answers
9. Identifies and names objects
10. Writes lists and discrete sentences
11. Reads and understands short letters and texts
12. Comprehends slow native speech highly controlled/contextualized setting.
13. Recognizes basic cultural differences

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the

level of language production in Russian is so basic. By the end of RUS 150, students only know 12 verbs and have a vocabulary of maybe 225 words. Most of what they are able to write consists of very simple 3-4 word formulaic statements about themselves, such as: "My name is Kristine." "I live in Portland." "I am a teacher." "I am 39 years old." They reach the novice high-level for writing as defined by ACTFL (American Council of Teacher of Foreign Languages): "Novice-High: Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic. Spelling and representation of symbols (letters, syllables, characters) may be partially correct."

Instructional materials and other teaching methods used in this course wr:

I have written my own textbook for first year Russian. It uses the communicative method which focus on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students talk mostly about themselves and their families throughout first year Russian. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simply the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, most of which are fill in the blank grammar exercises, but some do require students to answer simple personalized questions. Students also complete 15 minute in-class writing

assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in Russian, there are numerous resources available. I purposely wrote my first year Russian text is written in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite:

READING

Rd prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 150, students do not need to be able to read critically or read college-level texts. Because Russian is a level III language, students have only very minimal reading skills by the end of RUS 150, especially since they spend the first three weeks just learning the Cyrillic alphabet. They reach the novice mid-level as defined by ACTLF (American Council of Teacher of Foreign Languages): "Novice-Mid: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required." By the end of RUS 150, students have to sound out words slowly, since the Cyrillic alphabet is still not second

nature. Reading materials for the class are at about a kindergarten level in Russia. As long as students have the ability to read written words in English, they will be successful in RUS 150.

Instructional materials and other teaching methods used in this course rd: See answer for question 2 from writing section.

When teaching students to read the Cyrillic alphabet, I use cognates, since they are familiar to students in English. We work first on just reading syllables, then move to whole words. Reading materials for RUS 150 consist of written exercise with single sentences, personalized questions, and realia, such a street signs. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.

Assessments used to measure outcomes rd: See answer for question 3 from writing section.

Strategies employed to support students with reading deficient:

I have never had a student who has been unable to learn the Cyrillic alphabet and be able to read in Russian. I have even had numerous dyslexic students who have successfully completed RUS 150. But I have had students who struggle with the alphabet and take longer to learn it than their classmates. There are numerous resources available to these students to help them succeed. I have recorded materials to accompany my textbook that feature all of the reading exercises for learning the alphabet and then vocabulary lists for subsequent chapters. My website also has links to many games and flashcard sites for the Cyrillic alphabet. Students also are encouraged to seek help from the tutors and from me if they have any difficulty learning the alphabet.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

Russian 150 does not require any math skills other than being able to recognize numbers up to 100 and do simple addition and subtraction up to 15. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that probably half of the students who register in RUS 150 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth:	The materials used for this course do not feature math, graphs, data, or statistics.
Assessments used to measure outcomes mth:	The assessments for this class do not have any components that involve math, graphs, data, or statistics.
Strategies employed to support students with math deficient:	I have never encountered a student whose deficient math skills caused a problem with success in the class. If a student could not recognize numbers up to 100, they would have trouble completing the chapter on learning numbers. But I have yet to see a student without this basic knowledge.
Other info to consider:	I regularly have ESOL students register for RUS 150. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.
Contact person:	Kristine Shmakov
From:	kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS151

Course title: First year Russian

Course description: Continues the work of RUS 150. Emphasizes active communication in Russian. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. Recommended: Completion of RUS 150 or instructor permission. Recommended: Enrollment in RUS 111C when offered.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University.

When the college changed over to mypcc, I started running transcripts for all students entering my Russian 151 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have many students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success.

This fall as a SAC we discussed whether to opt-in or opt-out

of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have very minimal language skills at the 151 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Manages common interactions in highly predictable setting, using basic vocabulary, present tense, past and future tenses.
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Describes daily and weekly routines in past and future
2. Manages very basic interactions in stores, restaurants and domestic settings.
3. Talks about past and future activities
4. Describes weather and seasonal activity preferences
5. States quantities using numbers and nouns
6. Formulates questions and answers
7. Follows basic directions.
8. Writes strings of sentences
9. Reads and understands the main ideas in simple texts
10. Recognize cultural differences
11. Comprehends slow native speech in a highly contextual setting.
12. Makes himself/herself understood by a native speaker accustomed to non-native speakers.

Students are able to meet these outcomes and competencies without having the skills needed for WR 115,

because the level of language production in Russian is very basic . By the end of RUS 151 , students know the present, future and past tenses and the major uses of the six cases in Russian grammar. They are able to write simple sentences about themselves and their family, but they are not yet able to construct an organized paragraph. By the end of RUS 103 they reach the intermediate-low level as defined by ACTFL (American Council of Teacher of Foreign Languages): “Intermediate-Low: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics.” Because students never write essays, even at the RUS 203 level, they do not need WR 115 as a prerequisite for RUS 151.

Instructional materials and other teaching methods used in this course wr:

I have written my own textbook for first year Russian. It uses the communicative method which focus on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students talk mostly about themselves and their families throughout first year Russian. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simply the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension.

The grammar covered in RUS 151 is not that much more complicated than that in RUS 150. Students need to be able to understand what direct and indirect objects are, and the difference between adjectives and adverbs. During RUS 151, students also write their own creative sentences and

dialogues using new grammar structures and vocabulary. Students continue to write responses to letters they receive from a fake Russian pen-pal.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, most of which are fill in the blank grammar exercises, but some do require students to answer simple personalized questions. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being able write in Russian, there are numerous resources available. I purposely wrote my first year Russian text is written in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies

To successfully achieve the intended learning outcomes, competencies and skills for RUS 151, students do not need

and skills listed in ccog for this course can be achieved without rd115: to be able to read critically or read college-level texts. Because Russian is a level III language, students have limited reading skills by the end of RUS 151. The longest texts that they read consist of 3-4 paragraphs of material that is written at about a Russian 2nd grade level. By the end of RUS 151, students reach the novice mid-high as defined by ACTLF (American Council of Teacher of Foreign Languages): "Novice-High: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive."

Instructional materials and other teaching methods used in this course rd: See answer for question 2 from writing section.

When helping students to move toward the novice high level for reading, I use a variety of reading materials, including written exercise with single sentences, personalized questions, and realia, such a magazine ads, tickets, receipts. Students also continue read a short letter from their fake Russian pen-pal at the end of each chapter. These "letters" are written very simply using the grammar, vocabulary and themes from that chapter. Later chapters may contain simple children's texts or poems. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.

Assessments used to measure outcomes rd: See answer for question 3 from writing section.

Strategies employed to support students with reading deficient: By RUS 151 students have mastered the Cyrillic alphabet and are able to read at a slow pace. Students who continue to struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have recorded materials to accompany my textbook that feature all of the new vocabulary and any of the short paragraphs from the chapter. My website also has links to on-line exercises that help students learn to read better. Students also are encouraged to seek help from the tutors and from me if they have any difficulty learning the alphabet.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: Russian 151 does not require any math skills other than being able to recognize numbers up to 100 and do simple addition and subtraction up to 15. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that probably half of the students who register in RUS 150 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student who has had problems with the course due to deficiencies in math skills.

Other info to consider: I regularly have ESOL students register for RUS 150. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.

Contact person: Kristine Shmakov  
From: kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS201

Course title: Second year Russian

Course description: Continues the work of first year Russian, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of first year Russian at college level or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University. When the college changed over to mypcc, I started running transcripts for all students entering my Russian 201 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have some students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of

reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have limited basic language skills at the 201 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Manages common day-to-day interactions in predictable setting, using basic vocabulary, present, past and future tenses.
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Describes placement of objects
2. Manages basic discussions about interests, hobbies, family past activities, plans for future and vacations
3. Begins to use aspect correctly in the past tense
4. Formulates questions and answers
5. Follows basic directions
6. Begins to write paragraphs
7. Reads and understands the main ideas and details of simple texts
8. Recognizes cultural differences
9. Comprehends slow native speech in a highly contextual setting.
10. Makes himself/herself understood by a native speaker accustomed to non-native speakers.

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production in Russian not complex. By the end of RUS 201, students know the present, future and past tenses and the major uses of the six cases in Russian grammar. They are expanding their knowledge of grammar, so that they can express more basic ideas. In RUS 201, students begin to learn how to write a

single connected paragraph of 10-12 sentences. Their writing focuses on themselves and the personalized theme of each chapter. Most of second year Russian is spent working towards mastery of the Intermediate-Mid level of writing as defined by ACTFL (The American Council of Teachers of Foreign Languages). Intermediate-Mid writers are, "Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives. Because students never write essays, even at the RUS 203 level, they do not need WR 115 as a prerequisite for RUS 201.

Instructional materials and other teaching methods used in this course wr:

I have written my own textbook for second year Russian. It uses the communicative method, which focuses on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students continue to talk mostly about themselves and their families throughout second year Russian. They work at being able to say 8-10 sentences on a given topic. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simplify the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating

knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, some of which is fill in the blank grammar exercises, the rest requires students to create their own sentences or write a short paragraph of 10-12 sentences on a personalized topic. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 15 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being to write more complex sentences and a simple paragraph in Russian, there are numerous resources available. I purposely wrote my first year Russian text is written in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 201, students do not need to be able to read critically or read college-level texts. Because Russian is a level III language, students have moved up to reading at about a 3rd grade level by the end of RUS 201. They begin to read 3-5 paragraph texts about the way of life in Russia. These texts are fully glossed, and carefully written so sentences are not too complex. Students also read authentic materials such as real estate listings,

newspaper surveys, personal ads so that they can learn how to extract information from texts that are much too difficult for them to comprehend. During RUS 201 students work at trying to reach the Intermediate-Low level for reading as defined by ACTFL (American Council of Teacher of Foreign Languages): "Intermediate-Low: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for- the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur."

Instructional materials and other teaching methods used in this course rd:	See answer for question 2 from writing section. In RUS 201, students begin to read 3-5 paragraph texts about the way of life in Russia. These texts are fully glossed, and carefully written so sentences are not too complex. Students also read authentic materials such as real estate listings, newspaper surveys, personal ads so that they can learn how to extract information from texts that are much too difficult for them to comprehend. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.
Assessments used to measure outcomes rd:	See answer for question 3 from writing section.
Strategies employed to support students with reading deficient:	By RUS 201 students are adept at reading aloud in Russian and are able to read at a reasonable pace. Students who may struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have recorded materials to accompany my textbook that feature all of the new vocabulary and any of the short paragraphs from the chapter. My website also has links to on-line exercises that help students learn to read better. Students also are encouraged to seek help from the tutors and from me if they have any difficulty learning the alphabet.
Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning	Russian 201 does not require any math skills other than

outcomes competencies and skills listed in ccog for this course can be achieved without mth20: being able to recognize numbers up to 1000 and tell time. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that some of the students who register in RUS 201 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth: The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth: The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient: I have never encountered a student who has had problems with the course due to deficiencies in math skills.

Other info to consider: I often have students register in RUS 201 because they are learning Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also sometime have ESOL students register for RUS 201. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.

Contact person: Kristine Shmakov  
From: kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS202

Course title: Second year Russian

Course description: Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of RUS 201 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University.

When the college changed over to mypcc, I started running transcripts for all students entering my Russian 202 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have some students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had

Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have limited basic language skills at the 202 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Manages common interactions in predictable setting, using high-frequency vocabulary, present, past and future tenses.
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

- Describes physical appearances, animals, daily activities and important life events in short paragraph length
2. Manages basic interactions over telephone and offers holiday greetings in a culturally appropriate way
  3. Begins to use aspect correctly in the future tense
  4. Formulates more complex questions and answers
  5. Follows more complex directions
  6. Writes single paragraphs
  7. Reads and understands the main ideas and details of more complex texts and authentic materials
  8. Recognizes cultural differences
  9. Comprehends average speed native speech in a highly contextual setting.
  10. Makes himself/herself understood by a native speaker accustomed to non-native speakers.

Students are able to meet these outcomes and competencies

without having the skills needed for WR 115, because the level of language production in Russian not complex. By the end of RUS 202, students know the present, future and past tenses and the major uses of the six cases in Russian grammar. They are expanding their knowledge of grammar, so that they can express more basic ideas. In RUS 202, students continue to work on writing a single connected paragraph of 10-12 sentences. Their writing focuses on themselves and the personalized theme of each chapter. Most of second year Russian is spent working towards mastery of the Intermediate-Mid level of writing as defined by ACTFL (The American Council of Teachers of Foreign Languages). Intermediate-Mid writers are, "Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives. Because students never write essays, even at the RUS 203 level, they do not need WR 115 as a prerequisite for RUS 202.

