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APR 10 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 7/22/2013

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Mark Richard Lauersdorf

Email: lauersdorf@uky.edu

Phone: 7-7101

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MCL 591

2c. Full Title: Language Practicum: [subtitle required]

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1-3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1-3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: (may be repeated 5 times)

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. **Course Description for Bulletin:** This Language Practicum course provides students the opportunity to engage in structured, focused, target-language work in a specific topic or area that is the subject of a corresponding MCLLC course taught in English in the same semester. Students must be enrolled in the English-medium course to which this Language Practicum corresponds in order to be eligible for enrollment in this Practicum. The Practicum is intended to complement the English-medium course through a combination of target-language activities, including (but not limited to): reviewing terminology and concepts in the target language, summarizing English course discussions in the target language, supplementing English-language readings and other materials with parallel target-language materials. Course may be repeated up to 5 times for credit with different subtitles and tied to different English-medium courses.

2k. **Prerequisites, if any:** A minimum of two years of college-level work or equivalent training in the target language or consent of instructor; concurrent enrollment in the corresponding MCLLC English-language course.

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

Will the course be offered every year?: No

If No, explain: Offered in connection with corresponding MCLLC English-language courses.

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 5-10

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course is open to any student who is enrolled in the corresponding MCLLC English-language course and who has sufficient language skills to participate. MCLLC courses often attract students from other programs who have professional and personal interests in languages and cultures, the corresponding language skills, and an interest in applying those language skills to course content.

8. **Check the category most applicable to this course:** Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes**Distance Learning Form**

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JROUHIE|Jeanmarie Rouhier-Willoughby|MCL 591 NEW Dept Review|20130730

SIGNATURE|RHANSON|Roxanna D Hanson|MCL 591 NEW College Review|20140117

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 591 NEW Undergrad Council Review|20140312

SIGNATURE|ZNNIKO0|Roshan N Nikou|MCL 591 NEW Graduate Council Review|20140410

Courses **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	2095	MCL591_LanguagePracticum.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ¹ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> 1-3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours: (may be repeated 5 times)

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This Language Practicum course provides students the opportunity to engage in structured, focused, target-language work in a specific topic or area that is the subject of a corresponding MCLLC course taught in English in the same semester. Students must be enrolled in the English-medium course to which this Language Practicum corresponds in order to be eligible for enrollment in this Practicum. The Practicum is intended to complement the English-medium course through a combination of target-language activities, including (but not limited to): reviewing terminology and concepts in the target language, summarizing English course discussions in the target language, supplementing English-language readings and other materials with parallel target-language materials. Course may be repeated up to 5 times for credit with different subtitles and tied to different English-medium courses.

k. Prerequisites, if any:

A minimum of two years of college-level work or equivalent training in the target language or consent of instructor; concurrent enrollment in the corresponding MCLLC English-language course.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: Offered in connection with corresponding MCLLC English-language courses.

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 5-10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course is open to any student who is enrolled in the corresponding MCLLC English-language course and who has sufficient language skills to participate. MCLLC courses often attract students from other programs who have

8. * Check the category most applicable to this course:

Traditional -- Offered in Corresponding Departments at Universities Elsewhere

Relatively New -- Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#)

**LANGUAGE PRACTICUM:
HISTORY AND STRUCTURE OF THE GERMANIC LANGUAGES**
MCL 591 (1 credit)
[Days and times of course]
[Location of course]
[Semester of course]

Dr. Mark Richard Lauersdorf
office: POT 1471
phone: 859-257-7101
e-mail: lauersdorf@uky.edu
office hours: *[days and times]*
and by appointment

Course overview, goals, and objectives

This Language Practicum course provides students the opportunity to engage in structured, focused, German-language work based on the information covered in the course MCL 598 / LIN 527 "History and Structure of the Germanic Languages" (taught in English this semester). The Practicum is intended to complement the English-medium course, providing a German-language environment for consideration of the ideas, concepts, information, and data taught in the course. Students will gain familiarity with the German-language scientific terms and literature in the field, through a combination of German-language activities, including (but not limited to): reviewing terminology and concepts in German, reviewing and summarizing English course discussions in German, supplementing the English-language readings and other materials with parallel materials in German.

Note: Students must be enrolled in MCL 598 / LIN 527 "History and Structure of the Germanic Languages" (the course to which this Language Practicum corresponds) in order to be eligible for enrollment in this Practicum.

Student learning outcomes

Upon completion of the course students should be able to:

- craft linguistic descriptions in German of the historical place of the Germanic language family among the world's languages;
- analyze and explain linguistic characteristics of a Germanic language in German;
- perform *comparative* analyses in German of linguistic features of the Germanic languages;
- interpret and describe in German the effects of language contact on the Germanic languages;
- evaluate and support/reject in German proposed linguistic descriptions and analyses of the Germanic languages.

