**Potter College of Arts & Letters**

**Western Kentucky University**

**745-2345**

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: March 29, 2012

The Potter College of Arts & Letters submits the following items for consideration:

|  |  |
| --- | --- |
| **Type of Item** | **Description of Item & Contact Information** |
| Action | **Proposal to Create a New Course**CHIN 306 Experiencing Chinese AbroadContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**CHIN 318 Business Chinese IContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**CHIN 320 Chinese Conversation and CompositionContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**CHIN 333 Chinese Culture and CivilizationContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**CHIN 401 Advanced Chinese IContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**CHIN 402 Advanced Chinese IIContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**CHIN 418 Business Chinese IIContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**CHIN 420 Advanced Chinese StylisticsContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Create a New Course**PHIL 332 Philosophy of Mind: Minds and MachinesContact: Ian Schnee, ian.schnee@wku.edu, 5-5751 |
| Action | **Proposal to Make Multiple Revisions to a Course**RELS 305 Christian Religious TraditionsContact: Isabel Mukonyora, bella.mukonyora@wku.edu, 5-5745 |
| Action | **Proposal to Revise a Program**447 Minor in Religious StudiesContact: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 5-5744 |
| Action | **Proposal to Revise a Program**769 Major in Religious StudiesContact: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 5-5744 |
| Action | **Proposal to Include a Course in General Education**RELS 318 DaoismContact: Paul Fischer, paul.fischer@wku.edu, 5-3136 |
| Action | **Proposal to Include a Course in General Education**RELS 390 Pali IContact: Jeffrey Samuels, jeffrey.samuels@wku.edu, 5-3136 |
| Action | **Proposal to Include a Course in General Education**RELS 391 Pali IIContact: Jeffrey Samuels, jeffrey.samuels@wku.edu, 5-3136 |

Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 306
	2. **Course title:** Experiencing Chinese Abroad
	3. **Abbreviated course title:** Chinese Abroad
	4. **Credit hours and contact hours:** 1-3
	5. **Type of course:** L
	6. **Prerequisites:** Completion of CHIN 102 or equivalent and permission of instructor.
	7. **Course catalog listing:** Supervised language and cultural studies accomplished during a study abroad program. Students will receive transferable credit for language study done during the study abroad program with the approval of instructor. May be repeated once for a maximum of six credit hours.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese and choose to spend some time studying abroad in a Chinese-speaking environment. Every year, some students from the Chinese program apply for national scholarships (Critical Language Scholarships, the Chinese Government Scholarship, etc.) and get the opportunity to participate in study-abroad programs with intensive language instruction. The department of Modern Languages wants to support these programs and the students who participate in them by regularizing credit for work done during their study abroad. This course gives us flexibility in recognizing students’ work in improving their language skills and cultural knowledge during a study abroad program. Individual courses will be assessed for language study and credit will be assigned.
	2. **Projected enrollment in the proposed course:** 1-3. We anticipate that 1-3 students may enroll in this course each semester and in the summer/winter. This number may grow over time.
	3. **Relationship of the proposed course to courses now offered by the department:** There is a similar course for the Spanish, German, French programs in the department. This course will enable the Chinese program to give students credit for language and cultural study done abroad in an approved program. The proposed course will count among the electives for the major or minor with the prior approval of the Modern Language program.
	4. **Relationship of the proposed course to courses offered in other departments:**

The study abroad experience provides immediate access to Chinese language and culture, and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, and BE 350 Business Communication. It will be of particular interest to students with majors in International Business, Asian Religions and Cultures, and International Affairs.

* 1. **Relationship of the proposed course to courses offered in other institutions:**

The University of Louisville offers coursework in Chinese and a Chinese minor. The University of Kentucky offers a completely articulated Chinese major and a minor program. Both of these institutions have one or two courses to accommodate various levels and amount of foreign language and culture study abroad. Eastern Michigan University offers Intensive French/German/Spanish/Chinese (#490, 3 credit hours). Indiana University offers French/German/Spanish/Chinese 403 (2-3 hours, maximum 12 hours).

**3. Discussion of proposed course:**

* 1. **Course objectives:** The student will improve his/her language facility by enrolling in a language course taught in the host country. S/he will also gain first-hand knowledge of the foreign culture and will reflect upon the knowledge gained.
	2. **Content outline:**
* Regular, evaluated language instruction in a venue approved by the WKU Modern Language Department.
* Participation in a series of assigned activities designed to expose the student to various aspects of the foreign society and culture.
* The compilation of a portfolio of cultural work (photographs, genuine culture artifacts, videos, etc.) and reflective essays on the experiences the student gathers.

* 1. **Student expectations and requirements:**

Student must attend language instruction regularly while abroad, must engage in the equivalent of at least 2-3 hours of language instruction per week, must engage in the cultural activities agreed upon with the supervising Modern Language faculty member before their departure, and must present the portfolio for evaluation upon return to WKU. The number of required cultural activities and the number and length of reflective essays required will vary from one program to the next, but will be appropriate to the hours awarded for this course and for upper division credit. The supervising Modern Language faculty will assign the cultural activities (visits to markets, museums, home stays, interviews, etc.) before the student’s departure. The nature and scope of the portfolio contents will also be discussed in advance. Upon the student’s return to WKU, the faculty member will assign a grade dependent on the evaluation of the student’s performance in the language course abroad and on the portfolio that the student presents.

* 1. **Tentative texts and course materials**:

These will vary, depending on the site of the study abroad experience and on the program of study in which the student is engaged.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** A full-time Chinese instructor will establish the program of cultural experiences and evaluate the student’s portfolio upon his/her return to WKU. The faculty member selected by the KIIS Program or the Office of Study Abroad will actually teach the course. The faculty load credit will be consistent with Potter College and MLD policies on independent study supervision.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

**7. Dates of prior committee approvals:**

 Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 318
	2. **Course title:** Business Chinese I
	3. **Abbreviated course title:** Business Chinese I
	4. **Credit hours and contact hours:** 3
	5. **Type of course:** L
	6. **Prerequisites/corequisites:** Completion of CHIN202 or equivalent
	7. **Course catalog listing:** This intermediate-level course aims to enhance students' daily communicative skills and cultural understanding in a business context in contemporary Chinese-speaking regions.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach the intermediate level, and this course addresses their need for an advanced level Chinese course. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.
	2. **Projected enrollment in the proposed course:** 15-20 every year. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering of this course may have a small enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Chinese courses offered in the department, and provides linguistic and cultural skills needed to use Chinese in the workplace. The proposed course will count among the electives for the proposed major or minor.
	4. **Relationship of the proposed course to courses offered in other departments:** The study of Intermediate Chinese provides access to culture through language study and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, and BE 350 Business Communication. It will be of particular interest to students with majors in Business, Asian Religions and Cultures, and International Affairs.
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L and UK offer a language sequence at the 400 level that includes multiple 300-level courses on various topics. However, neither of these universities offers Business Chinese courses. Therefore, the proposed course fills the gap.