Instructional materials and other teaching methods used in this course wr:

I have written my own textbook for second year Russian. It uses the communicative method, which focuses on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students continue to talk mostly about themselves and their families throughout second year Russian. They work at being able to say 8-10 sentences on a given topic. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simply the material as much as possible, break it down into very small parts, and use many, many examples. During

class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension. In the middle of RUS 202, students also begin reading a 50 page detective play written for Intermediate level students. Our work with the text focuses on grammar analysis, vocabulary acquisition, reading by using contextual clues, and discussing the plot and events of each chapter.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, some of which is fill in the blank grammar exercises, the rest requires students to create their own sentences or write a short paragraph of 10-12 sentences on a personalized topic. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 15 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being to write more complex sentences and a simple paragraph in Russian, there are numerous resources available. I purposely wrote my second year Russian text in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see

me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 202, students do not need to be able to read critically or read college-level texts. Because Russian is a level III language, students have moved up to reading at about a 3rd grade level by the end of RUS 201. In the middle of RUS 202, students begin reading a 50 page detective play written for Intermediate level students. Our work with the text focuses on grammar analysis, vocabulary acquisition, reading by using contextual clues, and discussing the plot and events of each chapter. This text is written at about a 5th grade Russian level. By the end of RUS 202, students begin to move toward the Intermediate-Mid level for reading as defined by ACTLF (American Council of Teacher of Foreign Languages): "Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience."

Instructional materials and other teaching methods used in this course rd:

See answer for question 2 from writing section.

In RUS 202, students continue to read 3-5 paragraph texts about the way of life in Russia. These texts are fully glossed, and carefully written so sentences are not too complex. Students also read authentic materials such as on-line grocery store ads, tour package ads, and the Moscow zoo brochure, so that they can learn how to extract information from texts that are much too difficult for them to comprehend. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to

figure out the new words. In the middle of RUS 202, students begin reading a 50 page detective play written for Intermediate level students. Our work with the text focuses on grammar analysis, vocabulary acquisition, reading by using contextual clues, and discussing the plot and events of each chapter. This text is written at about a 5th grade Russian level.

Assessments used to measure outcomes rd:

See answer for question 3 from writing section.

Strategies employed to support students with reading deficient:

By RUS 201 students are adept at reading aloud in Russian and are able to read at a reasonable pace. Students who may struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have recorded materials to accompany my textbook that feature all of the new vocabulary and any of the short paragraphs from the chapter. My website also has links to on-line exercises that help students learn to read better. Students also are encouraged to seek help from the tutors and from me if they have any difficulty.

Mth prerequisite:

MATH

Mth prerequisite requested:

None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

Russian 202 does not require any math skills other than being able to recognize numbers up to 1000 and tell time. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that some of the students who register in RUS 201 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth:

The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient:

I have never encountered a student who has had problems with the course due to deficiencies in math skills.

Other info to consider:

I often have students register in RUS 201 because they are learning Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also sometime have ESOL students register for RUS 201. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.

Contact person:

Kristine Shmakov

From:

kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS203

Course title: Second year Russian

Course description: Continuation of RUS 202. Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Recommended: Completion of RUS 202 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University. When the college changed over to mypcc, I started running transcripts for all students entering my Russian 203 courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have some students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for

Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students have limited basic language skills at the 203 level. The outcomes and competencies for this course are as follows:

Outcomes:

1. Manages interactions in predictable setting using present, past and future tenses in both aspects. Begins to use conditional and more complex forms of speech.
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Gives commands, makes comparisons, describes routes, discusses professions in short paragraph length utterances.
2. Manages more complex interactions in familiar situations covering a variety of topics in a culturally appropriate way
3. Correctly uses aspect in both past and future tenses but not consistently
4. Formulates more complex questions and answers
5. Follows more complex directions
6. Writes in multiple paragraphs
7. Reads and understands the main ideas and details of more complex texts and authentic materials
8. Recognizes cultural differences
9. Comprehends average speed native speech in a familiar setting.
10. Makes himself/herself understood by a native speaker accustomed to non-native speakers.

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because the level of language production in Russian not complex. By the end of RUS 203, know the basics of Russian grammar. Students continue to work on writing a single connected paragraph of 10-12 sentences, and some

students may advance to writing two paragraphs. Their writing focuses on themselves and the personalized theme of each chapter. By the end of 203, most students will have achieved the Intermediate-High level of writing as defined by ACTFL (The American Council of Teachers of Foreign Languages). Intermediate-High writers are, "Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives." Because students never write essays, even at the RUS 203 level, they do not need WR 115 as a prerequisite for RUS 203.

Instructional materials and other teaching methods used in this course wr:

I have written my own textbook for first year Russian. It uses the communicative method which focus on oral proficiency in Russian. Each chapter has a conversational theme and students learn grammar necessary to talk about the theme. Students talk mostly about themselves and their families throughout first year Russian. My textbook is written in very simple, clear English and explains all grammatical terms and concepts for students. I make no assumptions that students will know what a noun, verb, or adjective is. Students regularly tell me that as a result of taking Russian and learning grammar, they end up knowing English better. Class is conducted entirely in Russian from the first day, and I introduce all new material in Russian. To make it easier for students to learn Russian, I simply the material as much as possible, break it down into very small parts, and use many, many examples. During class, students spend the majority of time working in pairs practice new materials both orally and in writing. These activities range from completing playing games, answering personalized questions, creating dialogues, interviewing each other, writing grammar exercises, peer-editing of sentences, and written board work. I also incorporate music, videos, slide shows, Internet activities and listening comprehension. In RUS 203, students continue reading a 50 page detective play written for Intermediate level students. Our work with the text focuses on grammar analysis, vocabulary acquisition,

reading by using contextual clues, and discussing the plot and events of each chapter.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, most of which are fill in the blank grammar exercises, but some do require students to answer simple personalized questions. Students also complete 15 minute in-class writing assessments at least 6-8 times a quarter that measure their written proficiency with the material. Students are always told exactly what they will be required to write in-class, so that they can study at home. This decreases test anxiety and increases students' success levels on these tasks. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures competency with all of the course themes and grammatical structures.

Strategies employed to support students with writing deficient:

If a student has difficulty being to write more complex sentences and a simple paragraph in Russian, there are numerous resources available. I purposely wrote my second year Russian text in English at a very simple level to make it accessible to all students. I thoroughly explain all grammar and walk students through how sentences are structured and review all English grammar terminology. This resource is always available to them at home. I also have ordered an optional book for students called English Grammar for Students of Russian. Some students find this comparative approach between the two languages very helpful. My course website offers numerous links to on-line exercises and games that provide further practice with the grammar in each chapter of the book. Students are also encouraged to see me outside of class anytime they have any questions. We also have between 10-15 hours of free Russian tutoring available to students. I give extra credit to students who spend time working with the tutors as an incentive to use this resource.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be

To successfully achieve the intended learning outcomes, competencies and skills for RUS 202, students do not need to be able to read critically or read college-level texts. Because Russian is a level III language, by the end of 203

achieved without rd115: student are able to read at about a 5-6th grade level in Russian. Students continue reading a 50 page detective play written for Intermediate level students. Our work with the text focuses on grammar analysis, vocabulary acquisition, reading by using contextual clues, and discussing the plot and events of each chapter. This text is written at about a 5th grade Russian level. By the end of RUS 203, most students have reached the Intermediate-Mid level for reading as defined by ACTLF (American Council of Teacher of Foreign Languages): "Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience."

Instructional materials and other teaching methods used in this course rd: See answer for question 2 from writing section. In RUS 203, students continue to read 3-5 paragraph texts about the way of life in Russia. These texts are fully glossed, and carefully written so sentences are not too complex. Students also read authentic materials such as on-line greeting cards, horoscopes, and employment ads, so that they can learn how to extract information from texts that are much too difficult for them to comprehend. When students encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words. Students continue reading a 50 page detective play written for Intermediate level students. Our work with the text focuses on grammar analysis, vocabulary acquisition, reading by using contextual clues, and discussing the plot and events of each chapter. This text is written at about a 5th grade Russian level.

Assessments used to measure outcomes rd: See answer for question 3 from writing section.

Strategies employed to support students with reading deficient: By RUS 203 students are adept at reading aloud in Russian and are able to read at a reasonable pace. Students who may struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have recorded materials to accompany my textbook that feature all of the new vocabulary and any of the short paragraphs from the chapter. My website also has links to on-line exercises that help students learn to read better. Students also are encouraged to seek help from the tutors and from

me if they have any difficulty.

Mth prerequisite: MATH

Mth prerequisite requested: none

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

1. Russian 203 does not require any math skills other than being able to recognize numbers up to 1000 and tell time. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that some of the students who register in RUS 203 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth:

The materials used for this course do not feature math, graphs, data, or statistics.

Assessments used to measure outcomes mth:

The assessments for this class do not have any components that involve math, graphs, data, or statistics.

Strategies employed to support students with math deficient:

I have never encountered a student who has had problems with the course due to deficiencies in math skills.

Other info to consider:

I often have students register in RUS 203 because they are learning Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also sometime have ESOL students register for RUS 203. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.

Contact person: Kristine Shmakov

From:

kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS260

Course title: Russian Culture

Course description: Russian culture through film. Enhances understanding of Russian culture and contemporary society through analysis of cultural and social issues presented in five Russian films. May explore issues including, but not limited to, Russian women, female gender roles, Russian families, the communist past, ethnic conflict, views of the west, and Russia's self identity. Course conducted in English and all films with English subtitles. Course can be taken out of sequence.

Steps the sac has taken: The Russian Culture courses RUS 260B, 261B and 262B are all conducted in English and require no knowledge of Russian. Students watch 4-5 Russian language films that are subtitled in English and then discuss cultural and social issues in them that are relevant to contemporary Russia. Students do challenging college-level background reading prior to watching the films. They also keep responses journals and write four 2-3 page analytical papers about particular cultural and social issues. For this reason students need to have completed WR 115 and RD 115 prior to taking this course. Since mypcc has been available, I have been running students transcripts to check on their writing and reading levels. Students who have taken Russian culture courses with deficient writing and reading skills have struggled and many times not passed the class. Students with low math levels, however, have not had any problem in the class.

Wr prerequisite: WRITING

Wr prerequisite requested: WR 115

Rd prerequisite: READING

Rd prerequisite requested: RD 115

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

The outcomes and competencies for RUS 260B are as follows:

Students will gain cultural awareness and appreciation for the following aspects of Russian culture and society:

1. Russian families
2. Childhood in Russia
3. Cultural perspectives on communism and communist past.
4. Stalinism and the Terror
5. Love of the Russian homeland
6. Emigration from Russia
7. Russian views of the West
8. Roles of women in Russian society
9. Russian female gender roles.
10. Ethnic groups and conflict in Russia
11. Russian's self-identity

Competencies:

1. Recognizes basic cultural differences
2. Demonstrates understanding of relevant cultural and social issues in contemporary Russian society
3. Increased critical thinking skills
4. Small group collaboration

Because math is not used in this class in anyway, students do not have to taken MTH 20 to succeed in the class.

Instructional materials and other teaching methods used in this course mth:

The Russian Culture courses RUS 260B, 261B and 262B are all conducted in English and require no knowledge of Russian. Students watch 4-5 Russian language films that are subtitled in English and then discuss cultural and social issues in them that are relevant to contemporary Russia. Students do challenging college-level background reading prior to watching the films. They also keep responses journals and write four 2-3 page analytical papers about particular cultural and social issues. For this reason students need to have completed WR 115 and RD 115 prior to taking this course. Since mypcc has been available, I have been running students transcripts to check on their writing and reading levels. Students who have taken Russian culture courses with deficient writing and reading skills have struggled and many times not passed the class.

Students with low math levels, however, have not had any problem in the class.

Assessments used to measure outcomes mth:

60% of a students grade is based on participation in class discussions and quality of contributions.  
40% of a students grade is based on homework. Students do background readings in English and write responses to them. Students also keep response journals and write four 2-3 page analytical papers on cultural issues.

Strategies employed to support students with math deficient:

I have never had anyone have difficulty in this class due to deficient math skills.

Contact person:

Kristine Shmakov

From:

kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS262

Course title: Russian Culture

Course description: Russian culture through film. Enhances understanding of Russian culture and contemporary society through analysis of cultural and social issues presented in five Russian films. May explore issues including but not limited the legacy of Stalinism, collectivism, national pride and heroism, idealization of past, World War II, death, fatalism, holiday traditions, love of nature. Course conducted in English and all films with English subtitles. Course can be taken out of sequence.

Steps the sac has taken: The Russian Culture courses RUS 260B, 261B and 262B are all conducted in English and require no knowledge of Russian. Students watch 4-5 Russian language films that are subtitled in English and then discuss cultural and social issues in them that are relevant to contemporary Russia. Students do challenging college-level background reading prior to watching the films. They also keep responses journals and write four 2-3 page analytical papers about particular cultural and social issues. For this reason students need to have completed WR 115 and RD 115 prior to taking this course. Since mypcc has been available, I have been running students transcripts to check on their writing and reading levels. Students who have taken Russian culture courses with deficient writing and reading skills have struggled and many times not passed the class. Students with low math levels, however, have not had any problem in the class.