Required course materials

There are no required materials for this course. Students will be referred to German-language materials related to the English-language readings in MCL 598 / LIN 527 to prepare for or follow up on the discussions in this course. Students are also encouraged to bring in German-language materials that they discover related to the topics of the course.

Course work

Participation – As this Language Practicum is designed to increase your ability to work with the subject matter in German, it is logical that you will make the most progress in your speaking and comprehension abilities in this regard through active participation in class discussions. Therefore, your participation in each class session will be evaluated as a component of your course grade. Each student is expected to participate to the best of his/her abilities – you will not be graded on the "correctness" of your language use, but rather on your willingness to engage regularly and conscientiously in discussion of the ideas, concepts, and information of the course.

Assignments – There will be assignments throughout the semester that allow you to exercise your German reading and writing skills. Such assignments will include (but are not limited to): short paragraphs summarizing specific discussions; electronic discussion board entries debating broader issues; and discussion list postings of German-language materials and data sources relevant to the topics of the course. These written assignments are meant to provide regular practice reading and writing about linguistics in German and are not intended to be substantial pieces of polished scientific prose. As such, they will be marked for language correctness, but they will be graded on the basis of *content* and *analysis*, grading the soundness of analysis and interpretation not the correctness of grammar.

Grading

The following scale will be used *for undergraduates* in this course:

100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69%-60% = D ; 59% or below = E

The following scale will be used *for graduate students* in this course:

100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69% or below = E

Final grades will be calculated according to the following categories:

Participation = 50% ; Assignments = 50%

- *Graduate students taking this course will be assigned extra material / additional requirements on all assessments and activities, including (but not limited to): taking a lead/moderator role in classroom and electronic discussions; providing additional materials and data sources; producing longer written samples.*
- *A midterm evaluation of student performance in the course will be performed in Week 8 of the semester on the basis of the graded coursework to that point and the grading criteria established here.*

Course calendar [modeled on Spring 2013 academic calendar]

Note: This calendar provides an outline of the general flow of the course. Actual progress through the course topics in this Language Practicum course will depend on the pace of the corresponding MCL 598 / LIN 527 course and on the degree of functional acquisition of the German-language materials among the course participants.

Fri., Jan. 11	Germanic language history: introduction	Fri., Mar. 08	Contemporary Gmc langs: German
Fri., Jan. 18	Gmc language history: Gothic	Mar. 11-15:	<i>No Class – Spring Break</i>
Fri., Jan. 25	Gmc language history: Old Norse	Fri., Mar. 22	Contemporary Gmc langs: German
Fri., Feb. 01	Gmc language history: Old English	Fri., Mar. 29	Gmc langs in contact: introduction
Fri., Feb. 08	Gmc language history: Old High German	Fri., Apr. 05	Gmc langs in contact: historical contact
Fri., Feb. 15	Contemporary Gmc langs: introduction	Fri., Apr. 12	Gmc langs contact: contemporary contact
Fri., Feb. 22	Contemporary Gmc langs: English	Fri., Apr. 19	Gmc langs in contact: standard languages
Fri., Mar. 01	Contemporary Gmc langs: Norwegian (midterm grade check)	Fri., Apr. 26	Gmc langs in contact: standard languages (no final exam)

Course policies

Attendance – I will keep track of attendance, but attendance will not be a separately graded element in this course. However, given that you are graded on your participation in each class session, your attendance habits will affect your overall grade because for each class session that you miss without an excused absence (see section on “Excused absences and make-up work” below), you will be assigned a grade of “0” (“zero”) for participation. If you are absent from class without an excused absence on a day when a homework assignment is collected or a project is due, you will not be allowed to make up that work and it will be assigned a grade of “0” (“zero”).

If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the information and concepts discussed. Get notes from your classmates or come to see me to find out what you missed. In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. Any missed portion of a class period is a missed opportunity to better understand and assimilate the material.

Excused absences and make-up work – University Faculty Senate Rule 5.2.4.2 (February 2012) defines “excused absences” as follows:

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]"

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]"

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a project is due, you must contact me within one week after your absence to make arrangements for making up that work. If you are absent from class *for one of these reasons*, a participation grade will not be recorded for that day, so that your overall participation score will remain unaffected.

Cheating and Plagiarism – I expect all work that you submit to me for a grade to be work that you produce on your own (except, of course, for group projects). This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to me must be your own and not the product of collaboration with others or stolen from someone else. The minimum penalty for a first offense of cheating or plagiarism is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his/her record, more serious penalties, up to suspension from the university may be imposed. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (February 2012):

"6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain."

"6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

Classroom behavior, decorum, and civility – The classroom is a place of learning and as such has certain understood rules that I will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but I expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations – If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive academic accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.