**3. Discussion of proposed course:**

* 1. **Course objectives:** In this interactive Business Chinese course, students will develop Chinese language skills in a business context with a focus on communicative performance. Students will
* acquire a cultural awareness of contemporary Chinese business world;
* understand and present main points with details on familiar topics and some unfamiliar topics in real business settings;
* present their viewpoints on familiar issues and support their opinions in the target business environment;
* survive and behave appropriately in the target business environment.
	1. **Content outline:**

The major content of this course includes commonly used commercial vocabulary and expressions, and cultural background knowledge of conducting business in China. The delivery of the content is organized by twelve topics in a business context, including

* banking, renting, formal dressing
* visa issues, travelling, transportations
* appointments, insurance, social communication
* quoting, ordering samples, and making transactions.
	1. **Student expectations and requirements:**

In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly written reports, and bi-weekly group business meetings.

* 1. **Tentative texts and course materials**: *Gateway to Business Chinese: Daily Communication.* Beijing University Press: 2010.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Spring 2013

**7. Dates of prior committee approvals:**

Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 320
	2. **Course title:** Chinese Conversation and Composition
	3. **Abbreviated course title:** Chinese Conversation/Composition
	4. **Credit hours and contact hours:** 3
	5. **Type of course:** L
	6. **Prerequisites:** Completion of CHIN 202 or equivalent
	7. **Course catalog listing:** This intermediate course advances students’ interpersonal and presentational communication skills with intensive practice in all language skills and a focus on speaking and writing.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of them are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach intermediate level, and this course addresses their need for an advanced level Chinese course. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.
	2. **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular curriculum for what will soon be proposed as a Chinese major. While the initial offering will have a smaller enrollment, we expect subsequent offerings to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program’s own 200 level sequence or the Chinese Flagship program. They may also have been learning Chinese since middle/ high school years.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the second-year Chinese courses offered in the department. The proposed course will count among the electives for the proposed major or minor.
	4. **Relationship of the proposed course to courses offered in other departments:** The topics of this course engage students in conversations and compositions related to various cultural topics, and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-century China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as business.
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Louisville offers coursework in Chinese and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. While UK offers similar courses as WKU, their curriculum for the Chinese major and minor is set up quite differently. They offer many courses that are delivered in English and emphasize the knowledge of Chinese literature and culture, while our courses are delivered in the target language as attempt to bring students’ language proficiency to the advanced level with different contexts.

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will
* understand connected texts consistently;
* participate actively in formal and informal conversations on topics of personal and public interest;
* sustain communication by using, with a fair amount of accuracy and confidence, connected discourse of paragraph length and substance.

	1. **Content outline:** The course bridges the gap between intermediate and advanced Chinese interpersonal and presentational communication skills. We use a selection of authentic materials (twelve dialogues and corresponding newspaper articles on similar topics) to engage students in active conversation and composition. By comparing the different vocabulary, structures, genre and ways of expressions in the two presentational modes, students will be well aware of the difference between speaking and writing in Chinese. The themes covered in this course range from topics of personal realm to public domain, including but by no means limited to:
* Children and education;
* Business and social relations;
* Family values and issue in traditional and modern Chinese society;
* Political conflicts and moral crisis.

	1. **Student expectations and requirements:** In addition to the mid-term examination and the final portfolio project, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly presentations, quizzes and group discussions.
	2. **Tentative texts and course materials**: Chih-p’ing Chou, Yan Xia, and Meow Hui Goh. (2011), *All Things Considered: Advanced Reader of Modern Chinese*. Princeton University Press.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

**7. Dates of prior committee approvals:**

 Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 333
	2. **Course title:** Chinese Culture and Civilization
	3. **Abbreviated course title:** Chinese Cul & Civ
	4. **Credit hours and contact hours:** 3
	5. **Type of course:** L
	6. **Prerequisites:** Completion of CHIN 202 or equivalent
	7. **Course catalog listing:** This intermediate course introduces students to Chinese history, society, culture, and contemporary issues. It is taught in the target language.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach intermediate level, and this course addresses their need for an advanced level Chinese course focusing on the culture and civilization. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.
	2. **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular curriculum for what will soon be proposed as a Chinese major. While the initial offering will have a smaller enrollment, we expect subsequent offerings to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program’s own 200 level sequence or may have started their studies in middle/ high schools in the region that offer Chinese instruction, or in the Chinese Flagship program.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the second-year Chinese courses offered in the department. The proposed course will count among the electives for the proposed major or minor.
	4. **Relationship of the proposed course to courses offered in other departments:** The topics of this course engage students in culture studies using the target language, and complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-century China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as business.
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Louisville offers coursework in Chinese and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Neither U of L nor UK offers this course in the target language. Instead, a similar course is taught in English at these two institutions. Therefore, our course addresses learners’ call for a content course delivered in the target language.

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will
* understand and discuss general Chinese history;
* identify the fundamental cultural elements which remain relevant in a modern world where China is a burgeoning economic powerhouse and world player;
* communicate with a fair amount of fluency on cultural issues, and link ideas in extended discussions;
* deliver a clear, organized presentation on a variety of cultural topics in the target language.