Wr prerequisite: WRITING

Wr prerequisite requested: WR 115

Rd prerequisite: READING

Rd prerequisite requested: RD 115

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

The outcomes and competencies for RUS 262B are as follows:

Students will gain cultural awareness and appreciation for the following aspects of Russian culture and society:

- \* The legacy of Stalinism
- \* Collectivism
- \* National pride and heroism
- \* Idealization of the past
- \* World War II
- \* Traditions surrounding death
- \* Fatalism
- \* Holiday traditions
- \* Love of nature

Competencies and Skills:

- \* Recognizes basic cultural differences
- \* Demonstrates understanding of relevant cultural and social issues in contemporary
- \* Russian society
- \* Increased critical thinking skills
- \* Small group collaboration
- \* Speaking and listening reflectively
- \* Critical analysis of cultural issues in films

Because math is not used in this class in anyway, students do not have to taken MTH 20 to succeed in the class.

Instructional materials and other teaching methods used in this course mth:

The Russian Culture courses RUS 260B, 261B and 262B are all conducted in English and require no knowledge of Russian. Students watch 4-5 Russian language films that are subtitled in English and then discuss cultural and social issues in them that are relevant to contemporary Russia. Students do challenging college-level background reading prior to watching the films. They also keep responses journals and write four 2-3 page analytical papers about particular cultural and social issues. For this reason students need to have completed WR 115 and RD 115 prior to taking this course. Since mypcc has been available, I have been running students transcripts to check on their writing and reading levels. Students who have taken Russian culture courses with deficient writing and reading skills have struggled and many times not passed the class. Students with low math levels, however, have not had any problem in the class.

Assessments used to measure outcomes mth:

60% of a students grade is based on participation in class discussions and quality of contributions.

40% of a students grade is based on homework. Students do background readings in English and write responses to them. Students also keep response journals and write four 2-3 page analytical papers on cultural issues.

Strategies employed to support students with math deficient:  
I have never had anyone have difficulty in this class due to deficient math skills.

Contact person: Kristine Shmakov  
From: kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS270

Course title: Readings in Russian

Course description: Read and discuss accessible works of Russian prose and poetry. Emphasizes skills for reading in Russian.  
Recommended: Completion of or concurrent enrollment in RUS 203 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University. When the college changed over to mypcc, I started running transcripts for all students entering my Russian courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have some students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that

writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students still have limited language skills at the 203 level. RUS 270 is typically offered the same term that students are taking RUS 203. The outcomes and competencies for RUS 270 course are as follows:

Outcomes:

1. Reads and understands main ideas of authentic texts
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Reads and understands main ideas of authentic literary texts
2. Guesses new vocabulary words from context
3. Discusses plot and details of texts
4. Begins to discuss basic themes of texts
5. Begins to discuss story from different characters' perspectives

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because very little writing is done in the class. Because this is a reading class the emphasis is on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story orally. The only writing activities in the class involve fill in the blank exercises and students writing their own questions and/or true false statements about the story.

Instructional materials and other teaching methods used in this course wr:

The story that students read for this class is a 50 page abridged Russian novella, intended for Intermediate level students. It is at about a 5th-6th grade Russian level. Students read a chapter a week and spend class time working on activities in pairs. The class focuses on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story

orally. The class is conducted entirely in Russian and students speak Russian at all times. Because students still have limited oral proficiency skills, the discussions about the story focus on the plot of the story. By the end of the quarter students are usually about to begin talking about the story from another character's perspective. This is extremely difficult for students at this level, since they begin to discuss abstract ideas and hypothetical conditions only at the third year level. Students are also taught reading strategies for Russian. When they encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, which for this class consist of writing a brief plot summary of the chapter read in English. Students also complete vocabulary quizzes 6-8 times a quarter that measure their mastery of the most important words from the story. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures their ability to answer questions about the story and to give a brief synopsis in Russian.

Strategies employed to support students with writing deficient:

Because writing is such a small part of this course, even students deficient in writing skills would still be able to be successful. Students who want help outside of class can always come see me or one of the free Russian tutors, who work 10-15 hours a week.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 270, students do not need to be able to read critically or read college-level texts. The story that students read for this class is a 50 page abridged Russian novella, intended for Intermediate level students. It is at about a 5th-6th grade Russian level. Students read a chapter a week and spend class time working on activities in pairs. The class focuses on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story orally. Because of students limited oral and reading skills,

the discussions about the story focus on the plot of the story. By the end of the quarter students are usually about to begin talking about the story from another character's perspective. This is extremely difficult for students at this level, since they begin to discuss abstract ideas and hypothetical conditions only at the third year level. By the end of RUS 270, most students have reached the Intermediate-Mid level for reading as defined by ACTLF (American Council of Teacher of Foreign Languages): "Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience."

Instructional materials and other teaching methods used in this course rd: See answer for question 2 from writing section.

Assessments used to measure outcomes rd: See answer for question 3 from writing section.

Strategies employed to support students with reading deficient: By RUS 270 students are adept at reading aloud in Russian and are able to read at a reasonable pace. Students who may struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have a recorded version of the story available to students. Reading along while the story is being read to them often greatly increases their comprehension. Students also are encouraged to seek help from the tutors and from me if they have any difficulty.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: Russian 270 does not require any math skills. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that some of the students who register in RUS 270 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.

Instructional materials and other teaching methods used in this course mth:	The materials used for this course do not feature math, graphs, data, or statistics.
Assessments used to measure outcomes mth:	The assessments for this class do not have any components that involve math, graphs, data, or statistics.
Strategies employed to support students with math deficient:	I have never encountered a student who has had problems with the course due to deficiencies in math skills.
Other info to consider:	I often have students register in RUS 270 because they are learning Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also sometime have ESOL students register for RUS 270. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.
Contact person:	Kristine Shmakov
From:	kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS271

Course title: Readings in Russian

Course description: Read and discuss accessible works of Russian prose and poetry. Emphasizes skills for reading in Russian.  
Recommended: Completion of or concurrent enrollment in RUS 203 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University. When the college changed over to mypcc, I started running transcripts for all students entering my Russian courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have some students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success. This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of students who enter our courses with various levels of reading, writing and math preparedness. The report for

Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students still have limited language skills at the 203 level. RUS 271 is typically offered the same term that students are taking RUS 203. The outcomes and competencies for RUS 271 course are as follows:

Outcomes:

1. Reads and understands main ideas of authentic texts
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Reads and understands main ideas of authentic literary texts
2. Guesses new vocabulary words from context
3. Discusses plot and details of texts
4. Begins to discuss basic themes of texts
5. Begins to discuss story from different characters' perspectives

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because very little writing is done in the class. Because this is a reading class the emphasis is on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story orally. The only writing activities in the class involve fill in the blank exercises and students writing their own questions and/or true false statements about the story.

Instructional materials and other teaching methods used in this course wr:

The story that students read for this class is a 35 page abridged Russian short, intended for Intermediate level students. It is at about a 5th-6th grade Russian level. Students read a chapter a week and spend class time working on activities in pairs. The class focuses on vocabulary acquisition, answering comprehension questions

about the story's plot and characters, and retelling the story orally. The class is conducted entirely in Russian and students speak Russian at all times. Because students still have limited oral proficiency skills, the discussions about the story focus on the plot of the story. By the end of the quarter students are usually about to begin talking about the story from another character's perspective. This is extremely difficult for students at this level, since they begin to discuss abstract ideas and hypothetical conditions only at the third year level. Students are also taught reading strategies for Russian. When they encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.

Assessments used to measure outcomes wr:

60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, which for this class consist of writing a brief plot summary of the chapter read in English. Students also complete vocabulary quizzes 6-8 times a quarter that measure their mastery of the most important words from the story. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures their ability to answer questions about the story and to give a brief synopsis in Russian.

Strategies employed to support students with writing deficient:

Because writing is such a small part of this course, even students deficient in writing skills would still be able to be successful. Students who want help outside of class can always come see me or one of the free Russian tutors, who work 10-15 hours a week.

Rd prerequisite:

READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

To successfully achieve the intended learning outcomes, competencies and skills for RUS 270, students do not need to be able to read critically or read college-level texts. The story that students read for this class is a 35 page abridged Russian short story, intended for Intermediate level students. It is at about a 5th-6th grade Russian level. Students read a chapter a week and spend class time working on activities in pairs. The class focuses on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story

orally. Because of students limited oral and reading skills, the discussions about the story focus on the plot of the story. By the end of the quarter students are usually about to begin talking about the story from another character's perspective. This is extremely difficult for students at this level, since they begin to discuss abstract ideas and hypothetical conditions only at the third year level. By the end of RUS 270, most students have reached the Intermediate-Mid level for reading as defined by ACTLF (American Council of Teacher of Foreign Languages): "Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience."

Instructional materials and other teaching methods used in this course rd: See answer for question 2 from writing section.

Assessments used to measure outcomes rd: See answer for question 3 from writing section.

Strategies employed to support students with reading deficient: By RUS 271 students are adept at reading aloud in Russian and are able to read at a reasonable pace. Students who may struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have a recorded version of the story available to students. Reading along while the story is being read to them often greatly increases their comprehension. Students also are encouraged to seek help from the tutors and from me if they have any difficulty.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: Russian 271 does not require any math skills. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that some of the students who register in RUS 271 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a

problem for students in this course.

Instructional materials and other teaching methods used in this course mth:	The materials used for this course do not feature math, graphs, data, or statistics.
Assessments used to measure outcomes mth:	The assessments for this class do not have any components that involve math, graphs, data, or statistics.
Strategies employed to support students with math deficient:	I have never encountered a student who has had problems with the course due to deficiencies in math skills.
Other info to consider:	I often have students register in RUS 271 because they are learning Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also sometime have ESOL students register for RUS 271. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.
Contact person:	Kristine Shmakov
From:	kshmakov@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: RUS272

Course title: Readings in Russian

Course description: Read and discuss accessible works of Russian prose and poetry. Emphasizes skills for reading in Russian.  
Recommended: Completion of or concurrent enrollment in RUS 203 or instructor permission.

Steps the sac has taken: I have taken a number of steps to investigate the relationship of DE levels for writing and math, and the skills needed to be successful in Russian courses. Russian courses at PCC are just as rigorous if not more than those taught at other state schools. My students regularly continue in third year Russian at PSU and are typically the best students in the class. I've also had students transfer into third year Russian at Reed College, Georgetown University, George Washington University and New York University.

When the college changed over to mypcc, I started running transcripts for all students entering my Russian courses, so that I could find out what levels of reading, writing and math student enrolling in my courses had. I found that students of all levels of preparedness were registering for Russian courses. While most were placing into WR 121, I did have some students who were concurrently enrolled in WR 115, WR 90, RD 90 or ENNL course. What I also found after checking transcripts for a few years was that there is no correlation between students' writing, reading and math levels and their success in Russian classes. (A low GPA was a much better predictor of not being successful in my classes.) Students with low reading, math and writing levels were just as likely as students with WR 121, 122 or 123 to succeed in the course. In fact, students taking DE courses and WR 115 almost always passed the class. Students who did not pass, often times had already taken WR 121. A student's level of success in class was not determined by their preparedness in English, but rather from their willingness to attend class, participate actively, study hard, and complete their homework regularly. Students who do these things receive the amount of practice they need to master the material, which is essential for success.

This fall as a SAC we discussed whether to opt-in or opt-out of prerequisites. To help us make the decision, we had Institutional Research run a report showing success rates of

students who enter our courses with various levels of reading, writing and math preparedness. The report for Russian courses confirmed what I had already know--that writing, reading and math levels have no correspondence to student success levels in Russian courses. I have also discussed DE course levels with John Sparks of ENNL and why I plan to opt-out of prerequisites.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:

Russian is a level III language. That means that it takes students three times as long to meet the same levels of proficiency as they would with a level I language, such as Spanish or French. As a result of this, students still have limited language skills at the 203 level. RUS 272 is typically offered the same term that students are taking RUS 203. The outcomes and competencies for RUS 272 course are as follows:

Outcomes:

1. Reads and understands main ideas of authentic texts
2. Applies language-learning skills.
3. Recognizes and approaches cultural differences with respect and open-mindedness.

Competencies:

1. Reads and understands main ideas of authentic literary texts
2. Guesses new vocabulary words from context
3. Discusses plot and details of texts
4. Begins to discuss basic themes of texts
5. Begins to discuss story from different characters' perspectives

Students are able to meet these outcomes and competencies without having the skills needed for WR 115, because very little writing is done in the class. Because this is a reading class the emphasis is on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story orally. The only writing activities in the class involve fill in the blank exercises and students writing their own questions and/or true false statements about the story.

Instructional materials and other teaching methods used in this course wr: The story that students read for this class is a 40 page abridged Russian short, intended for Intermediate level students. It is at about a 5th-6th grade Russian level. Students read a chapter a week and spend class time working on activities in pairs. The class focuses on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story orally. The class is conducted entirely in Russian and students speak Russian at all times. Because students still have limited oral proficiency skills, the discussions about the story focus on the plot of the story. By the end of the quarter students are usually about to begin talking about the story from another character's perspective. This is extremely difficult for students at this level, since they begin to discuss abstract ideas and hypothetical conditions only at the third year level. Students are also taught reading strategies for Russian. When they encounter new vocabulary and structures, they are encouraged to make guesses, use contextual clues, and the Russian that they already know to figure out the new words.

