SOUTH DAKOTA BOARD OF REGENTS

Committee on Academic and Student Affairs

AGENDA ITEM: III – D

DATE: December 12-13, 2012

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SUBJECT: General Education Curriculum Revisions

Institutions may submit for consideration changes to the lists of approved courses that fulfill any component of the general education requirements each year during the December Board meeting. Black Hills State University, Dakota State University, South Dakota State University, and the University of South Dakota have submitted proposals for consideration. These changes would be included in revisions to BOR policy 2:7 and 2:26. The proposed changes are summarized and detail is included in the appended materials.

Black Hills State University (Attachment I)
Institutional Graduation Requirements
- Part II Globalization/Global Issues
  Add POLS 141 Governments of the World to the set of approved courses in fulfillment of the Global Issues Requirements for the Composite Social Science teaching major. Remove POLS 250 World Politics as a Global Issues course for the Comp SS major.

Writing Intensive Requirements
- Add ENGL/WRTG 379 Technical Communication (3) to the set MCOM approved courses in fulfillment of the Writing Intensive Requirement.

Dakota State University (Attachment II)
System General Education Requirements
- Goal 6: Add GEOG 132/132L Physical Geography Natural Landscapes/Lab (4) to the approved list of courses meeting Goal 6.

Institutional Graduation Requirements
- Part II Globalization/Global Issues
  Add GEOG 200 Human Geography (3) to the set of approved courses in fulfillment of the Global Issues Requirements.

(Continued)

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RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Approve the revisions to the general education requirements for BOR policies 2:7 and 2:26.
South Dakota State University (Attachment III)
Institutional Graduation Requirements
- Goal 2: Add HON 303 Honors Colloquium: Agriculture, food, and society to the approved list of courses meeting Goal 2.
- Change the title of IGR Goal 1 First Year Experience to IGR Goal 1 First Year Seminar to better reflect the nature of the goal and the corresponding courses.

University of South Dakota (Attachment IV)
Institutional Graduation Requirements
- Part II Globalization/Global Issues
  Add FREN 101 Introductory French I (4) and FREN 102 Introductory French II (4) to the set of approved courses in fulfillment of the Global Issues Requirements.

Northern State University and South Dakota School of Mines and Technology do not have any General Education Revisions at this time.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2.7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Math &amp; Soc Science</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>Kathleen Parrow</td>
<td></td>
<td>10/12/12</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- System General Education Requirements
- Institutional Graduation Requirements
- X Globalization/Global Issues Requirement (in the Comp SS major)
- Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- Revision to an approved course
- X Addition of a course to the set of approved courses
- X Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

The only change proposed is to replace POLS 250 World Politics with POLS 141 Governments of the World in the Global Issues Requirement category for the Composite Social Science teaching major. Please note that POLS 250 will remain on the general list as a course in the Global Issues area. The purpose of this curriculum request is to remove POLS 250 as a Global course in this major, and to replace it with POLS 141 in this major.

Section 2. Provide the Effective Date for the Proposed Change

Spring 2013

Section 3. Provide a Detailed Reason for the Proposed Change

The Composite Social Science teaching major was revised extensively to meet the 120-hour degree requirement. As part of that process POLS 250 World Politics was replaced with POLS 141 Governments of the World as a requirement in the major. (POLS 141 better meets the state standards for teacher education.) World Politics was one of the courses in this major listed as meeting the Global Requirement. Since it is no longer in the major, it needs to be removed as an approved Global course in this major. Governments of the World is now in the major and is already an approved Global course in the BOR system, but now needs to be specifically listed as meeting the Global Requirement for this major.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Since both courses are already approved BOR Global courses, they both currently meet the Specified Goals and Student Learning Outcomes for Global Requirement courses. The syllabi are attached.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Copies are attached of the 120-hour Composite Social Science-teaching major changes in requirements, the syllabus for POLS 250 (to be deleted as an approved Global course for the major) and the syllabus for POLS 141 (to replace POLS 250 as a Global course for this major).
SOUTH DAKOTA BOARD OF REGENTS  
Revision to General Education Requirements

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NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

BHSU Mass Communication

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>Mary Caton-Rosser</td>
<td>Dean’s Approval Signature</td>
<td>10/12/12</td>
</tr>
<tr>
<td>Institution</td>
<td>Division/Department</td>
<td>Institutional Approval Signature</td>
<td>10/23/12</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [ ] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [X] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [X] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses

Gen Ed- ENGL 379 as Writing for MCOM 9/27/12  
Page 1 of 3
Section 1. Provide a Concise Description of the Proposed Change

A new emphasis is proposed for the BHSU mass communication program which includes this option:
MCOM 210 Basic Newswriting (3)
or
ENGL/379 Technical Communication (3)

Currently, the MCOM program specifies MCOM 210 Basic Newswriting as the course that meets the Writing Intensive Requirement. This requests that ENGL 379 also be recognized as meeting that requirement, so students who choose to take Technical Writing instead of Basic Newswriting will meet the requirement.