	1. **Content outline:** The course examines the history of China written in simplified language, from its earliest origins up until the final days of its imperial past, through excerpts of original texts, artifacts, and visual representations. We will touch upon topics such as philosophy (Confucianism, Legalism, etc.), religion (Daoism and Buddhism), classic literature (Tang poetry, novels), dynastic changes and historiography, practices of traditional Chinese culture in modern China, as well as the predominant cultural features that are identifiably “Chinese”.
	2. **Student expectations and requirements:** In addition to the mid-term examination and the final portfolio project, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly presentations, quizzes and group discussions.
	3. **Tentative texts and course materials**:
* Vivian Ling. (1997). *Talks on Chinese Culture*. Far Eastern Publications, Yale University Press.
* Zepeng Liu, et al.(2006). *Common Knowledge about Chinese History: Bilingual Version*. Higher Education Press.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

**7. Dates of prior committee approvals:**

 Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 401
	2. **Course title:** Advanced Chinese I
	3. **Abbreviated course title:** Advanced Chinese I
	4. **Credit hours and contact hours:** 3
	5. **Type of course:** L
	6. **Prerequisites:** Completion of CHIN 302 or equivalent
	7. **Course catalog listing:** This interactive course continues to expand students’ language skills at the advanced level and enables students to communicate with native Chinese speakers on practical and factual matters.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach advanced level, and this course addresses their need for another advanced level Chinese course. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.
	2. **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering of this course may have a small enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third-year Chinese courses offered in the department, most specifically CHIN302 Advanced Intermediate Chinese II. The proposed course will count among the electives for the proposed major or minor.
	4. **Relationship of the proposed course to courses offered in other departments:** The study of Advanced Chinese provides access to culture through language study and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as business.
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L and UK offer a language sequence at the 400 level that includes two advanced courses.

**3. Discussion of proposed course:**

* 1. **Course objectives:** In this fourth-year Chinese course, students will develop their language skills in a cultural context with a focus on communicative performance. They will move from High Intermediate Level to Low/Mid Advanced Level. Students will
* be able to understand some extended speech on unfamiliar topics delivered in Chinese through a variety of media;
* be able to understand viewpoints and attitudes expressed in literary and non-literary texts;
* be able to communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations, and link ideas in extended discussions;
* be able to deliver a clear, organized presentation appropriate to the audience on a variety of topics in Chinese.
	1. **Content outline:** The content of this course is organized by themes that provide practice for improving students’ problem solving skills in the target language and culture. Each theme identifies a problem scenario or a controversial issue in real life. Students are expected to apply the language items and structures learned relevant to the theme, and to piece all the information together until the problem is resolved or they can express their viewpoints in Chinese with fair amount of fluency and accuracy. For each theme, they will also compare the cultural values and preferred practices between their native language/culture and the Chinese language/culture. The themes covered in this course are
* Homecoming and Family Reunion in Chinese and American Culture;
* Leisure time of the youth in China and in the U.S.;
* Education and Careers;
* The Development and Use of Computer and Internet;
* Relationships and marriage;
* Literature and the Performing Arts;
* Advertisements and Commercials in Chinese and American Culture.
	1. **Student expectations and requirements:** In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly speaking performances, culture presentations, quizzes and tests of each unit.
	2. **Tentative texts and course materials**: *Encounters I*: *A Cognitive Approach to Advanced Chinese*. Indiana University Press. 2010.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

**7. Dates of prior committee approvals:**

 Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 402
	2. **Course title:** Advanced Chinese II
	3. **Abbreviated course title:** Advanced Chinese II
	4. **Credit hours and contact hours:** 3
	5. **Type of course:** L
	6. **Prerequisites:** Completion of CHIN401 or equivalent
	7. **Course catalog listing:** This interactive course builds on language skills acquired in previous study of Chinese and trains learners to handle routine communication effortlessly among native speakers of Chinese.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach advanced level, and this course addresses their need for another advanced level Chinese course. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.
	2. **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering of this course may have a small enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third-year Chinese courses offered in the department, most specifically CHIN 401 Advanced Chinese I. The proposed course will count among the electives for the proposed major or minor.
	4. **Relationship of the proposed course to courses offered in other departments**:

The study of Advanced Chinese provides access to culture through language study, and complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as mention business.

* 1. **Relationship of the proposed course to courses offered in other institutions**:

The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L and UK offer a language sequence at the 400 level that includes two advanced courses.

**3. Discussion of proposed course:**

* 1. **Course objectives:** In this fourth-year Chinese course, students will develop their language skills in a cultural context with a focus on communicative performance. They will move from Low/Mid Advanced Level to Mid/High Advanced Level. Upon completion of the course, students will
* be able to clearly understand extended speech and short lectures in Chinese through most forms of media with little effort;
* be able to understand abstract and linguistically complex texts and make appropriate inference and identify literary elements;
* be able to express themselves with fluency, flexibility and precision on concrete and some abstract topics, and make appropriate response to the audience.
	1. **Content outline:** The content of this course is organized by themes and is designed to develop students’ problem solving skills in the target language and culture. Each theme identifies a problem scenario or a controversial issue in real life. Students are expected to apply the language items and structures learned relevant to the theme, and piece all the information together until the problem is resolved or they can express their viewpoints in Chinese with fair amount of fluency and accuracy. For each theme, they will also compare and contrast the cultural values and preferred practices between their native language/culture and the Chinese language/culture. The themes covered in this course are:
* Housing and Real Estate in China and in the U.S.;
* Traffic Situation and Transportation Choices;
* Health Care Issues and the Traditional-vs-Western Medicine Debate;
* Crime and Justice in China;
* Nature Resources and Environmental Issues in China;
* Chinese Economy and Politics;
* Aging Issues and One-child Policy in China.

	1. **Student expectations and requirements:** In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly speaking performances, culture presentations, quizzes and tests of each unit.
	2. **Tentative texts and course materials**: *Encounters II*: *A Cognitive Approach to Advanced Chinese*. Indiana University Press. 2010.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

**7. Dates of prior committee approvals:**

 Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

 Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 418
	2. **Course title:** Business Chinese II
	3. **Abbreviated course title:** Business Chinese II
	4. **Credit hours and contact hours:** 3
	5. **Type of course:** L
	6. **Prerequisites:** Completion of CHIN 318 or equivalent
	7. **Course catalog listing:** This advanced level course fosters continued development of students' language skills and cultural understanding about the business environment in contemporary Chinese-speaking regions.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach advanced level and this course addresses their need for another advanced level Chinese course. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.
	2. **Projected enrollment in the proposed course:** 15-20 every year. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as a Chinese major. While the initial offering of this course may have a small enrollment, subsequent offerings are expected to reach 15-20 as the Chinese major becomes more established.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Chinese courses offered in the department, most specifically CHIN 318 Business Chinese I. The proposed course will count among the electives for the proposed major or minor.
	4. **Relationship of the proposed course to courses offered in other departments:** The study of Advanced Chinese provides access to culture through language study, and it therefore complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, and BE 350 Business Communication. It will be of particular interest to students with majors in Business, Asian Religions and Cultures, and International Affairs.
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. Both U of L and UK offer a language sequence at the 400 level that includes multiple 400-level courses on various topics. However, neither of these universities offers Business Chinese courses. Therefore, the proposed course fills the gap.