Assessments used to measure outcomes wr: 60% of a student's grade is made up of daily participation grades that they earn for attending class and demonstrating knowledge of and proficiency with the course material. During class, I assess students' work and give them a daily grade each day. I also require daily written homework assignments, which for this class consist of writing a brief plot summary of the chapter read in English. Students also complete vocabulary quizzes 6-8 times a quarter that measure their mastery of the most important words from the story. At the end of the quarter, each student completes a 10 minute oral proficiency interview with me that measures their ability to answer questions about the story and to give a brief synopsis in Russian.

Strategies employed to support students with writing deficient: Because writing is such a small part of this course, even students deficient in writing skills would still be able to be successful. Students who want help outside of class can always come see me or one of the free Russian tutors, who work 10-15 hours a week.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this To successfully achieve the intended learning outcomes, competencies and skills for RUS 272, students do not need to

course can be achieved without rd115:

be able to read critically or read college-level texts. The story that students read for this class is a 40 page abridged Russian short story, intended for Intermediate level students. It is at about a 5th-6th grade Russian level. Students read a chapter a week and spend class time working on activities in pairs. The class focuses on vocabulary acquisition, answering comprehension questions about the story's plot and characters, and retelling the story orally. Because of students limited oral and reading skills, the discussions about the story focus on the plot of the story. By the end of the quarter students are usually about to begin talking about the story from another character's perspective. This is extremely difficult for students at this level, since they begin to discuss abstract ideas and hypothetical conditions only at the third year level. By the end of RUS 272, most students have reached the Intermediate-Mid level for reading as defined by ACTLF (American Council of Teacher of Foreign Languages): "Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience."

Instructional materials and other teaching methods used in this course rd:

See answer for question 2 from writing section.

Assessments used to measure outcomes rd:

See answer for question 3 from writing section.

Strategies employed to support students with reading deficient:

By RUS 272 students are adept at reading aloud in Russian and are able to read at a reasonable pace. Students who may struggle with reading and pronunciation have numerous resources available to them to help them succeed. I have a recorded version of the story available to students. Reading along while the story is being read to them often greatly increases their comprehension. Students also are encouraged to seek help from the tutors and from me if they have any difficulty.

Mth prerequisite:

MATH

Mth prerequisite requested: None

<p>Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:</p>	<p>Russian 272 does not require any math skills. Students do not need to have skills in interpreting data, graphs or statistics. When I began to run student transcripts, I found that some of the students who register in RUS 272 are taking MTH 20, 40 or 60. With 98% of students succeeding in Russian, it is clear deficiencies in math do not cause a problem for students in this course.</p>
<p>Instructional materials and other teaching methods used in this course mth:</p>	<p>The materials used for this course do not feature math, graphs, data, or statistics.</p>
<p>Assessments used to measure outcomes mth:</p>	<p>The assessments for this class do not have any components that involve math, graphs, data, or statistics.</p>
<p>Strategies employed to support students with math deficient:</p>	<p>I have never encountered a student who has had problems with the course due to deficiencies in math skills.</p>
<p>Other info to consider:</p>	<p>I often have students register in RUS 272 because they are learning Russian for their careers. These students are already in the work force, and most of them already have college degrees. It would be a huge inconvenience and insult to them to have to take a placement test to be able to enroll in a Russian class. I also sometime have ESOL students register for RUS 272. They would not be able to meet any of the proposed prerequisites and would be prevented from taking Russian or any other foreign language. All the ESOL students who have taking my courses have been very successful and their limited skills in English have not caused them any problems, since the course is conducted in Russian and the textbook is written in very simple English. American students with lower writing and reading levels entering this course, regularly tell me that taking Russian helps them improve their English skills, since they finally start to understand English grammar once they learn Russian grammar.</p>
<p>Contact person:</p>	<p>Kristine Shmakov</p>
<p>From:</p>	<p>kshmakov@pcc.edu</p>

Curriculum Request Form  
Prerequisite Opt-out

Course number: TA 101

Course title: Introduction to Theatre

Course description: This course exposes students to several live theatrical productions in the Portland area with the purpose of enriching the understanding and appreciation of the theatrical event. Students will attend productions, write critiques and learn to appreciate the production from the viewpoints of the actors, directors, playwrights, designers and audience. Also, a brief history of the theatre is covered. Prerequisites: Writing 115, Reading 115.

Steps the sac has taken: It has not been proven that DE Math skills are required for this course. There is not a mathematics component to this course and, therefore, we ask that math not be a prerequisite.

Wr prerequisite: WRITING

Wr prerequisite requested: WR 115

Rd prerequisite: READING

Rd prerequisite requested: RD 115

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: Appreciate the experience of attending live theatre as a life-enriching experience.  
•Be able to critically critique live theatrical productions using theatrical terminology.  
•Know the locations and protocols of major theatrical venues in the Portland area.  
•Enjoy the shared experience of participation in a theatrical production and recognize the uniqueness of it as distinguished from other art forms.  
•Relate themes and ideas presented in productions to “real life” problems and situations.

Instructional materials and other teaching methods used in this course mth: Instructional materials include handouts and some reading from textbooks. Teaching methods include lectures and attending and discussing plays.

Assessments used to measure outcomes mth:

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. The methods may include one or more of the following tools: small group problem solving, oral presentations, written play critiques and evaluations, and/or homework assignments. Students are expected to complete several papers, detailing their evaluation of the productions following a format provided by the instructor. Class discussions will review the information and students will be asked to contribute to the discussions with their ideas based on the criteria given.

Strategies employed to support students with math deficient:

Students with deficient math skills can be referred to the Student Success Center.

Other info to consider:

Although reasoning skills are required for this class, having a math prerequisite is unnecessary. The class is based in performance, reading, and writing. There are no pure mathematics skills necessary for this class.

Contact person:

Michael Najjar

From:

mnajjar@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: TA 180

Course title: Theatre Rehearsal & Performance

Course description: Despite the need for strong reading and writing skills, this class is primarily a performance-based class based on auditions. The DE component, while necessary, is one that does not directly affect the coursework because some plays may have difficult language requirements, and others may require only movement or sound. Therefore, there is no uniform requirement for this class regarding reading, writing, or mathematical skills. Also, being a community college, we offer these auditions to the general community at large. If we required prerequisites, many community performers (professionals and amateur alike) would not be able to participate in these plays unless they became students of PCC and took all required courses. This would negate our ability to be a community-based theatre, as we would only allow those students that have taken prerequisites and have been tested to be part of our productions.

Steps the sac has taken: Despite discussions regarding DE levels of reading, writing, and math, these skills are often exhibited by students who have some high school theatre experience. Also, community theatre members usually have middle to high skills in this area.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Being a performance-based class, writing skills are important but absolutely necessary. The art of acting is not the art of writing, and the need for writing skills in this manner are not absolutely necessary to the acting process.

Instructional materials and other teaching methods used in this course wr: Instructional materials include scripts and videos along with oral instruction (direction of actors).

Assessments used to measure outcomes wr: 

1. Evaluation of performance
2. Shop-hour participation
3. Ticket sales
4. Assessment of preparation/rehearsal
5. Fulfillment of contract

Strategies employed to support students with writing deficient: In addition to office hours and rehearsal time, students are advised to visit the online writing lab and the writing center for any writing that is necessary for the production.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: There is no doubt that reading skills are necessary for this course, as most plays are text based. Again, however, this prerequisite will lead to actors being required to test in to this class. Most students entering college theatre come from at least a high school theatre background where they would have come in contact with playscripts, and would have the necessary reading skills to accomplish this.

Instructional materials and other teaching methods used in this course rd: Scripts and oral instruction (direction of actors).

Assessments used to measure outcomes rd:

1. Evaluation of performance
2. Shop-hour participation
3. Ticket sales
4. Assessment of preparation/rehearsal
5. Fulfillment of contract

Strategies employed to support students with reading deficient: Recommending the Student Success Center, and working with the student in rehearsal and during office hours.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The outcomes of understanding theatre etiquette, performing assigned roles, rehearsing and memorizing a role and the blocking, and demonstrating an ensemble attitude do not specifically require a mathematical foundation. The reasoning abilities that math affords students is helpful, but not necessary.

Instructional materials and other teaching methods used in this course mth: No mathematical instructional materials or methods are used in this course.

Assessments used to measure outcomes mth: No assessment of mathematical skills are utilized in this course.

Strategies employed to support students with math deficient: None are necessary.

Other info to consider: Although PCC Theatre Arts is committed to adding prerequisites to the majority of its classes, performance based classes are an entirely different situation.

Performances utilize many necessary skills, but they are primarily skills that involve voice, diction, and movement. Reading, writing, and math are all important skills, but requiring them as prerequisites would severely limit our ability to allow community actors to participate in our plays, thereby removing the "community" from our community college mission. By removing this pool of talent from our productions, we would become much more aligned with university theatre programs that only allow students that have integrated themselves into the system by taking prerequisites to participate in our plays. The community would effectively be shut out, and our plays would lack the diversity of actors of various levels of experience and age from participating in our theatrical productions.

Contact person:

Michael Najjar

From:

mnajjar@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: TA 190

Course title: Projects in Theatre

Course description: Despite the need for reading, writing, and math skills, this class is primarily a technical theatre class. The DE component, while necessary, is one that does not directly affect the coursework because the range of skills necessary for creating these theatrical projects range from low technical skills to highly developed ones. Therefore, there is no uniform requirement for this class regarding reading, writing, or mathematical skills. Also, being a community college, we offer these classes to the general community at large. If we required prerequisites, many community technicians (professionals and amateur alike) would not be able to participate in these plays unless they became students of PCC and took all required courses. This would negate our ability to be a community-based theatre, as we would only allow those students that have taken prerequisites and have been tested to be part of our productions.

Steps the sac has taken: Despite discussions regarding DE levels of reading, writing, and math, these skills are often exhibited by students who have some high school theatre experience. Also, community theatre members usually have middle to high skills in this area.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Being a technical class, writing skills are necessary, but not the focus. Writing in this class has primarily to do with note-taking, and not complex writing assignments.

Instructional materials and other teaching methods used in this course wr: Instructional materials include tools, technical specifications, and blueprints.

Assessments used to measure outcomes wr: 1. Weekly student-instructor one-on-one conferences as necessary to evaluate progress of assigned projects.  
2. Accrual of assigned shop hours.  
3. Post-production evaluation between student and instructor.

	<ul style="list-style-type: none"> <li>4. Self-assessment of project by student.</li> <li>5. Fulfillment of contracted duties.</li> </ul>
Strategies employed to support students with writing deficient:	In addition to office hours and rehearsal time, students are advised to visit the online writing lab and the writing center for any writing that is necessary for the production.
Rd prerequisite:	READING
Rd prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:	Reading skills in this class have more to do with being able to read technical drawings and notes given by the director or designer.
Instructional materials and other teaching methods used in this course rd:	Instructional materials include tools, technical specifications, and blueprints.
Assessments used to measure outcomes rd:	<ul style="list-style-type: none"> <li>1. Weekly student-instructor one-on-one conferences as necessary to evaluate progress of assigned projects.</li> <li>2. Accrual of assigned shop hours.</li> <li>3. Post-production evaluation between student and instructor.</li> <li>4. Self-assessment of project by student.</li> <li>5. Fulfillment of contracted duties.</li> </ul>
Strategies employed to support students with reading deficient:	Recommending the Student Success Center, and working with the student in rehearsal and during office hours.
Mth prerequisite:	MATH
Mth prerequisite requested:	None
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Math skills are necessary for this course, but it deals primarily with basic addition, subtraction, division, and multiplication. The more complex mathematics are used in our design classes.
Instructional materials and other teaching methods used in this course mth:	Instructional materials include tools, technical specifications, and blueprints.
Assessments used to measure outcomes mth:	<ul style="list-style-type: none"> <li>1. Weekly student-instructor one-on-one conferences as necessary to evaluate progress of assigned projects.</li> <li>2. Accrual of assigned shop hours.</li> <li>3. Post-production evaluation between student and instructor.</li> <li>4. Self-assessment of project by student.</li> <li>5. Fulfillment of contracted duties.</li> </ul>
Strategies employed to support students with math	One-on-one meetings during office hours and referral to the Student Success Center.

deficient:

Other info to consider:

Although PCC Theatre Arts is committed to adding prerequisites to the majority of its classes, Projects in Theatre classes are an entirely different situation. Reading, writing, and math are all important skills, but requiring them as prerequisites would severely limit our ability to allow community actors to participate in our plays, thereby removing the "community" from our community college mission. By removing this pool of talent from our productions, we would become much more aligned with university theatre programs that only allow students that have integrated themselves into the system by taking prerequisites to participate in our plays. The community would effectively be shut out, and our plays would lack the diversity of technicians of various levels of experience and age from participating in our theatrical productions.