Section 2. Provide the Effective Date for the Proposed Change
Spring 2013

Section 3. Provide a Detailed Reason for the Proposed Change
See Section 1 (above). The option of MCOM 210 or ENGL 379 is included to aid students in identifying specific career interests. For example, Basic Newswriting may be more beneficial for the student with career interests in mass media such as newspapers, wire services, magazines, book publishers, radio and television stations, Internet news services, as well as in public relations capacities. Technical Communication may be preferred by students who will eventually produce science texts or mediated materials for professional audiences such as engineers, physicians, and a variety of specialists in science.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
See Section 5 (below). The syllabi for courses MCOM 210 Basic Newswriting and ENGL 379 Technical Writing will provide evidence of how each writing course will fulfill needs of students in the Science Communication emphasis within the Mass Communication major. Basic Newswriting provides instruction based upon writing for the general public. Technical Writing provides instruction for niche audiences of professionals, tradespeople, and specialists.
Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation (Attached)
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

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DSU

Institution Division/Department Institutional Approval Signature Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Institutional Graduation Requirements

Globalization/Global Issues Requirement

Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Revision to an approved course

Addition of a course to the set of approved courses

Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

NSU and SDSU offer GEOG 132/132L Physical Geography Natural Landscapes/Lab. These courses currently meet SGE Goal 6 Natural Sciences. DSU has recently received approval to offer these courses and is now proposing that these courses meet SGE Goal 6 at DSU.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2013
Section 3. Provide a Detailed Reason for the Proposed Change

The DSU Assessment Committee has concurred with the recommendation that this course meets the goals for this requirement.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

See course syllabus.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

DSU

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<th>Division/Department</th>
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<th>Date</th>
</tr>
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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [ ] System General Education Requirements
- [X] Institutional Graduation Requirements
- [ ] Globalization/Global Issues Requirement
- [ ] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [ ] Revision to an approved course
- [X] Addition of a course to the set of approved courses
- [ ] Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

This proposal is to add GEOG 200 Human Geography to DSU’s IGR, Global Issues Requirement.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2013
Section 3. Provide a Detailed Reason for the Proposed Change

The DSU Assessment Committee has concurred with the recommendation that this course meets the goals for this requirement.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

See course syllabus.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

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NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements.

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
The addition of HON 303 to the approved list of IGR Goal #2 courses

Section 2. Provide the Effective Date for the Proposed Change
Fall 2012

Section 3. Provide a Detailed Reason for the Proposed Change
HON 303: Honors Colloquium: Agriculture, food, and society meets the goal and student learning outcomes for IGR #2, cultural Awareness and Social and Environmental Responsibility. SDSU seeks approval to add the course HON 303 to the list of approved courses.
Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</th>
<th>ASSESSMENT TOOLS AND DEMONSTRATED CONNECTION TO RELATED TO EACH STUDENT LEARNING OUTCOMES</th>
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<tr>
<td>Goal (as listed on the IGR attachment)</td>
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<tr>
<td>IGR Goal #2: SLO’s 1, 2, and 3 or 1,2, and 4 are required</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome 1:</td>
<td></td>
</tr>
<tr>
<td>Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints.</td>
<td>Assessed through a food field survey (W) and global case study presentation (S), and through participation in a hunger banquet (O).</td>
</tr>
<tr>
<td>Student Learning Outcome 2:</td>
<td></td>
</tr>
<tr>
<td>Describe how personal choices derive from and affect social, cultural and environmental contexts.</td>
<td>Assessed through course service project (O), food field survey (W), global case study (S), and ‘big questions’ presentation (S, E).</td>
</tr>
<tr>
<td>Student Learning Outcome 3:</td>
<td></td>
</tr>
<tr>
<td>Explain the ethical consequences of decisions and actions concerning the environment to strengthen local, national and global citizenship</td>
<td>Assessed through a global case study presentation (S), a ‘big questions’ presentation (S, E), and through participation in a hunger banquet (O).</td>
</tr>
</tbody>
</table>

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

HONORS 303 HONORS COLLOQUIUM: AGRICULTURE, FOOD AND SOCIETY
Fall, 2011
Wednesday evenings (8/31-12/14) 6:00-8:50 p.m.
Briggs Library 130

Your faculty team
Timothy J. Nichols
Dean, Honors College and interim director of diversity enhancement
BL 126 Box 2115
Brookings, SD 57007
605/688-5268
Timothy.nichols@sdstate.edu
Office hours by appointment – schedule via Sandra.newman@sdstate.edu