**3. Discussion of proposed course:**

* 1. **Course objectives:** In this interactive Business Chinese course, students will develop communicative language skills and clear cultural understanding of the business environment in contemporary Chinese-speaking regions. Students will
* locate business news and information related to the Chinese market with ease;
* understand some extended speech on business topics delivered through a variety of media;
* communicate with a fair amount of fluency and spontaneity on business topics, even in complicated situations;
* deliver a clear, organized presentation on business operations appropriate to the audience.
	1. **Content outline:** The content of this course is structured around three settings with various functional topics:
* In ***Social Gatherings***, how to
	+ make invitations to business partners and handle others’ invitation;
	+ treat others’ offering of gifts;
	+ understand and react to the Chinese drinking culture in business settings;
	+ take care of the bill appropriately.
* In ***Office***, how to
	+ process paperwork;
	+ meet with management;
	+ build teamwork;
	+ schedule meetings.
* In ***Day-to-day Operations***, how to:
	+ introduce and describe the business;
	+ market and sell products;
	+ address customers’ comments, questions and advice;
	+ negotiate pricing, payment and delivery methods;
	+ make formal requests and business commitments.
	1. **Student expectations and requirements:** In addition to the mid-term project and the final examination, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly written reports, and bi-weekly group business meetings.
	2. **Tentative texts and course materials**: *Advanced Business Chinese.* Beijing University Press: 2010.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

**7. Dates of prior committee approvals:**

 Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: Feb. 2nd, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Chinese**

**Contact Person**: Ke Peng, ke.peng@wku.edu, (270) 745-5694

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** CHIN 420
	2. **Course title:** Advanced Chinese Stylistics
	3. **Abbreviated course title:** Advanced Chinese Stylistics
	4. **Credit hours and contact hours:** 3
	5. **Type of course:** L
	6. **Prerequisites:** Completion of CHIN 320 or equivalent
	7. **Course catalog listing:** This advanced course provides intensive practice in formal Chinese language. It aims to train students to be effective in narration, description, persuasion, exposition, and lyrical expression.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides a response to the growing number of students who want to continue their study of Chinese. The last academic year (2011-2012) has witnessed tremendous growth of Chinese programs in the region. Eight high schools with 380 students are taking Chinese through WKU Confucius Institute (CI) and 60 of these high school students are enrolled in WKU Dual Credit Chinese in Fall 2011. At the same time, retention is good in existing WKU Chinese courses. Therefore, we expect more students will reach advanced level, and this course addresses their need for another advanced level Chinese course. This course also serves students who have received some Chinese instruction in the Chinese Flagship program and complements courses and programs related to Asian studies.
	2. **Projected enrollment in the proposed course:** 15-20 every other year. This course is part of the regular curriculum for what will soon be proposed as a Chinese major. While the initial offering will have a smaller enrollment, because of the professional skills and functions taught in the course, we expect subsequent offerings to reach 15-20 as the Chinese major becomes more established. Students taking this course may come from the program’s own 300 level sequence or may have started their studies in the Chinese Flagship program.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third-year Chinese courses offered in the department, most specifically CHIN320, Chinese Conversation and Composition. The proposed course will count among the electives for the proposed major or minor.
	4. **Relationship of the proposed course to courses offered in other departments:** The course involves an enormous amount of discussion and number of presentations in a cultural context related to Chinese traditions and value systems in the modern world, and complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism, PS 250 International Politics, PS 449 International Political Economy, HIST 461 Modern East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-century China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Asian Religions and Cultures and International Affairs, as well as business.
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Louisville offers coursework in Chinese and a Chinese minor. The University of Kentucky offers completely articulated Chinese major and minor programs. While UK offers similar courses as WKU, their curriculum for the Chinese major and minor is set up quite differently. They offer many courses that are delivered in English and emphasize the knowledge of Chinese literature and culture, while our courses are delivered in the target language as an attempt to bring students’ language proficiency to the advanced level with different contexts.

**3. Discussion of proposed course:**

* 1. **Course objectives:** This course provides students with a conscious, systematic and rigorous training in the advanced language skills in formal speech and writing.Upon completion of the course, students will
* choose from various writing strategies at their disposal and know which best serve their needs under given circumstances;
* express their intentions more effectively and appropriately;
* master a large number of rhetorical techniques in a variety of contexts;
* express themselves more vividly, more succinctly, more cohesively, more elegantly and more forcefully.

	1. **Content outline:** The content of this course is comprised of five main sections:
* ***Narration***:
	+ to convey the same meaning in different ways;
	+ to connect sentences to increase clarity;
	+ to speak and write formal language;
	+ to use four-character idioms to raise the language level;
	+ to make expressions more vivid with the use of onomatopoeia and analogies.
* ***Description***:
	+ to speak in a colloquial style like native speakers;
	+ to use exaggeration for effect;
	+ to use classical ‘empty/abstract words’ to indicate subtlety in tones.
* ***Persuasion***:
	+ to utilize words of reduplication to provide more vivid description;
	+ to reinforce statements through enumeration, repetition, rhetorical questions, comparisons, and contrasts;
	+ to employ sentences without an explicit subject to talk closely to the reader;
	+ to make statements terse and vivid with allusion and metaphors.
* ***Exposition***:
	+ to be culturally appropriate by speaking courteously and humbly;
	+ to convey double meaning with the same words.
* ***Lyrical Expression***:
	+ to make statements succinct but powerful with different strategies.
	1. **Student expectations and requirements:** In addition to the mid-term examination and the final portfolio project, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly presentations, quizzes and group discussions.
	2. **Tentative texts and course materials**: Yanfang Tang & Qinghai Chen. (2005), *Advanced Chinese: Intention, Strategy and Communication*. Yale University Press.

**4. Resources:**

* 1. **Library resources:** adequate
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** The course will be taught by existing faculty, or may occasionally be taught by visiting Chinese faculty as available and qualified. Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban to teach a portion of lower level courses. If an instructor is no longer available through Han Ban, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

**7. Dates of prior committee approvals:**

 Modern Languages Department/Division: February 7, 2012

 PCAL Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: February 16, 2012

**Potter College of Arts & Letters**

**Department of Philosophy and Religion**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Ian Schnee, ian.schnee@wku.edu, 745-5751

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: PHIL 332
	2. Course title: Philosophy of Mind: Minds and Machines
	3. Abbreviated course title: Philosophy of Mind
	4. Credit hours and contact hours: 3
	5. Type of course: L
	6. Prerequisites/corequisites: One philosophy course or consent of instructor.
	7. Course catalog listing: A study of the nature of mind, cognitive states, and consciousness. Topics may include the nature of the mental system, mind-brain identity, computer consciousness, and visual system’s role in decision-making and intentionality.