Contact person:

Michael Najjar

From:

mnajjar@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: TA 253

Course title: Rehearsal and Performance

Course description: Despite the need for strong reading and writing skills, this class is primarily a performance-based class based on auditions. The DE component, while necessary, is one that does not directly affect the coursework because some plays may have difficult language requirements, and others may require only movement or sound. Therefore, there is no uniform requirement for this class regarding reading, writing, or mathematical skills. Also, being a community college, we offer these auditions to the general community at large. If we required prerequisites, many community performers (professionals and amateur alike) would not be able to participate in these plays unless they became students of PCC and took all required courses. This would negate our ability to be a community-based theatre, as we would only allow those students that have taken prerequisites and have been tested to be part of our productions.

Steps the sac has taken: Despite discussions regarding DE levels of reading, writing, and math, these skills are often exhibited by students who have some high school theatre experience. Also, community theatre members usually have middle to high skills in this area.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Being a performance-based class, writing skills are important but absolutely necessary. The art of acting is not the art of writing, and the need for writing skills in this manner are not absolutely necessary to the acting process.

Instructional materials and other teaching methods used in this course wr: Instructional materials include scripts and videos along with oral instruction (direction of actors).

Assessments used to measure outcomes wr: 

1. Evaluation of performance
2. Shop-hour participation
3. Ticket sales
4. Assessment of preparation/rehearsal
5. Fulfillment of contract

Strategies employed to support students with writing deficient: In addition to office hours and rehearsal time, students are advised to visit the online writing lab and the writing center for any writing that is necessary for the production.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: There is no doubt that reading skills are necessary for this course, as most plays are text based. Again, however, this prerequisite will lead to actors being required to test in to this class. Most students entering college theatre come from at least a high school theatre background where they would have come in contact with playscripts, and would have the necessary reading skills to accomplish this.

Instructional materials and other teaching methods used in this course rd: Scripts and oral instruction (direction of actors).

Assessments used to measure outcomes rd:

1. Evaluation of performance
2. Shop-hour participation
3. Ticket sales
4. Assessment of preparation/rehearsal
5. Fulfillment of contract

Strategies employed to support students with reading deficient: Recommending the Student Success Center, and working with the student in rehearsal and during office hours.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The outcomes of understanding theatre etiquette, performing assigned roles, rehearsing and memorizing a role and the blocking, and demonstrating an ensemble attitude do not specifically require a mathematical foundation. The reasoning abilities that math affords students is helpful, but not necessary.

Instructional materials and other teaching methods used in this course mth: No mathematical instructional materials or methods are used in this course.

Assessments used to measure outcomes mth:

1. Evaluation of performance
2. Shop-hour participation
3. Ticket sales
4. Assessment of preparation/rehearsal
5. Fulfillment of contract

Strategies employed to support students with math deficient: One-on-one meetings during office hours and referral to the Student Success Center.

Other info to consider: Although PCC Theatre Arts is committed to adding prerequisites to the majority of its classes, performance based classes are an entirely different situation. Performances utilize many necessary skills, but they are primarily skills that involve voice, diction, and movement. Reading, writing, and math are all important skills, but requiring them as prerequisites would severely limit our ability to allow community actors to participate in our plays, thereby removing the "community" from our community college mission. By removing this pool of talent from our productions, we would become much more aligned with university theatre programs that only allow students that have integrated themselves into the system by taking prerequisites to participate in our plays. The community would effectively be shut out, and our plays would lack the diversity of actors of various levels of experience and age from participating in our theatrical productions.

Contact person: Michael Najjar  
From: mnajjar@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: TA 290

Course title: Projects in Theatre

Course description: Despite the need for reading, writing, and math skills, this class is primarily a technical theatre class. The DE component, while necessary, is one that does not directly affect the coursework because the range of skills necessary for creating these theatrical projects range from low technical skills to highly developed ones. Therefore, there is no uniform requirement for this class regarding reading, writing, or mathematical skills. Also, being a community college, we offer these classes to the general community at large. If we required prerequisites, many community technicians (professionals and amateur alike) would not be able to participate in these plays unless they became students of PCC and took all required courses. This would negate our ability to be a community-based theatre, as we would only allow those students that have taken prerequisites and have been tested to be part of our productions.

Steps the sac has taken: Despite discussions regarding DE levels of reading, writing, and math, these skills are often exhibited by students who have some high school theatre experience. Also, community theatre members usually have middle to high skills in this area.

Wr prerequisite: WRITING

Wr prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Being a technical class, writing skills are necessary, but not the focus. Writing in this class has primarily to do with note-taking, and not complex writing assignments.

Instructional materials and other teaching methods used in this course wr: Instructional materials include tools, technical specifications, and blueprints.

Assessments used to measure outcomes wr: 

1. Weekly student-instructor one-on-one conferences as necessary to evaluate progress of assigned projects.
2. Accrual of assigned shop hours.
3. Post-production evaluation between student and instructor.
4. Self-assesment of project by student.
5. Fulfillment of contracted duties.

Strategies employed to support students with writing deficient: In addition to office hours and rehearsal time, students are advised to visit the online writing lab and the writing center for any writing that is necessary for the production.

Rd prerequisite: READING

Rd prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115: Reading skills in this class have more to do with being able to read technical drawings and notes given by the director or designer.

Instructional materials and other teaching methods used in this course rd: Instructional materials include tools, technical specifications, and blueprints.

Assessments used to measure outcomes rd:

1. Weekly student-instructor one-on-one conferences as necessary to evaluate progress of assigned projects.
2. Accrual of assigned shop hours.
3. Post-production evaluation between student and instructor.
4. Self-assessment of project by student.
5. Fulfillment of contracted duties.

Strategies employed to support students with reading deficient: Recommending the Student Success Center, and working with the student in rehearsal and during office hours.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: Math skills are necessary for this course, but it deals primarily with basic addition, subtraction, division, and multiplication. The more complex mathematics are used in our design classes.

Instructional materials and other teaching methods used in this course mth: Instructional materials include tools, technical specifications, and blueprints.

Assessments used to measure outcomes mth:

1. Weekly student-instructor one-on-one conferences as necessary to evaluate progress of assigned projects.
2. Accrual of assigned shop hours.
3. Post-production evaluation between student and instructor.
4. Self-assessment of project by student.
5. Fulfillment of contracted duties.

Strategies employed to support students with math deficient:

One-on-one meetings during office hours and referral to the Student Success Center.

Other info to consider:

Although PCC Theatre Arts is committed to adding prerequisites to the majority of its classes, Projects in Theatre classes are an entirely different situation. Reading, writing, and math are all important skills, but requiring them as prerequisites would severely limit our ability to allow community actors to participate in our plays, thereby removing the "community" from our community college mission. By removing this pool of talent from our productions, we would become much more aligned with university theatre programs that only allow students that have integrated themselves into the system by taking prerequisites to participate in our plays. The community would effectively be shut out, and our plays would lack the diversity of technicians of various levels of experience and age from participating in our theatrical productions.

Contact person:

Michael Najjar

From:

mnajjar@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: Wr 115

Course title: Introduction to Expository Writing

Course description: Introduces college level skills in reading critically, exploring ideas, and writing. Students compose essays that support a thesis, for a specific audience, and learn to revise for clarity and correctness. Emphasizes the review and development of the skills necessary for entry into Writing 121. The instructor should spend approximately one hour of conference time with each student outside of class.  
Prerequisites: Writing placement test score of 41-44 (Asset) or 70-78 (Compass), or Writing 90 or ENL 262, and Reading placement test score above 41 (Asset) or 82 (Compass), or RD 90 or ENL 260.

Steps the sac has taken: Since we have already set in place reading and writing prerequisites, the Writing and Literature SAC created a subcommittee to investigate the drawbacks and benefits of implementing a Math 20 prerequisite for our writing, creative writing, and literature courses. The committee looked at the Compass placement instrument, as well as Math 20 textbooks and exams, and invited Dorothy Polson, a veteran Math 20 teacher, to our SAC discussion. After lengthy discussion, the SAC concluded that the impediment to our students posed by this prerequisite outweighed any possible benefit, especially since Dorothy noted that analysis of graphs and charts was the segment of the course most often omitted in favor of work on more basic skills. The placement tests in reading and writing already predict student success in our courses, while data provided by Institutional Effectiveness showed no significant difference in the success rates in writing of students who took Math 20 and those who did not. We concluded that students who succeed in writing may or may not work equally well in math, especially those returning to school after many years away. We wish to continue to give them the chance to develop skills which may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning Students in all of our writing courses learn to create logical

outcomes competencies and skills listed in ccog for this course can be achieved without mth20: patterns of increasing sophistication in order to lay out ideas and arguments. They examine texts from other students and published authors to identify patterns that do and don't work and to trace the steps in the development of an idea. Instructors work with students to help them to enlist varied means of support and to read and interpret a variety of texts, including those based in part on numerical data. Thus students relatively unskilled in math may find that instruction in writing suits their learning styles; likewise concepts that are daunting in a math class may come more easily through stories, essays and poems.

Instructional materials and other teaching methods used in this course mth: Most writing teachers at all levels employ a handbook that lays out elements of grammar and style, and a reader or book. The latter usually provides a model of good writing: varied logical patterns, varied styles, diverse kinds of diction and ways of thinking. Most instructors strive to include authors from around the world, so that students have the opportunity to feel at home in one work and to enter into another world (and way of conceptualizing the world) in a second. Most instructors use small group discussions that permit expression of each student's point of view; most use peer analysis of student essays to encourage students to appreciate their differences and practice the concepts they learn.

Assessments used to measure outcomes mth: Writing instructors assess student learning in a variety of ways: polished final essays, journals, reading responses, quizzes and essay exams.

Strategies employed to support students with math deficient: It's likely that a writing instructor will never know if a student is deficient in math, for three reasons. First, a student may readily grasp the structure of a story or poem or may fully argue a point, even when the symbolic logic of a math problem is beyond his or her reach. Second, students who feel successful in writing may use that confidence to enter into work--data analysis, use of charts and graphs to make a point--that might, again, intimidate in a setting in which they have repeatedly failed. Last, the best preparation for writing is work in writing and reading. If a student is successful in a prerequisite course or has done good work in high school or professional life, that student is very likely to succeed in writing, no matter his or her proficiency in math.

Other info to consider: Writing and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as writing instructors is easier, in some ways, since we and most of our students use and hear at least spoken

language every day, and since we are able to employ texts that embody the very different ways that human groups use language to conceptualize the world. We offer another route toward learning that students who may not succeed readily in math surely need.

Contact person:

Kathy Casto

From:

kcasto@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: Wr 121

Course title: English Composition

Course description: Develops skills in analytical reading, critical thinking, and writing for academic and professional audiences. Students compose several essays, using a variety of strategies to present evidence in support of a thesis. Source analysis, documentation, and research methods are incorporated. Prerequisite: Writing and Reading placement test scores above 44 (Asset) or above 78 in Writing and 87 in Reading (Compass); or completion of Writing 115 with a C or better.

Steps the sac has taken: Since we have already set in place reading and writing prerequisites, the Writing and Literature SAC created a subcommittee to investigate the drawbacks and benefits of implementing a Math 20 prerequisite for our writing, creative writing, and literature courses. The committee looked at the Compass placement instrument, as well as Math 20 textbooks and exams, and invited Dorothy Polson, a veteran Math 20 teacher, to our SAC discussion. After lengthy discussion, the SAC concluded that the impediment to our students posed by this prerequisite outweighed any possible benefit, especially since Dorothy noted that analysis of graphs and charts was the segment of the course most often omitted in favor of work on more basic skills. The placement tests in reading and writing already predict student success in our courses, while data provided by Institutional Effectiveness showed no significant difference in the success rates in writing of students who took Math 20 and those who did not. We concluded that students who succeed in writing may or may not work equally well in math, especially those returning to school after many years away. We wish to continue to give them the chance to develop skills which may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	Students in all of our writing courses learn to create logical patterns of increasing sophistication in order to lay out ideas and arguments. They examine texts from other students and published authors to identify patterns that do and don't work and to trace the steps in the development of an idea. Instructors work with students to help them to enlist varied means of support and to read and interpret a variety of texts, including those based in part on numerical data. Thus students relatively unskilled in math may find that instruction in writing suits their learning styles; likewise concepts that are daunting in a math class may come more easily through stories, essays and poems.
Instructional materials and other teaching methods used in this course mth:	Most writing teachers at all levels employ a handbook that lays out elements of grammar and style, and a reader or book. The latter usually provides a model of good writing: varied logical patterns, varied styles, diverse kinds of diction and ways of thinking. Most instructors strive to include authors from around the world, so that students have the opportunity to feel at home in one work and to enter into another world (and way of conceptualizing the world) in a second. Most instructors use small group discussions that permit expression of each student's point of view; most use peer analysis of student essays to encourage students to appreciate their differences and practice the concepts they learn.
Assessments used to measure outcomes mth:	Writing instructors assess student learning in a variety of ways: polished final essays, journals, reading responses, quizzes and essay exams.
Strategies employed to support students with math deficient:	It's likely that a writing instructor will never know if a student is deficient in math, for three reasons. First, a student may readily grasp the structure of a story or poem or may fully argue a point, even when the symbolic logic of a math problem is beyond his or her reach. Second, students who feel successful in writing may use that confidence to enter into work--data analysis, use of charts and graphs to make a point--that might, again, intimidate in a setting in which they have repeatedly failed. Last, the best preparation for writing is work in writing and reading. If a student is successful in a prerequisite course or has done good work in

high school or professional life, that student is very likely to succeed in writing, no matter his or her proficiency in math.