Contributing instructors include:
Dr. Kelly Bruns, Animal and Range Sciences, Kelly.bruns@sdstate.edu
Dr. Larry Janssen, Economics, Larry.janssen@sdstate.edu
Dr. Meredith Redlin, Sociology, Meredith.redlin@sdstate.edu

Other faculty, industry leaders and community members will contribute to the course.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

SDSU Academic Affairs Laurie Stenberg Nichols 10/30/2012
Institution Division/Department Institutional Approval Signature Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Institutional Graduation Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Changing the name of the goal

Section 1. Provide a Concise Description of the Proposed Change

The request is to change the title of IGR Goal #1 First Year Experience to IGR Goal #1 First Year Seminar

Section 2. Provide the Effective Date for the Proposed Change

Fall 2013

Section 3. Provide a Detailed Reason for the Proposed Change

The name change will better reflect the nature of the goal and the corresponding courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

N/A

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

SDSU’s Institutional Graduation Requirements (IGRs)

IGR Goal #1

First Year Experience

Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.

Student Learning Outcomes

As a result of taking courses meeting this goal, students will:

1. Identify areas of self-responsibility that contribute to personal and professional goals and success.
2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world.
3. Explain how to achieve and maintain personal and professional wellness.
4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life.
5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).

Each course meeting this goal includes the following student learning outcomes: Required: #1, #2, #3, #4, and #5

**Credit Hours:** 2

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>ABS 109</td>
<td>First Year Seminar</td>
<td>2</td>
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<tr>
<td>AGED 109</td>
<td>First Year Seminar - Agricultural Education</td>
<td>2</td>
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<td>ARCH 109</td>
<td>First Year Seminar</td>
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<tr>
<td>AS 109</td>
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<td>CHEM 109</td>
<td>First Year Seminar</td>
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<td>MCOM 109</td>
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<td>PHA 109</td>
<td>First Year Seminar – Pharmacy</td>
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<td>PHYS 109</td>
<td>First Year Seminar</td>
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<td>PS 109</td>
<td>First Year Seminar</td>
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<tr>
<td>SPCM 109</td>
<td>First Year Seminar - Communication Studies &amp; Theatre</td>
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<tr>
<td>UC 109</td>
<td>First Year Seminar</td>
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</table>
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

USD Languages, Linguistics, & Philosophy Deborah Dodge 10/15/2012
Institution Division/Department Institutional Approval Signature Date

USD Isaac Joslin
Institution Form Initiator Dean’s Approval Signature Date

Proposed Courses:

Prefix Title Credit Hours
FREN 101 Introductory French I 4

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

_______ System General Education Requirements
_______ Institutional Graduation Requirements
  X Globalization/Global Issues Requirement
_______ Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

_______ Revision to an approved course
  X Addition of a course to the set of approved courses
_______ Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

To include FREN 101: Introductory French I on USD’s list of courses in fulfillment of the IGR Goal II in “globalization/global issues”.

Section 2. Provide the Effective Date for the Proposed Change

The change would take place for fall semester 2013.

Section 3. Provide a Detailed Reason for the Proposed Change

As the first two semesters of introductory French are taught, students acquire the fundamental linguistic skills necessary to express themselves and understand the basic elements of the language as well as the basic principles of language acquisition. In addition, students are introduced to the geography, history, cultures, and politics of some 30 countries and regions on 5 continents in which French is either an official, privileged, or administrative language. Through short cultural readings in the textbook that cover topics of interest for these particular locations, students are then invited to reflect on the history of French colonialism, which is the reason behind the prevalence of the French language on the African continent as well as in Southeast Asia and on the North and South American continents and the Caribbean.

Classroom discussions are often directed toward creating an awareness of the diversity of experiences of French-speaking populations throughout the world, with particular attention being paid to contemporary issues of immigration and migrations that have resulted in rich cultural diversity as well as varying degrees of social tensions. For example, the issue of wearing the hijab in public spaces, particularly in the educational setting, is a politically charged and ongoing debate on religious freedom and secularism that has occupied the French cultural landscape for over twenty years. Similarly, questions of family and social structures, education, transportation, lodging, ethnic cuisine, tourism, and ecological sustainability are integrated into the textbook and the class.

The study of these issues is supplemented by online readings, news articles, musical or literary works, and video clips that provide additional information relevant to a particular discussion topic. Students also view at least one film per semester from an area of the francophone world, which raises questions surrounding the postcolonial global reality of diverse populations whose lives are influenced by a plurality of cultural heritages.

Through regularly scheduled short compositions designed to focus on particular linguistic structures, students are then asked to reflect on and analyze different aspects of the social and cultural particularities of issues of transculturation and globalization. Additionally, students undertake a group project in which they collectively select a topic of relevance to a contemporary issue in the francophone world and prepare a brief oral presentation for the rest of the class.