**2. Rationale:**

* 1. Reason for developing the proposed course:
* to provide students with an opportunity to explore philosophical questions about the nature of mind
* to diversify course offerings in the Phil major and minor
* to bring the Phil curriculum into line with comparable programs around the country, particularly WKU’s benchmark schools
* to encourage cross-disciplinary enrollments and integrated learning among students from different subject areas (esp. Psychology, Computer Science, Cognitive Science, Neuroscience, and Biology)
	1. Projected enrollment in the proposed course: 40 students (every two years)
	2. Relationship of the proposed course to courses now offered by the department: The following courses touch occasionally on issues related to the proposed course: PHIL 101: *Enduring Questions: Truth and Relativism* (monism and dualism); PHIL 345: *Descartes and Hume* (Cartesian dualism); PHIL 310: *Science, Religion and Contemporary Life* (personhood); PHIL 315: *Philosophy of Religion* (personhood); PHIL 330: *Philosophy of Science* (causation and supervenience). None of them, however, provides a foundational treatment of the philosophical problems concerning the nature of mind, including, e.g., consciousness, intentionality, and computational approaches to the mind.
	3. Relationship of the proposed course to courses offered in other departments: PSY 405: *Cognitive Psychology* (related subject matter: cognition and judgment); PSY 411: *Psychology of Sensation and Perception* (related subject matter: visual perception); CS 456: *Artificial Intelligence* (related subject matter: creating computer representations for non-algorithmic problem solving); BIOL 335: *Neurobiology* (related subject matter: brain organization and sensory systems). All of the courses mentioned above have subject matters related to some aspect of the proposed course, but there is very little overlap. PSY 405 and 411 consider empirical work on cognition in general and the visual system in particular, but they do not systematically study the philosophical questions raised by that work. The converse is the case for the proposed course: it does systematically study the philosophical questions raised by that work, but it is not primarily a course about the empirical theory and research of psychology. Similar comments apply to CS 456 and BIO 335, which study implementation of types of computer problem solving related to cognition/intelligence and neurobiology, respectively. Neither of those courses systematically studies the philosophical questions raised by its work, which is the purpose of the proposed course (it provides a foundational treatment of the philosophical problems concerning the nature of mind).
	4. Relationship of the proposed course to courses offered in other institutions:
	sixteen of WKU’s nineteen benchmark schools offer one or more courses in the philosophy of mind. They include the following: [California State University-Chico](http://www.csuchico.edu/) (PHIL 362: *Philosophy of Mind*), [California State University-Fresno](http://www.csufresno.edu/) (PHIL 151: *Cognitive Science: Mind*, and PHIL 156: *Philosophy of Mind*), [Florida Atlantic University-Boca Raton](http://www.fau.edu/about/campuses/bocacampuses.html) (PHI 3320: *Philosophy of Mind*), [Eastern Illinois University](http://www.eiu.edu/) (PHI 3540: *Philosophy of Mind*), [Eastern Michigan University](http://www.emich.edu/) (PHIL 442: *Philosophy of Mind*), [Indiana State University](http://www-isu.indstate.edu/) (PHIL 323: *Philosophy of Psychology*, and PHIL 424: *Minds, Machines, and Cognition*), Middle Tennessee State University (PHIL 4550: *Philosophy of Mind*), [Missouri State University](http://www.missouristate.edu/) (PHI 335: *Mind, Language, and Reality*), [Montclair State University](http://www.montclair.edu/) (PHIL 270: *Philosophy of Mind*), [Northern Arizona University](http://www.nau.edu/text/) (PHI 322: *Philosophy of Mind*), [Oakland University](http://www2.oakland.edu/oakland/ouportal/index.asp?site=1) (PHL 335: *Consciousness and Persons*, and PHL 437: *Philosophy of Mind*), [Towson University](http://www.towson.edu/) (PHIL 319: *Science, Technology, and Values*), University of Northern Iowa (PHIL 3310: *The Human Person*), [Western Illinois University](http://www.wiu.edu/) (PHIL 425: *Philosophy of Mind*), [Wichita State University](http://www.wichita.edu) (PHIL 421: *Philosophy of Mind*), [Youngstown State University](http://www.ysu.edu) (PHIL 3714: *Language and Mind*). Among other Kentucky institutions, philosophy of mind is taught at the University of Kentucky, the University of Louisville, and Northern Kentucky University.

**3. Discussion of proposed course:**

* 1. Course objectives:
* to acquaint students with classical and contemporary philosophers and texts in the philosophy of mind
* to enable students to theorize about the mind as a dynamic system
* to enable students to understand the mind from a diversity of perspectives (philosophical, psychological, cognitive scientific, neurobiological, etc.)
* to enable students to understand, analyze, and argue for different theories of personal identity and the mind (functionalist, dualist, materialist, etc.)
* to enable students to understand causal and historical origins of mental contents and states
* to enable students to understand and analyze how issues of personal identity affect responsibility and action
* to enable students to understand and analyze components of the mind (e.g., consciousness, linguistic capacity, and visual perception) and their contribution to the functioning of the overall mental system (esp. regarding representation, decision-making, and responsibility)
* to enable students to detect, deploy, and evaluate philosophical assumptions, concepts, and terms encountered in discussions of the mind in Psychology, Cognitive Science, Neuroscience, Computer Science, and Artificial Intelligence
	1. Content outline

I. Dualism and Behaviorism

II. Materialism and Functionalism

III. Consciousness and Qualia

IV. Mental Causation and Visual Perception

V. Personal Identity and Concepts

VI. Intentionality and Externalism

* 1. Student expectations and requirements: class participation; essays on some of the main segments of the course; class presentation on a course topic; final exam or research paper
	2. Tentative texts and course materials:

Chalmers, David (ed.). *Philosophy of Mind: Classical and Contemporary Readings*. Oxford University Press, 2002. ISBN: 978-0195145816.

Kim, Jaegwon. *Philosophy of Mind*. Westview Press, 2010. ISBN: 978-0813344584.