**Other info to consider:**

Writing and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as writing instructors is easier, in some ways, since we and most of our students use and hear at least spoken language every day, and since we are able to employ texts that embody the very different ways that human groups use language to conceptualize the world. We offer another route toward learning that students who may not succeed readily in math surely need.

**Contact person:**

Kathy Casto

**From:**

kcasto@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: Wr 122

Course title: English Composition

Course description: Focuses on academic writing and researching as a means of inquiry, clear and appropriate writing style, persuasion and audience awareness, and critical reading. Explores ideas and issues through discussion and writing. Students compose analytical, argumentative, and expository essays involving independent research with appropriate documentation and meet with the instructor for two out-of-class conferences. Prerequisite: WR 121.

Steps the sac has taken: Since we have already set in place reading and writing prerequisites, the Writing and Literature SAC created a subcommittee to investigate the drawbacks and benefits of implementing a Math 20 prerequisite for our writing, creative writing, and literature courses. The committee looked at the Compass placement instrument, as well as Math 20 textbooks and exams, and invited Dorothy Polson, a veteran Math 20 teacher, to our SAC discussion. After lengthy discussion, the SAC concluded that the impediment to our students posed by this prerequisite outweighed any possible benefit, especially since Dorothy noted that analysis of graphs and charts was the segment of the course most often omitted in favor of work on more basic skills. The placement tests in reading and writing already predict student success in our courses, while data provided by Institutional Effectiveness showed no significant difference in the success rates in writing of students who took Math 20 and those who did not. We concluded that students who succeed in writing may or may not work equally well in math, especially those returning to school after many years away. We wish to continue to give them the chance to develop skills which may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved: Students in all of our writing courses learn to create logical patterns of increasing sophistication in order to lay out ideas and arguments. They examine texts from other students and published authors to identify patterns that do

without mth20:	and don't work and to trace the steps in the development of an idea. Instructors work with students to help them to enlist varied means of support and to read and interpret a variety of texts, including those based in part on numerical data. Thus students relatively unskilled in math may find that instruction in writing suits their learning styles; likewise concepts that are daunting in a math class may come more easily through stories, essays and poems.
Instructional materials and other teaching methods used in this course mth:	Most writing teachers at all levels employ a handbook that lays out elements of grammar and style, and a reader or book. The latter usually provides a model of good writing: varied logical patterns, varied styles, diverse kinds of diction and ways of thinking. Most instructors strive to include authors from around the world, so that students have the opportunity to feel at home in one work and to enter into another world (and way of conceptualizing the world) in a second. Most instructors use small group discussions that permit expression of each student's point of view; most use peer analysis of student essays to encourage students to appreciate their differences and practice the concepts they learn.
Assessments used to measure outcomes mth:	Writing instructors assess student learning in a variety of ways: polished final essays, journals, reading responses, quizzes and essay exams.
Strategies employed to support students with math deficient:	It's likely that a writing instructor will never know if a student is deficient in math, for three reasons. First, a student may readily grasp the structure of a story or poem or may fully argue a point, even when the symbolic logic of a math problem is beyond his or her reach. Second, students who feel successful in writing may use that confidence to enter into work--data analysis, use of charts and graphs to make a point--that might, again, intimidate in a setting in which they have repeatedly failed. Last, the best preparation for writing is work in writing and reading. If a student is successful in a prerequisite course or has done good work in high school or professional life, that student is very likely to succeed in writing, no matter his or her proficiency in math.
Other info to consider:	Writing and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as writing instructors is easier, in some ways, since we and most of our students use and hear at least spoken language every day, and since we are able to employ texts that embody the very different ways that human groups use language to conceptualize the world. We offer another

route toward learning that students who may not succeed readily in math surely need.

Contact person:

Kathy Casto

From:

kcasto@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: Wr 123

Course title: English Composition

Course description: Uses extensive research writing to develop skills in critical analysis and documented argument. Students synthesize their considered response to designated text(s) and/or issues with the reactions of other writers. Includes paraphrasing, summarizing, quoting, and documenting, using style appropriate to discipline researched. At least two conferences required. Prerequisite: Successful completion (grade of "C" or higher) in WR 122.

Steps the sac has taken: Since we have already set in place reading and writing prerequisites, the Writing and Literature SAC created a subcommittee to investigate the drawbacks and benefits of implementing a Math 20 prerequisite for our writing, creative writing, and literature courses. The committee looked at the Compass placement instrument, as well as Math 20 textbooks and exams, and invited Dorothy Polson, a veteran Math 20 teacher, to our SAC discussion. After lengthy discussion, the SAC concluded that the impediment to our students posed by this prerequisite outweighed any possible benefit, especially since Dorothy noted that analysis of graphs and charts was the segment of the course most often omitted in favor of work on more basic skills. The placement tests in reading and writing already predict student success in our courses, while data provided by Institutional Effectiveness showed no significant difference in the success rates in writing of students who took Math 20 and those who did not. We concluded that students who succeed in writing may or may not work equally well in math, especially those returning to school after many years away. We wish to continue to give them the chance to develop skills which may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved: Students in all of our writing courses learn to create logical patterns of increasing sophistication in order to lay out ideas and arguments. They examine texts from other students and published authors to identify patterns that do

without mth20:	and don't work and to trace the steps in the development of an idea. Instructors work with students to help them to enlist varied means of support and to read and interpret a variety of texts, including those based in part on numerical data. Thus students relatively unskilled in math may find that instruction in writing suits their learning styles; likewise concepts that are daunting in a math class may come more easily through stories, essays and poems.
Instructional materials and other teaching methods used in this course mth:	Most writing teachers at all levels employ a handbook that lays out elements of grammar and style, and a reader or book. The latter usually provides a model of good writing: varied logical patterns, varied styles, diverse kinds of diction and ways of thinking. Most instructors strive to include authors from around the world, so that students have the opportunity to feel at home in one work and to enter into another world (and way of conceptualizing the world) in a second. Most instructors use small group discussions that permit expression of each student's point of view; most use peer analysis of student essays to encourage students to appreciate their differences and practice the concepts they learn.
Assessments used to measure outcomes mth:	Writing instructors assess student learning in a variety of ways: polished final essays, journals, reading responses, quizzes and essay exams.
Strategies employed to support students with math deficient:	It's likely that a writing instructor will never know if a student is deficient in math, for three reasons. First, a student may readily grasp the structure of a story or poem or may fully argue a point, even when the symbolic logic of a math problem is beyond his or her reach. Second, students who feel successful in writing may use that confidence to enter into work--data analysis, use of charts and graphs to make a point--that might, again, intimidate in a setting in which they have repeatedly failed. Last, the best preparation for writing is work in writing and reading. If a student is successful in a prerequisite course or has done good work in high school or professional life, that student is very likely to succeed in writing, no matter his or her proficiency in math.
Other info to consider:	Writing and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as writing instructors is easier, in some ways, since we and most of our students use and hear at least spoken language every day, and since we are able to employ texts that embody the very different ways that human groups use language to conceptualize the world. We offer another

route toward learning that students who may not succeed readily in math surely need.

Contact person:

Kathy Casto

From:

kcasto@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: Wr 222

Course title: Writing Research Papers

Course description: Uses extensive research writing to develop skills in critical analysis and documented argument. Students synthesize their considered response to designated text(s) and/or issues with the reactions of other writers. Students gain experience locating and using sources via library catalogs , professional databases and other forms of research. Includes paraphrasing, summarizing, quoting, and documenting, using style appropriate to discipline researched. At least two conferences required. Prerequisite: Successful completion (grade of "C" or higher) in WR 122.

Steps the sac has taken: Since we have already set in place reading and writing prerequisites, the Writing and Literature SAC created a subcommittee to investigate the drawbacks and benefits of implementing a Math 20 prerequisite for our writing, creative writing, and literature courses. The committee looked at the Compass placement instrument, as well as Math 20 textbooks and exams, and invited Dorothy Polson, a veteran Math 20 teacher, to our SAC discussion. After lengthy discussion, the SAC concluded that the impediment to our students posed by this prerequisite outweighed any possible benefit, especially since Dorothy noted that analysis of graphs and charts was the segment of the course most often omitted in favor of work on more basic skills. The placement tests in reading and writing already predict student success in our courses, while data provided by Institutional Effectiveness showed no significant difference in the success rates in writing of students who took Math 20 and those who did not. We concluded that students who succeed in writing may or may not work equally well in math, especially those returning to school after many years away. We wish to continue to give them the chance to develop skills which may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning Students in all of our writing courses learn to create logical

outcomes competencies and skills listed in ccog for this course can be achieved without mth20: patterns of increasing sophistication in order to lay out ideas and arguments. They examine texts from other students and published authors to identify patterns that do and don't work and to trace the steps in the development of an idea. Instructors work with students to help them to enlist varied means of support and to read and interpret a variety of texts, including those based in part on numerical data. Thus students relatively unskilled in math may find that instruction in writing suits their learning styles; likewise concepts that are daunting in a math class may come more easily through stories, essays and poems.

Instructional materials and other teaching methods used in this course mth: Most writing teachers at all levels employ a handbook that lays out elements of grammar and style, and a reader or book. The latter usually provides a model of good writing: varied logical patterns, varied styles, diverse kinds of diction and ways of thinking. Most instructors strive to include authors from around the world, so that students have the opportunity to feel at home in one work and to enter into another world (and way of conceptualizing the world) in a second. Most instructors use small group discussions that permit expression of each student's point of view; most use peer analysis of student essays to encourage students to appreciate their differences and practice the concepts they learn.

Assessments used to measure outcomes mth: Writing instructors assess student learning in a variety of ways: polished final essays, journals, reading responses, quizzes and essay exams.

Strategies employed to support students with math deficient: It's likely that a writing instructor will never know if a student is deficient in math, for three reasons. First, a student may readily grasp the structure of a story or poem or may fully argue a point, even when the symbolic logic of a math problem is beyond his or her reach. Second, students who feel successful in writing may use that confidence to enter into work--data analysis, use of charts and graphs to make a point--that might, again, intimidate in a setting in which they have repeatedly failed. Last, the best preparation for writing is work in writing and reading. If a student is successful in a prerequisite course or has done good work in high school or professional life, that student is very likely to succeed in writing, no matter his or her proficiency in math.

Other info to consider: Writing and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as writing instructors is easier, in some ways, since we and most of our students use and hear at least spoken

language every day, and since we are able to employ texts that embody the very different ways that human groups use language to conceptualize the world. We offer another route toward learning that students who may not succeed readily in math surely need.

Contact person:

Kathy Casto

From:

kcasto@pcc.edu

Curriculum Request Form  
Prerequisite Opt-out

Course number: Wr 227  
Course title: Technical Writing

Course description: Introduces technical and professional communications. Students compose, design, revise, and edit effective letters, memos, reports, descriptions, instructions, and employment documents Emphasizes precise use of language and graphics to communicate complex technical and procedural information safely, legally and ethically. Three instructor conferences required. Prerequisites WR 121, basic computer literacy, and intermediate word processing skills.

Steps the sac has taken: Since we have already set in place reading and writing prerequisites, the Writing and Literature SAC created a subcommittee to investigate the drawbacks and benefits of implementing a Math 20 prerequisite for our writing, creative writing, and literature courses. The committee looked at the Compass placement instrument, as well as Math 20 textbooks and exams, and invited Dorothy Polson, a veteran Math 20 teacher, to our SAC discussion. After lengthy discussion, the SAC concluded that the impediment to our students posed by this prerequisite outweighed any possible benefit, especially since Dorothy noted that analysis of graphs and charts was the segment of the course most often omitted in favor of work on more basic skills. The placement tests in reading and writing already predict student success in our courses, while data provided by Institutional Effectiveness showed no significant difference in the success rates in writing of students who took Math 20 and those who did not. We concluded that students who succeed in writing may or may not work equally well in math, especially those returning to school after many years away. We wish to continue to give them the chance to develop skills which may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math.

Mth prerequisite: MATH

Mth prerequisite requested: None

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: Students in all of our writing courses learn to create logical patterns of increasing sophistication in order to lay out ideas and arguments. They examine texts from other students and published authors to identify patterns that do and don't work and to trace the steps in the development of

an idea. Instructors work with students to help them to enlist varied means of support and to read and interpret a variety of texts, including those based in part on numerical data. Thus students relatively unskilled in math may find that instruction in writing suits their learning styles; likewise concepts that are daunting in a math class may come more easily through stories, essays and poems.