Finally, not only do students study and engage with issues of globalization pertaining to the French-speaking world, but in a sense, they also experience the effects of globalization as they are immersed in a language that is a primary vehicle for an extremely diverse set of cultural perspectives. When undertaken to the greatest degree possible, this experience invariably leads
students to distance themselves from their socially and culturally conditioned frame of reference and to consider another way of communicating and experiencing both themselves and the world in which they live. Arguably, the acquisition of a second language is the acquisition of a second set of values, understandings, and beliefs, which is at the very core of issues related to globalization in the twenty-first century.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

IGR Goal II: Globalization/Global Issues: Students will understand how global issues, developments, and ideas affect their lives and those of others.

<table>
<thead>
<tr>
<th>Student learning outcome</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 1. Students will demonstrate awareness of multiple perspectives within the global community. | 1. Homework assignments on cultural readings in the text ask students to provide details about different areas of the francophone world, their cultural heritages and economic contributions.  
2. Quizzes and tests ask that students demonstrate a grasp of the different geographic spaces, as well as some of the cultural specificities of these spaces. |
| 2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved. | 1. Compositions are designed to reinforce linguistic structures as well as to encourage reflection and analysis on particular topics related to global francophone cultures.  
2. A Group oral presentation in which students undertake a more in-depth analysis of an issue of interest related to globalization in the contemporary French-speaking world. |

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See below.
SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

USD
Institution
Languages, Linguistics, & Philosophy
Division/Department
Deborah Dodge
Institutional Approval Signature
10/15/2012
Date

USD
Institution
Isaac Joslin
Form Initiator
Dean’s Approval Signature
Date

Proposed Courses:

Prefix  Title                        Credit Hours
FREN 102 Introductory French II     4

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- System General Education Requirements
- Institutional Graduation Requirements
X Globalization/Global Issues Requirement
- Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- Revision to an approved course
X Addition of a course to the set of approved courses
- Deletion of an approved course from the set of approved courses
Section 1. Provide a Concise Description of the Proposed Change

To include FREN 101: Introductory French I on USD’s list of courses in fulfillment of the IGR Goal II in “globalization/global issues”.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2013.

Section 3. Provide a Detailed Reason for the Proposed Change

FREN 102 continues FREN 101. The structure of assignments in FREN 102 is essentially identical to that in FREN 101, and the objectives for student learning are very similar. The same textbooks are used in both semesters. In addition to performing at a higher level of skill in the French language, students in FREN 102 are expected to demonstrate a more detailed and diverse familiarity with global issues in the francophone world as well as greater sophistication in their analysis of those issues.

As the first two semesters of introductory French are taught, student acquire the fundamental linguistic skills necessary to express themselves and understand the basic elements of the language as well as the basic principles of language acquisition. In addition, students are introduced to the geography, history, cultures, and politics of some 30 countries and regions on 5 continents in which French is either an official, privileged, or administrative language. Through short cultural readings in the textbook that cover topics of interest for these particular locations, students are then invited to reflect on the history of French colonialism, which is the reason behind the prevalence of the French language on the African continent as well as in Southeast Asia and on the North and South American continents and the Caribbean.

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Through regularly scheduled short compositions designed to focus on particular linguistic structures, students are then asked to reflect on and analyze different aspects of the social and cultural particularities of issues of transculturation and globalization. Additionally, students...
undertake a group project in which they collectively select a topic of relevance to a contemporary issue in the francophone world and prepare a brief oral presentation for the rest of the class.

Finally, not only do students study and engage with issues of globalization pertaining to the French-speaking world, but in a sense, they also experience the effects of globalization as they are immersed in a language that is a primary vehicle for an extremely diverse set of cultural perspectives. When undertaken to the greatest degree possible, this experience invariably leads students to distance themselves from their socially and culturally conditioned frame of reference and to consider another way of communicating and experiencing both themselves and the world in which they live. Arguably, the acquisition of a second language is the acquisition of a second set of values, understandings, and beliefs, which is at the very core of issues related to globalization in the twenty-first century.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

IGR Goal II: Globalization/Global Issues: Students will understand how global issues, developments, and ideas affect their lives and those of others.

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<th>Student learning outcome</th>
<th>Assessments</th>
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| 1. Students will demonstrate awareness of multiple perspectives within the global community. | 1. Homework assignments on cultural readings in the text ask students to provide details about different areas of the francophone world, their cultural heritages and economic contributions.  
2. Quizzes and tests ask that students demonstrate a grasp of the different geographic spaces, as well as some of the cultural specificities of these spaces. |
| 2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved. | 1. Compositions are designed to reinforce linguistic structures as well as to encourage reflection and analysis on particular topics related to global francophone cultures.  
2. A Group oral presentation in which students undertake a more in-depth analysis of an issue of interest related to globalization in the contemporary French-speaking world. |

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See below.