**4. Resources:**

* 1. Library resources: Sufficient
	2. Computer resources: Blackboard

**5. Budget implications:**

* 1. Proposed method of staffing: Existing faculty members with expertise in
	philosophy of mind or additional faculty if increased philosophy enrollments warrant new hires.
	2. Special equipment needed: none
	3. Expendable materials needed: none
	4. Laboratory materials needed: none

**6. Proposed term for implementation:** Fall 2012

**7. Dates of prior committee approvals:**

Philosophy Program February 17, 2012

 Department of Philosophy and Religion February 20, 2012

 Potter College Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

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Morton, Peter Alan. *A Historical Introduction to the Philosophy of Mind: Readings with Commentary*. Orchard Park, NY: Broadview Press, 1997. Cravens: BD418.3 .H57x 1997.

Searle, John R. *The Construction of Social Reality*. New York: Free Press, 1995. Cravens: BD175 .S43 1995.

O’Hear, Anthony. *Current Issues in Philosophy of Mind*. Cambridge: Cambridge University Press, 1998. Cravens: BD418.3 .C87x 1998.

O’Hear, Anthony (ed.). *Minds and Persons*. New York: Cambridge University Press, 2003. Cravens: BD418.3 .M553 2003.

Rosenthal, David M. *The Nature of Mind*. New York: Oxford University Press, 1991. Cravens: BD418.3 .N37 1991.

Schiffer, Stephen. *The Things We Mean*. Oxford: Clarendon, 2003. Cravens: B105.M4 S35 2003.

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Proposal Date: 02/08/12

**Potter College of Arts & Letters**

**Department of Philosophy and Religion**

**Proposal to Make Multiple Revisions to a Course**

**(Action Item)**

Contact Person: Isabel Mukonyora, bella.mukonyora@wku.edu, Phone 745-5745

**1. Identification of course:**

* 1. Current course prefix RELS 305
	2. Course title: Christianity
	3. Credit hours: 3 hours

**2. Revise course title:**

* 1. Current course title: Christian Religious Traditions
	2. Proposed course title: Christianity
	3. Proposed abbreviated title: Christianity
	4. Rationale for revision of course title: Christianity, like other religious traditions, consists of multiple movements, sects, and schools of thought. Generally, those all fall under the label “Christianity” and thus the use of Religious Traditions” is superfluous. In almost all universities where Christianity is taught, the course is simply titled “Christianity.”

**3. Revise catalog listing:**

3.1 **Current listing:** A survey of doctrine, ethical codes, rituals and institutions in
 three main traditions: Orthodoxy, Roman Catholicism, and Protestantism.

3.2 **Proposed listing:** Overview of ideas drawn from the history of Christianity,
 including major intellectual developments behind its global character.

3.3 **Rationale:** The current course description makes this an exercise in the study of

western denominational dogma and sociology rather than promoting critical
 thinking in terms of religious studies and the extensive heritage of scholarly
 historical texts on the subject. In its global character as dictated by trends of

 thought in Africa, Asia and Latin America, the study of Christianity in terms of

 Orthodoxy, Roman Catholicism, and Protestantism limits rather than promotes a
 thorough understanding of Global Christianity.

**4. Proposed term for implementation: 201230**

**5. Dates of prior committee approvals:**

Religious Studies 02/08/2012

Philosophy and Religion: 02/20/2012

Potter College Curriculum Committee 03/01/2012

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

 Proposal Date: January 20, 2012

**Potter College of Arts & Letters**

**Department of Philosophy and Religion**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 745-5744

**1. Identification of program:**

* 1. Current program reference number: 447
	2. Current program title: Minor in Religious Studies
	3. Credit hours: 21

**2. Identification of the proposed program changes:** The changes proposed are 1) simplifying the titles of RELS 302, 303, 304, 305, and 306 (separate proposals for each title change also have been submitted); 2) adding RELS 317 and 318 to the list of option in category II.A; 3) deleting PHIL 310, 329, and 341 from the list of electives; and 4) correcting the course number for PHIL 342; 4) striking the word “OR” from category I.

**3. Detailed program description:**

|  |  |
| --- | --- |
| Current Program | Proposed Program |
| The minor in religious studies (reference number 447) requires a minimum of 21 hours. At least 12 hours must be taken in courses numbered 300 or above. I. Religious Texts (3 hours)RELS 100: The New Testament ORRELS 101: The Old Testament/Hebrew Scriptures ORRELS 300: The Life of Jesus ORRELS 301: Life and Teaching of Paul ORRELS 311: The Qur’anII. Traditions (9 hours; at least one course from each category)Category ARELS 302: Buddhist Religious TraditionsRELS 303: Hindu Religious TraditionsRELS 307: Native American Religious TraditionsRELS 308: East Asian Religious TraditionsCategory BRELS 304: Judaic Religious TraditionsRELS 305: Christian Religious TraditionsRELS 306: Islamic Religious TraditionsIII. Electives (9 hours; at least 6 hours must be in RELS courses)Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of ReligionART 316: Medieval Art and ArchitectureART 407: Islamic Art and ArchitectureENG 396: MythologyENG 487: DanteHIST 318: Age of the ReformationHIST 407: The Crusades: West Meets EastPHIL 310: Science, Religion and Contemporary LifePHIL 329: Concepts of God, Good and EvilPHIL 341: Reason and the Divine in Hellenism and  Late AntiquityPHIL 342: Renaissance and Renewal in the Middle  AgesPSY 485: Psychology of ReligionSOCL 322: Religion in Society | The minor in religious studies (reference number 447) requires a minimum of 21 hours. At least 12 hours must be taken in courses numbered 300 or above. I. Religious Texts (3 hours)RELS 100: The New Testament ~~OR~~RELS 101: The Old Testament/Hebrew Scriptures ~~OR~~RELS 300: The Life of Jesus ~~OR~~RELS 301: Life and Teaching of Paul ~~OR~~RELS 311: The Qur’anII. Traditions (9 hours; at least one course from each category)Category ARELS 302: **Buddhism**RELS 303: **Hinduism**RELS 307: Native American Religious TraditionsRELS 308: East Asian Religious Traditions**RELS 317: Confucianism****RELS 318: Daoism**Category BRELS 304: **Judaism** RELS 305: **Christianity**RELS 306: **Islam**III. Electives (9 hours; at least 6 hours must be in RELS courses)Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of ReligionART 316: Medieval Art and ArchitectureART 407: Islamic Art and ArchitectureENG 396: MythologyENG 487: DanteHIST 318: Age of the ReformationHIST 407: The Crusades: West Meets East~~PHIL 310: Science, Religion and Contemporary Life~~~~PHIL 329: Concepts of God, Good and Evil~~~~PHIL 341: Reason and the Divine in Hellenism and~~  ~~Late Antiquity~~PHIL **343**: Renaissance and Renewal in the Middle  AgesPSY 485: Psychology of ReligionSOCL 322: Religion in Society |