Instructional materials and other teaching methods used in this course mth:

Most writing teachers at all levels employ a handbook that lays out elements of grammar and style, and a reader or book. The latter usually provides a model of good writing: varied logical patterns, varied styles, diverse kinds of diction and ways of thinking. Most instructors strive to include authors from around the world, so that students have the opportunity to feel at home in one work and to enter into another world (and way of conceptualizing the world) in a second. Most instructors use small group discussions that permit expression of each student's point of view; most use peer analysis of student essays to encourage students to appreciate their differences and practice the concepts they learn.

Assessments used to measure outcomes mth:

Writing instructors assess student learning in a variety of ways: polished final essays, journals, reading responses, quizzes and essay exams.

Strategies employed to support students with math deficient:

It's likely that a writing instructor will never know if a student is deficient in math, for three reasons. First, a student may readily grasp the structure of a story or poem or may fully argue a point, even when the symbolic logic of a math problem is beyond his or her reach. Second, students who feel successful in writing may use that confidence to enter into work--data analysis, use of charts and graphs to make a point--that might, again, intimidate in a setting in which they have repeatedly failed. Last, the best preparation for writing is work in writing and reading. If a student is successful in a prerequisite course or has done good work in high school or professional life, that student is very likely to succeed in writing, no matter his or her proficiency in math.

Other info to consider:

Writing and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as writing instructors is easier, in some ways, since we and most of our students use and hear at least spoken language every day, and since we are able to employ texts that embody the very different ways that human groups use language to conceptualize the world. We offer another route toward learning that students who may not succeed

readily in math surely need.

Contact person:

Kathy Casto

From:

kcasto@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR240

Course title: Creative Writing (Nonfiction)

Course description: Introduces literary forms of creative nonfiction such as personal narrative, memoir, nature and travel writing, and investigative journalism. Evaluates students' compositions in class discussion. Prerequisite: WR 121.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills. Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Extend the skills learned in WR 121 such as choosing engaging and appropriate subject matter for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating a thesis, doing investigative research, and documenting.

Produce 4,000 words of original creative nonfiction that

shows an introductory level of competence with the elements of the craft.

Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision.

Recognize what is meant by “creative nonfiction,” paying particular attention to the way creative nonfiction applies techniques commonly used in fiction to nonfiction subjects, as well as the more participatory role for the author within the experience that forms the subject of the writing.

Write with an implied, rather than stated, thesis. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene.

Maintain consistency in point of view; consider questions of gender, class, race, and ethnicity in point of view. Expand ability to write from more than one point of view.

Manipulate figurative language, clichés, idioms and jargon, irony, titles, allusions, humor and satire. On the sentence level, evaluate habitual sentence patterns and bring variety to them; adapt sentence structures to the contingencies of subject and occasion; use phrases, such as participials and absolutes, in cumulative structures; revise for conciseness; limit the use of be-verbs and connective language; use effective transitions.

Read essays by a wide variety of established writers, and be able to read them well. Students may give brief presentations on the work of established writers. Use their understanding of the elements of creative nonfiction to critique others’ essays constructively, and receive and use workshop criticism of their own essays.

Prepare and submit manuscripts for publication or performance.

Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity.

Instructional materials and other teaching methods used in this course mth: Students are expected to write several papers of 500 to 1,500 words each. Assignments are made with broad parameters, so that students of advanced skills may take responsibility for making as many choices as possible about their writing, including the appropriate length. The final assignment may consist of a significant revision of one essay. Approximately one-third of class time is spent discussing essays or other writings by established writers that have been assigned from a text or from handouts. These readings, related to assignments, illustrate contemporary techniques of creative nonfiction. Roughly two-thirds of class time is devoted to workshop format, in which students, usually as a single large group, discuss each other's work, copies of which are provided to the class by the students. Student critique also takes the form of written comments. All out-of-class writing must be typed or keyboarded. Other activities may include listening and/or viewing recordings of writers reading their work and/or talking about the craft of writing, guest writer visits or field trips to readings. The instructor should spend approximately an hour of conference with each student outside of class.

Assessments used to measure outcomes mth: The course grade is determined by appraisal of the student's writing and participation in the workshop process, including contribution to discussion and the quality of written comments on the work of others. Students may be asked to demonstrate their understanding of reading assignments, technique and craft through journals, quizzes, exams or portfolios. Regular attendance and meeting deadlines for assignments are essential to the workshop process and may figure into the final grade. Attendance policies vary with instructors: Students missing a week's worth of class may not expect an A; those missing two week's worth may not pass the course.

Strategies employed to support students with math deficient: If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person: Tom Huminski  
From: thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR241

Course title: Creative Writing (Fiction)

Course description: WR 241 focuses on writing and submitting fiction for class discussion and analysis. Studies established writers for techniques, structures, and styles. Prerequisite: PLACEMENT into WR 121, or completion of WR 115, or instructor permission.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills. Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Demonstrate familiarity with the elements of fiction, such as plot, character, dialogue, and point of view, as well as an understanding of how these elements create a story.

Develop critical skill for evaluating their own writing, that of their peers, and professional writing.

Use fictional elements in their own writing.

Produce 4,000 words of original fiction that show an introductory level of competence with the elements of the craft; revision will typically be required.

Support peers in their artistic processes by contributing positively to the workshop through careful critiquing of each other's work.

Use standard manuscript form and understand the current practices of submitting fiction.

Read and analyze established authors.

Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of fiction through various stages of revision.

Instructional materials and other teaching methods used in this course mth:

This course can include lecture, but will likely consist mostly of round-table workshops in which student work will be evaluated by the entire class. Students will come prepared to critique the work by responding to it during this discussion, as well as submitting written responses. Students may also read a variety of published fiction and essays on producing fiction. The instructor should spend approximately an hour of conference with each student outside of class.

Assessments used to measure outcomes mth:

Assessment may include informal responses to study questions; evaluation of small- and full-group discussion; in-class and out-of-class writing; writing fiction pieces, as well as other types of more informal writing; presentation by individuals and groups; short and long quizzes; close reading exercises using support/evidence; writing exercises which include evaluation of various interpretations of a text and their relative validity. Both instructor and peer evaluation will be incorporated in the assessment process.

Strategies employed to support students with math deficient:

If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with

problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person:

Tom Huminski

From:

thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR242

Course title: Creative Writing (Poetry)

Course description: WR 242 introduces students to the craft of poetry through the study of the work of established poets for techniques, forms, structures and styles, and through the writing and submission of approx. one complete poem per week for class discussion and analysis. Prerequisite: PLACEMENT into WR 121, or completion of WR 115, or instructor permission. Students are also encouraged to take concurrently with WR 242 a literature course, preferably one which includes or focuses on poetry.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills. Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Recognize the value and purpose and power of poetry and how it gives shape to human experience.

Read poems by a wide variety of established poets, and be

able to read them well. Students may give brief presentations on the poetry of established poets.

Recognize the function of basic elements of poetry such as imagery, metaphor, line breaks, meter, lyric forms, alliteration and assonance, rhyme.

Demonstrate ability at using images in writing their poems

Demonstrate ability at using the concept of "the line" in writing their poems

Use their understanding of the elements of poetry to critique others' poems constructively, and receive and use workshop criticism of their own poems.

Use techniques for employing the imagination to generate poems.

Develop an awareness of the oral nature of poetry.

Understand that poetry is a plastic art and emerges through a process which includes revision: "the art is in the revision" (Picasso).

Use techniques for "re-entering" or "re-seeing" a poem they've written

Develop a sense of audience.

Prepare and submit manuscripts for publication or performance.

Instructional materials and other teaching methods used in this course mth:

During the term students generally write nine or ten short poems and perhaps keep a reading notebook based upon the reading for the course. A third of the course is typically taken up by discussion of reading and presentation and practice of techniques. The remaining two-thirds of class time is typically creative writing workshop, in which students in large or small groups learn to read aloud and constructively evaluate each other's poems. Some instructors require anonymity while others prefer that all poems be signed. Students typically workshop poems both orally and in writing. All out-of-class writing is generally typed. Other activities may include listening and/or viewing recordings of poets reading their work and/or talking about the practice of poetry, guest poet visits or field trips to readings. The instructor should spend approximately an hour of conference with each student outside of class.

Assessments used to measure outcomes mth:

The final grade is determined by the appraisal of the student's poems and revisions and participation in and contribution to the workshop process. Regularity of attendance and meeting deadlines for poems and critiques are essential to this process and may figure in to the final grade. Students may be asked to demonstrate their understanding of poetics through journals, quizzes, exams or portfolios. Attendance policies may vary with the instructor: students missing a week's worth of class may not expect an A; those who miss two weeks may not pass the class.

Strategies employed to support students with math deficient:

If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person:  
From:

Tom Huminski  
thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR243

Course title: Creative Writing (Scriptwriting)

Course description: Focuses on writing and submitting scripts for class discussion and analysis. Studies established writers for techniques, structures, and styles. Includes lecture, small group activities, and conferences. Prerequisite: Placement into WR 121, or completion of WR 115, or instructor permission. Students are encouraged to take a literature class, preferably one that includes scripts, concurrently with WR 243.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills. Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Demonstrate familiarity with the elements of drama—such as

plot, character, diction, theme, and spectacle—as well as an understanding of how these elements combine to create a theatrical experience.

Develop a working definition of drama that notes its divergence from other narrative forms.

Demonstrate an understanding of the limitations and opportunities particular to theatre and film.

Develop an original subject and the ability to illuminate it from multiple points of view.

Demonstrate an understanding of the unification of form, content, and structure in a script.

Produce two or more original and narratively complete scripts totaling 4,000 words.

Use fictional elements in their writing.

Develop critical skill for evaluating their own writing, that of their peers, and that of professionals.

Support peers in their artistic processes by contributing positively to the workshop through careful critiquing of each other's work.

Read and analyze established authors.

Show an understanding of the function of the first draft as a basis for beginning the real work of developing a script through various stages of revision.

Demonstrate an understanding of the collaborative nature of theatre and film, and a concomitant appreciation of the writer's traditional role in each medium.

Demonstrate an understanding of proper formatting and the ability to prepare a script for production (such as the Student One-Act Play Festival, held annually in the spring).

Instructional materials and other teaching methods used in this course mth:

This course can include lecture, but will likely consist mostly of round-table workshops in which student work will be evaluated by the entire class. Students will come prepared to critique the work by responding to it either in discussion or in writing. Students may also read a variety of published

scripts and view live or recorded performances for analysis. The instructor should spend approximately an hour of conference with each student outside of class.

Assessments used to measure outcomes mth:

Assessment may include informal responses to reading and study questions; quizzes; evaluation of small and full-group discussion, in-class and out-of-class writing; writing scripts; revising scripts; participation in reading of scripts.

Because of the participatory nature of the workshop atmosphere of the course, consistent attendance is essential. The course grade is determined by appraisal of the students' writing, regularity of attendance in class and individual conferences, and active participation in class activities. Scripts totaling approximately 4,000 words will be required, the number depending on how much other writing is assigned—such as notebooks, journals, exercises, or revisions. Reading and writing activities are sequential and should be completed on time. Attendance policies may vary with the instructor: Students missing a week's worth of class may not expect an A; those who miss two weeks may not pass the class.

Strategies employed to support students with math deficient:

If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person:

Tom Huminski

From:

thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR244

Course title: Advanced Creative Writing (Fiction)

Course description: WR 244 focuses on continuing to apply the techniques and structures of fiction writing introduced in WR 241. Includes writing and submitting fiction for class discussion and analysis in a workshop setting. Studies established writers for techniques, structures, and styles. Prerequisite: WR 241 or instructor permission.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills. Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Demonstrate familiarity with the elements of fiction, such as plot, character, dialogue, and point of view, as well as an understanding of how these elements create a story.

Develop critical skill for evaluating their own writing, that of their peers, and professional writing.

Use fictional elements skillfully in their own writing.

Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of fiction through various stages of revision.

Revise and develop a piece through multiple drafts.

Produce a minimum of 6000 words of original fiction which may include short stories, chapters of novels, novellas, etc., that show competence with the elements of fiction.

Support peers in their artistic processes by contributing positively to the workshop through careful critiquing of each other's work.

Use standard manuscript form and understand the current practices of submitting fiction.

Read and analyze the work of established writers.

Show an understanding of how different forms (short stories, novellas, novels) allow for different levels of complexity.

Instructional materials and other teaching methods used in this course mth:

This course can include lecture, but will likely consist mostly of round-table workshops in which student work will be evaluated by the entire class. Students will come prepared to critique the work by responding to it during this discussion, as well as submitting written responses. Students may also read a variety of published fiction and essays on producing fiction. Students may also submit work for consideration in established publications. The instructor should spend approximately an hour of conference with each student outside of class.

Assessments used to measure outcomes mth:

Assessment may include informal responses to study questions; evaluation of small- and full-group discussion; in-class and out-of-class writing; fiction pieces, as well as other types of more informal writing; presentation by individuals and groups; short and long quizzes; close reading exercises using support/evidence; writing exercises which include evaluation of various interpretations of a text and their relative validity. Both instructor and peer evaluation will be incorporated in the assessment process.

Strategies employed to support students with math deficient:

If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively

one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person:

Tom Huminski

From:

thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR 245

Course title: Advanced Creative Writing (Poetry)

Course description: Extends the introduction to the craft of poetry in WR 242. Presents the works of established writers for forms, techniques and styles of poetry as a context for the student's own production of one poem per week for class discussion and analysis. Prerequisite: WR 242 or instructor permission. Students are encouraged to take a literature course concurrently with WR 245, preferably a literature course that includes poetry.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills. Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Extend their abilities to use the techniques presented in WR 242, such as imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, rhythm, and particularly form  
Understand how to scan a poem in order to appreciate the relationship between meter and meaning

Employ new techniques in rhythm, whether metrics, syllabics, accent or open form; received forms; allusions; distinctions between the effects of Old English as opposed to Latinate vocabulary; grammar, syntax, and line-breaks; compression and economy of languages; subtleties of voice, tone, formality, ambiguity, and symbolism (deep imagery); writing in series

Account for varieties of audience expectations of poetry; the risks and potential for allusion; hermeticism and accessibility; gender, class and ethnicity in point of view; the uses of figurative language, clichés, idioms, and jargon; irony and sincerity; personae; titles, epigraphs, and references to other poetry as subtext read published poetry as a source for ideas and techniques

Critique others' poems constructively and receive and use criticism of their own poetry

Read and hear poetry aloud to acquire an awareness of the oral nature of poetry

Become an active member of the poetry scene, familiar with poetry websites, poetry awards, live poetry readings, and poetry workshops \

Prepare and submit manuscripts for publication or performance to in-house or outside venues

Develop a personal poetics

Instructional materials and other teaching methods used in this course mth:

Students write nine or ten short poems, conceived separately or as a collection, and perhaps keep a reading notebook based upon the readings for the course. These readings may consist of poems by established poets or essays about poetry drawn from one or more texts as the basis for discussion, reading aloud, or composition. A third of the course is typically taken up with such discussion of readings and presentation of techniques. The remaining two-thirds typically consist of the creative writing focus upon workshop, in which students in large or small groups learn to read aloud and constructively evaluate each other's poems, copies of which are provided to the class by the students. Some instructors require anonymity, while others prefer that all poems be signed. These critiques may be written or oral, or both. All out of class writing should be typed or keyboarded. The instructor should spend approximately an hour of conference with each student

outside of class.

Assessments used to measure outcomes mth:

The course grade is determined by appraisal of the student's poems and of the student's participation in and contribution to the workshop process. Regularity of attendance and meeting deadlines for poems are essential to this process and may figure into the final grade. Instructors who assign reading notebooks or written critique on student poems may wish to evaluate these for completeness and quality of attention. Attendance policies vary with instructors: students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

Strategies employed to support students with math deficient:

If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person:

Tom Huminski

From:

thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR246

Course title: Advanced Creative Writing (Editing and Publishing)

Course description: Emphasizes development of craft in students' writing while introducing basics of editing others' manuscripts and preparing them for publication in a variety of forms, including quarterly and annual student literary magazines. May be repeated twice for credit. Prerequisite: one beginning (WR 240, 241, 242, or 243) and one advanced (WR 244, 245, or 247) creative writing class and/or instructor permission.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills.

Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Evaluate manuscripts: Students solicit and review manuscripts for inclusion in a literary and art magazine.  
Work cooperatively: In order to produce a cohesive product,

students must participate effectively in a workshop atmosphere.

Edit and publish a small publication: Students become aware of the multitude of mechanical and strategic problems and possibilities inherent in publishing.

Exercise critical awareness: Students develop critical language to define an aesthetic that guides decisions towards acceptance or rejection of manuscripts.

Respond fairly to a variety of literary and artistic submissions: Students exercise responsibility toward the manuscripts and art works submitted to them by responding intelligently and professionally, showing respect for themselves and others as writers

Describe the mechanics of publishing, including keyboarding, proofreading, printing, typesetting, layout, small-press operation, and binding.

Write more knowledgeably in their own creative writing.

Instructional materials and other teaching methods used in this course mth:

Students meet for four hours in class during the week as well as for special sessions if workload or deadline necessitate them. In addition to reading and workshoping their own work, students will solicit and review manuscripts and artwork for inclusion in a PCC literary and art magazine (Alchemy, Alembic, Mercury, Rock Creek Review, or Pointed Circle). Classroom methods vary as necessary to prepare for the publication of the quarterly and annual literary and arts magazines. These methods may include lectures, conferences, demonstrations, assigned readings or field trips to learn about printing, graphic arts, photography, typesetting, marketing, layout, and small-press operation. Students may be required to attend and participate in public readings that they will organize for contributing writers in conjunction with marketing the magazine. The instructor should spend approximately an hour of conference with each student outside of class.

Assessments used to measure outcomes mth:

The course grade is determined by appraisal of the student's participation and contribution to the group effort of producing the literary and arts magazine. Evaluation is based upon effectiveness, dependability and timeliness in carrying out responsibilities; contribution of imaginative and workable ideas; application of critical values as developed in this and other classes; successful completion of any other assigned work, such as a personal chapbook and creative writing; willingness to accept a fair share of drudgery; and

acceptance of responsibility for editorial choices.  
Attendance policies vary with instructors: Students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

Strategies employed to support students with math deficient: If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person: Tom Huminski  
From: thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR247

Course title: Advanced Creative Writing (Scriptwriting)

Course description: Focuses on writing and submitting both drama and screen scripts for class discussion and analysis, as introduced in WR 243. Continues the study of established writers for techniques, structures, and styles. Includes lecture, small group activities, and conferences. Prerequisite: WR 243 or instructor permission. Students are encouraged to take a literature class, preferably one that includes scripts, concurrently with WR 247.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills.

Outcomes for this course require working through multiple drafts of one or more scripts with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Demonstrate familiarity with the elements of drama—such as plot, character, diction, theme, and spectacle—as well as an understanding of how these elements combine to create a theatrical experience.

Develop a working definition of drama that notes its divergence from other narrative forms.

Demonstrate an understanding of the limitations and opportunities particular to theatre and film.

Develop an original subject and the ability to illuminate it from multiple points of view.

Demonstrate an understanding of the unification of form, content, and structure in a script.

Produce one or more original scripts totaling at least 6,000 words.

Demonstrate an understanding of the varied narrative and pacing strategies necessary to writing short and full-length scripts.

Demonstrate an understanding of how different forms (stage, screen, short, full-length) allow for different kinds of storytelling and levels of complexity.

Use fictional elements in their writing.

Develop critical skill for evaluating their own writing, that of their peers, and that of professionals.

Support peers in their artistic processes by contributing positively to the workshop through careful critiquing of each other's work.

Read and analyze established authors.

Show an understanding of the function of the first draft as a basis for beginning the real work of developing a script through various stages of revision.

Demonstrate an understanding of the collaborative nature of theatre and film, and a concomitant appreciation of the writer's traditional role in each medium.

Demonstrate an understanding of proper formatting and the ability to prepare a script for production (such as the Student One-Act Play Festival, held annually in the spring).

Demonstrate an understanding of the process by which writers submit scripts for production.

Instructional materials and other teaching methods used in this course mth:

This course can include lecture, but will likely consist mostly of roundtable workshops in which student work will be evaluated by the entire class. Students will come prepared to critique the work by responding to it either in discussion or in writing. Students may also read a variety of published scripts and view live or recorded performances for analysis. Students may also submit work for consideration by established theatres or producers.

Scriptwriting classes are structured to encourage students to participate in a creative writing workshop. A textbook or a selection of handouts may be required so that a variety of forms and structures may be analyzed. Lectures, photocopied material, films, videos, overhead projections, recordings, and guest speakers may be used to stimulate the student's imagination. Brief exercises in various forms and structures may be required, which will be developed into longer works. The major proportion of class time is devoted to a serious examination of each student's creative efforts: These may be photocopied for class discussion, read aloud, or submitted to the instructor for evaluation. At times the class may be divided into smaller groups for discussion purposes. Though the class is designed to produce a relaxed and stimulating atmosphere, the overall intention is to reinforce the concept that imaginative writing is fundamentally an extension of the individual's awareness of the craft of writing and the need for a commitment to self-discipline. Out-of-class writing is generally typed or keyboarded. The instructor should spend approximately an hour of conference with each student outside of class

Assessments used to measure outcomes mth:

Assessment may include informal responses to reading and study questions; quizzes; evaluation of small and full-group discussion, in-class and out-of-class writing; writing scripts; revising scripts; participation in reading of scripts; creation of one or more "query packets" for submission of original script.

Because of the participatory nature of the workshop atmosphere of the course, consistent attendance is essential. The course grade is determined by appraisal of the students' writing, regularity of attendance in class and individual conferences, and active participation in class activities. Scripts totaling approximately 6,000 words will be required, the number depending on how much other writing is assigned—such as notebooks, journals, exercises, revisions, or submission queries. Reading and writing activities are sequential and should be completed on time. Attendance policies vary with instructors: Students missing a week's worth of class may not expect an A; those missing

two weeks' worth may not pass the course.

Strategies employed to support students with math deficient: If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person: Tom Huminski  
From: thuminsk@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: WR248

Course title: Advanced Creative Writing (Nonfiction)

Course description: WR 248 extends the introduction of literary forms of creative nonfiction in WR 240. Presents the works of established writers for forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis. Prerequisite: WR 240 or instructor permission.

Steps the sac has taken: The SAC discussed the proposal of the math pre-requisite at their Fall 06 meeting and formed a subcommittee to further study the issue and make a presentation during the Winter 07 meeting. At that time a representative from the math faculty discussed the content of Math 20 and presented the opinion that completion of the course was not essential for students to succeed in writing or literature courses. There was heated, extensive discussion of the issue for over an hour with the final vote that the SAC would opt out of the math prerequisite.

Wr prerequisite: WRITING

Rd prerequisite: READING

Mth prerequisite: MATH

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The intended learning outcomes, competencies and skills, as listed below, clearly do not require students to have obtained Math 20 skills.

Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of the course, students should be able to:

Demonstrate familiarity with creative nonfiction and the versatility of its subgenres, including, but not limited to personal narrative, memoir, nature and travel writing, biography, critical essay, literary journalism, and montage.

Produce a minimum of 6,000 words of original creative

nonfiction that may include writing about lives, places, events and ideas.

Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision.

Develop critical skill for evaluating their own writing, that of their peers, and that of their professional models.

Develop a personal style and voice in their writing and become aware of the techniques that can enhance that style and voice.

Exhibit proficiency in the use of literary elements of creative nonfiction, such as literal vs. invented truth, fact vs. fancy, voice, monologue, memory, dialogue, time, and documentary evidence.

Exhibit proficiency in the use of creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, dialogue, scenes, flashbacks, juxtaposition, figurative language, point of view, and persona.

Demonstrate ability to write from multiple points of view, especially those that differ from their own experience, such as age, gender, class, race, or ethnicity.

Read essays by a wide variety of established international writers, and read some writers in depth.

Use their understanding of the elements of creative nonfiction to critique others' essays constructively, and receive and use workshop criticism of their own essays. Use standard manuscript form to prepare and submit essays for publication or performance.

Instructional materials and other teaching methods used in this course mth:

Students participate in focused discussions based on assigned reading from work by professional writers, and in workshops in which students present their writings for critique. Approximately one-third of the class is devoted to the discussion of readings and the presentation of techniques. The remaining two-thirds typically centers on the workshops, in which students, in large or small groups, read aloud and constructively evaluate each other's creative nonfiction, copies of which are provided to the class by the students. Critiques may be written or oral, or both. The instructor should spend approximately an hour of

conference with each student outside of class.

Assessments used to measure outcomes mth:

The course grade is determined by appraisal of the student's writing and participation in the workshop process, including contribution to discussion and the quality of written comment on the work of others.

Assessment may include informal responses to study questions, evaluation of small and full-group discussion; writing different kinds of creative nonfiction essays; presentations by individuals and groups; close reading exercises; writing exercises which include evaluation of various interpretations of a text and their relative validity. Other assessment strategies may include a portfolio of original works, revised and polished; a series of critical essays, revised and polished; a journal of questions and answers exhibiting the student's methods of inquiry; participation in a student literary reading.

Both instructor and peer evaluation will be incorporated in the assessment process. Regular attendance and meeting deadlines for assignments are essential to the workshop process and may figure into the final grade. Attendance polices vary with instructors: Students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course..

Strategies employed to support students with math deficient:

If math skills are not essential for successful completion of writing and literature courses, it's unlikely that faculty would even be aware of students' deficiencies. Assuming they are, because faculty in writing courses conference extensively one-on-one with their students, they could refer students with problems to seek help in tutoring centers or to contact advisors. While discussing the writing classes necessary to obtain degrees from PCC, faculty can mention the need for students to take the necessary math classes as well.

Contact person:  
From:

Tom Huminski  
thuminsk@pcc.edu