**4. Rationale for the proposed program change:** The faculty in the Religious Studies program considers the current wording for RELS 302, 303, 304, 305, and 306 to be excessively wordy and unnecessary. In addition, RELS 317 and 318 are appropriate additions to category II.A. In the electives, PHIL 310 and 329 are scheduled for elimination from our catalog offerings. In addition, it has been determined that PHIL 341 does not have sufficient religious studies content to be included in the list of electives. Also in that section, PHIL 343 was erroneously listed as PHIL 342. We simply are correcting that error. Finally, the word “OR” in category I is unnecessary.

**5. Proposed term for implementation and special provisions (if applicable):** 201230

**6. Dates of prior committee approvals:**

Religious Studies Program February 15, 2012

 Department of Philosophy and Religion February 20, 2012

 Potter College Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: none**

 Proposal Date: January 20, 2012

**Potter College of Arts & Letters**

**Department of Philosophy and Religion**

**Proposal to Revise a Program**

**(Action Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 745-5744

**1. Identification of program:**

* 1. Current program reference number: 769
	2. Current program title: Major in Religious Studies
	3. Credit hours: 30

**2. Identification of the proposed program changes: :** The changes proposed are 1) simplifying the titles of RELS 302, 303, 304, 305, and 306 (separate proposals for each title change also have been submitted); 2) adding RELS 317 and 318 to the list of option in category II.A; 3) clarifying the upper-division requirement in the opening paragraph of the program description; 4) deleting PHIL 310, 329, and 341 from the list of electives; 5) correcting the course number for PHIL 342; and 6) striking the word “OR” from category I.

**3. Detailed program description:**

|  |  |
| --- | --- |
| Current Program | Proposed Program |
| The major in religious studies (reference number 769) requires a minimum of 30 semester hours and leads to a Bachelor of Arts degree. At least 15 hours must be in courses numbered 300 or above, with at least 3 hours at the 400-level. A minor or second major is required.I. Religious Texts (3 hours)RELS 100: The New Testament ORRELS 101: The Old Testament/Hebrew Scriptures ORRELS 300: The Life of Jesus ORRELS 301: Life and Teaching of Paul ORRELS 311: The Qur’anII. Traditions (9 hours; at least one course from each category)Category ARELS 302: Buddhist Religious TraditionsRELS 303: Hindu Religious TraditionsRELS 307: Native American Religious TraditionsRELS 308: East Asian Religious TraditionsCategory BRELS 304: Judaic Religious TraditionsRELS 305: Christian Religious TraditionsRELS 306: Islamic Religious TraditionsIII. Senior Seminar (3 hours)RELS 496IV. Electives (15 hours; at least 9 hours must be in RELS courses)Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of ReligionART 316: Medieval Art and ArchitectureART 407: Islamic Art and ArchitectureENG 396: MythologyENG 487: DanteHIST 318: Age of the ReformationHIST 407: The Crusades: West Meets EastPHIL 310: Science, Religion and Contemporary LifePHIL 329: Concepts of God, Good and EvilPHIL 341: Reason and the Divine in Hellenism and  Late AntiquityPHIL 342: Renaissance and Renewal in the Middle  AgesPSY 485: Psychology of ReligionSOCL 322: Religion in Society | The major in religious studies (reference number 769) requires a minimum of 30 semester hours and leads to a Bachelor of Arts degree. ~~At least 15 hours must be in courses numbered 300 or above~~ ~~with at least 3 hours at the 400-level.~~ **At least 6 hours must be at the 400 level.** A minor or second major is required.I. Religious Texts (3 hours)RELS 100: The New Testament ~~OR~~RELS 101: The Old Testament/Hebrew Scriptures ~~OR~~RELS 300: The Life of Jesus ~~OR~~RELS 301: Life and Teaching of Paul ~~OR~~RELS 311: The Qur’anII. Traditions (9 hours; at least one course from each category)Category ARELS 302: **Buddhism**RELS 303: **Hinduism**RELS 307: Native American Religious TraditionsRELS 308: East Asian Religious Traditions**RELS 317: Confucianism****RELS 318: Daoism**Category BRELS 304: **Judaism**RELS 305: **Christianity**RELS 306: **Islam**III. Senior Seminar (3 hours)RELS 496IV. Electives (15 hours; at least 9 hours must be in RELS courses)Electives may be selected from among the total offerings in RELS. Electives also may be selected from the following pre-approved list (or other courses approved by the Department Head) as well as from departmentally-approved language and study abroad courses. ANTH 446: Anthropology of ReligionART 316: Medieval Art and ArchitectureART 407: Islamic Art and ArchitectureENG 396: MythologyENG 487: DanteHIST 318: Age of the ReformationHIST 407: The Crusades: West Meets East~~PHIL 310: Science, Religion and Contemporary Life~~~~PHIL 329: Concepts of God, Good and Evil~~~~PHIL 341: Reason and the Divine in Hellenism and~~  ~~Late Antiquity~~PHIL **343**: Renaissance and Renewal in the Middle  AgesPSY 485: Psychology of ReligionSOCL 322: Religion in Society |

**4. Rationale for the proposed program change:** The faculty in the Religious Studies program considers the current wording for RELS 302, 303, 304, 305, and 306 to be excessively wordy and unnecessary. In addition, RELS 317 and 318 are appropriate additions to category II.A. Finally, when we previously added the senior seminar (RELS 496) to the program requirements, our intention was NOT to have that course count for the 400-level course requirement. Our intention was to have students take the senior seminar IN ADDITION TO one other 400-level course. The proposed change in the opening paragraph corrects that error. And since students already must take three traditions courses at the 300 level plus the two 400-level courses, there is no need to keep the language about the 15 hours at the 300 level or above. In the electives, PHIL 310 and 329 are scheduled for elimination from our catalog offerings. In addition, it has been determined that PHIL 341 does not have sufficient religious studies content to be included in the list of electives. Also in that section, PHIL 343 was erroneously listed as PHIL 342. We simply are correcting that error. Finally, the word “OR” in category I is unnecessary.

**5. Proposed term for implementation and special provisions (if applicable):** 201230

**6. Dates of prior committee approvals:**

Religious Studies Program February 15, 2012

Department of Philosophy and Religion February 20, 2012

 Potter College Curriculum Committee March 1, 2012

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: none**

Proposal Date: 14 Feb 2012

**Potter College of Arts & Letters**

**Department of Philosophy and Religion**

**Proposal to include a course in General Education**

**Contact: Paul Fischer, paul.fischer@wku.edu, 745-3136**

**General Education Course Form**

**1. Current or proposed catalog description of the course.**

RELS 318: A survey of the evolution of Chinese Daoism, from its appearance as a philosophical school c.400bce, through its later iterations in a variety of religious organizations.

**2. General Education goal(s) met by the course.**

i. Acquisition of aesthetic and appreciative faculties.

ii. Appreciation of the variety and complexity of the world’s cultures.

iii. Increased sensitivity to diverse perspectives and cultures.

iv. Exploration and testing of students’ own values and ethical frameworks.

v. Understanding factors that enhance health, well-being, and quality of life.

vi. Acquisition of historical perspective

vii. Employment of critical thinking.

viii. Increased effectiveness of communication.

**3. Syllabus statement of how the course meets the General Education goals listed in item 2.**

This course fulfills several of the World Cultures (Category E) General Education Requirements (see above). We will accomplish this by

i. acquainting ourselves with some of the art and literature of East Asia

ii. considering the difference in worldviews between the West and East Asia

iii. speaking and writing in a fair and objective manner about very different religious perspectives and cultures

iv. comparing the ethical paradigms of Christianity and Daoism

v. considering the relationship between ethics and health, as assumed in Daoism

vi. trying to understand the worldview(s) of peoples across 2,500 years

vii. reading primary and secondary sources, then ascertaining and weighing the arguments put forth in each

viii. practicing and improving: speaking in a group, articulating arguments in a research paper, and creating visual arguments in a “digital narrative”

**4. Assessment plan.**

At the beginning of the course, an assessment pre-test will be given to determine the initial knowledge base that students have about Daoism and to hear about what particular preconceptions they have about Daoism and Chinese religion and culture more generally. A similar post-test will be administered near the end of the course and evaluated by the instructor. Quantitatively, 70 percent of the students should pass the post-test, demonstrating 1) a basic knowledge of the key concepts of Daoism; 2) a basic knowledge of the art and literature of East Asia (particularly in the Daoist context); 3) the ability to distinguish between key features of a “Western” worldview and the worldview of Daoism; and 4) the ability to distinguish clearly between the ethical paradigms of Christianity and Daoism. Qualitatively, the instructor will ask the students to comment in writing about how the course has changed their general understanding about Daoism and Chinese religion and culture more generally.

**5. Dates or prior committee approvals:**

Religious Studies program February 15, 2012

Department of Philosophy and Religion February 20, 2012

Potter College Curriculum Committee March 1, 2012

General Education Committee March 5, 2012

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposal Date: 2/10/12

**Potter College of Arts & Letters**

**Philosophy and Religion**

**Proposal to include a course in General Education**

**Contact: Jeffrey Samuels, Jeffrey.Samuels@wku.edu, 745-3136**

**General Education Course Form**

**1. Current or proposed catalog description of the course.**

RELS 390 (Pali I): A study of the grammar, syntax, and vocabulary of the Pali language with a stress on reading primary textual material from a variety of Pali sources. May be taken as a RELS elective.

**2. General Education goal(s) met by the course.**

This course meets the university’s foreign language general education goals. These goals are to:

1. demonstrate basic facility of the vocabulary and grammar of a second language

2. demonstrate basic communication skills in a second language

3. comprehend the various forms of communication in a second language

**3. Syllabus statement of how the course meets the General Education goals listed in item 2.**

This course fulfills the Foreign Language (Category II) General Education Requirements. As a consequence, this course is designed to carry out Goal 2 of general education as set forth by the university: to cultivate “proficiency in reading, writing, and speaking.” We will accomplish this by

 a) read Pali texts from a variety of sources

 b) write Pali sentences and paragraphs

 c) speak Pali to increase verbal fluency.

**4. Assessment plan.**

Near the end of the term students will take an assessment exam.  On the exam 70% of the students should demonstrate a vocabulary of 500 words, an ability to read at the novice mid level, and an ability to speak 10 basic sentences using a varied vocabulary.

**5. Dates or prior committee approvals:**

Philosophy and Religious Studies \_\_2/8/2012\_\_

PCAL College Curriculum Committee \_\_3/1/2012\_

General Education Committee \_\_3/5/2012\_

University Senate \_\_\_\_\_\_\_\_\_\_\_

Proposal Date 2/10/12

**Potter College of Arts & Letters**

**Philosophy and Religion**

**Proposal to include a course in General Education**

**Contact: Jeffrey Samuels, Jeffrey.Samuels@wku.edu, 745-3136**

**General Education Course Form**

**1. Current or proposed catalog description of the course.**

RELS 391 (Pali II): Further study of the grammar, syntax, and vocabulary of the Pali language with a stress on reading a wide variety of canonical, commentarial, and post-canonical texts. May be taken as a RELS elective.

**2. General Education goal(s) met by the course.**

This course meets the university’s foreign language general education goals. These goals are to:

1. demonstrate basic facility of the vocabulary and grammar of a second language

2. demonstrate basic communication skills in a second language

3. comprehend the various forms of communication in a second language.

**3. Syllabus statement of how the course meets the General Education goals listed in item 2.**

This course fulfills the Foreign Language (Category II) General Education Requirements. As a consequence, this course is designed to carry out Goal 2 of general education as set forth by the university: to cultivate “proficiency in reading, writing, and speaking.” We will accomplish this by

 a) read Pali texts from a variety of sources

 b) write Pali sentences and paragraphs

 c) speak Pali to increase verbal fluency.

**4. Assessment plan.**

Near the end of the term students will take an assessment exam.  On the exam 70% of the students should demonstrate a vocabulary of 1,000 words, an ability to read a variety of passages at the intermediate level, and an ability to speak 20-30 sentences using a varied vocabulary.

**5. Dates or prior committee approvals:**

Philosophy and Religious Studies \_\_2/8/2012\_\_

PCAL College Curriculum Committee \_\_3/1/2012\_

General Education Committee \_\_3/5/2012\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_