NEW COURSE FORM

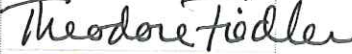## Signature Routing Log

General Information:

Course Prefix and Number: MCL 100   (gen ed 1-h)

Proposal Contact Person Name: Jeanmarie Rouhier-Willoughby   Phone: 7-1756   Email: j.rouhier@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL Committee	5-1-10	Jeanmarie Rouhier-Willoughby / 7-1756 / j.rouhier@uky.edu	
MCL Chair	7-1-10	Theodore Fiedler / 7-4642 / tfiedler@uky.edu	Theodore Fiedler
A&S Ed. Policy Cmte.	12/7/10	Randall Roorda, Humanities / roorda@uky.edu 7-1033	Randall Roorda
A&S Dean		Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu /	ARKBosch
		/ /	
		/ /	

External-to-College Approvals:

GEOC 12/10/11

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. **General Information.**

   a. Submitted by the College of: A&S   Today's Date: 11-15-10

   b. Department/Division: Modern and Classical Languages, Literatures and Cultures

   c. Contact person name: Jeanmarie Rouhier-Willoughby   Email: j.rouhier@uky.edu   Phone: 7-1756

   d. Requested Effective Date: ☐ Semester following approval   OR   ☒ Specific Term/Year[1] :   Spring 2012

2. **Designation and Description of Proposed Course.**

   a. Prefix and Number: MCL 100

   b. Full Title: The World of Langauge

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

   d. To be Cross-Listed[2] with (Prefix and Number): _____

   e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3 Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

   f. Identify a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

   g. Number of credits: 3

   h. Is this course repeatable for additional credit?   YES ☐   NO ☒

   If YES: Maximum number of credit hours: _____

   If YES: Will this course allow multiple registrations during the same semester?   YES ☐   NO ☒

   i. Course Description for Bulletin: This course introduces students to some of the objects and methods of inquiry common to the different language areas and fields of study in the Department of Modern and Classical Languages, Literatures and Cultures. Students will examine the structure and use of spoken language and written language as well as their sociocultural aspects and explore basic linguistic principles, the roles and function of language, and issues involved in first- and second-language acquisition. In the process they will develop a facilty and vocabulary for the examination of the principal structures involved in systems of spoken and written language.

   j. Prerequisites, if any: _____

   k. Will this course also be offered through Distance Learning?   YES[4] ☐   NO ☒

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[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.

[3] 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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

NEW COURSE FORM

I. Supplementary teaching component, if any: ☐ Community-Based Experience ☐ Service Learning ☐ Both

3. **Will this course be taught off campus?** YES ☐ NO ☒

4. **Frequency of Course Offering.**

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

   b. Will the course be offered every year? YES ☒ NO ☐

   If NO, explain: _____

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?** 60-120

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: The course will satisfy the GenEd Intellectual Inquiry: Humanities requirement

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[5] for ANY program? YES ☐ NO ☒

   If YES[5], 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) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

    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.

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

General Education Course Approval Cover Sheet

Date of Submission 11/15/10

1. **Check which area(s) this course applies to**

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. **Provide Course and Department Information.**

   Department: Modern and Classical Languages, Literatures and Cultures

Course Prefix and Number:	MCL 100	Credit hours:	3
Course Title:	The World of Language		

   Expected # of Students per Calendar Yr: 60-120

   Course Required for Majors in your Program (check one)? Yes ☒ No ☐

   Prerequisite(s) for Course? none

   This request is for (check one)   A New Course ☒   An Existing Course ☐

   Departmental Contact Information

   Name: Jeanmarie Rouhier-Willoughby   Email: jrouhier@uky.edu

   Office Address: 1049 POT   Phone: 7-1756

3. **In addition to this form, the following must be submitted for consideration:**

   - A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
   - A completed Course Review Form. See the Gen Ed website http://www.uky.edu/gened/forms.html for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
   - If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. **Signatures**

   Department Chair: *Theodore Fiedler*   Date: 11/15/10

   Dean: *ARKBosh*   Date: 12/7/10

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website http://www.uky.edu/gened

Course Review Form
Intellectual Inquiry in the Humanities

Course: MCL 100 The World of Language

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:
Students will complete two papers that analyze a particular issue in language structure and usage, one in each half of the course. Class discussion will center on these issues as well on a daily basis.

Brief Description:
They will evaluate the claims about language from the perspective of various theorists about language structure, language acquisition and language and its social function. Using data from their languages of speciality, they will present an argument for or against these various claims. These papers will be preceded by in-class discussion on the theories of language structure, acquisition, and usage. Students will learn to evaluate competing claims and support them using language data in class discussion, in preparation for the papers.

☒ Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:
Weeks 3-6, 11-14

Brief Description:
Students will study the various theoretical approaches to language, e.g., structuralism vs. functionalism, and how these theories take a different attitude toward the nature of language (e.g., is language different from thought, are there universals in all the languages of the world, is language best characterized as a conceptual entity or a social entity, does our native language affect our perceptions of the world, in short the major 20th century theories of the nature of language and its structure and use).

☒ Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:
Weeks 7-9, 10-14

Brief Description:
Students will study the issues related to the intersection of language and culture and the theory that language shapes our view of the world as well as intersections between human social categories (gender, class, ethnicity) and language identity.

☒ Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:
Weeks 3-6; two papers.

Brief Description:
Students will complete two papers that analyze a particular issue in language structure and usage, one in each half of the course. These papers will demonstrate students' mastery of linguistic concepts and theoretical/methodological approaches to language. Class discussion will center on the nature of language structure (what are the elements of language, how do theorists approach them, what are the debates about these elements in the literature).

☒ An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:
Students will complete two papers that analyze a particular issue in language structure and usage, one in each half of the course.

Brief Description:
In these papers they will evaluate the claims about language from the perspective of various theorists about language structure, language acquisition and language and its social function. Using data from their languages of speciality, they will present an argument for or against these various claims.

Information literacy component:
Students will be required to read primary sources on linguistic theory/analysis for use in their papers.

Reviewer's Comments:

2

University Senate Syllabi Guidelines

(handwritten, top right) MCL 100 new gened 8/1-H

General Course Information

☑ Full and accurate title of the course.

☑ Departmental and college prefix.

☑ Course prefix, number and section number.

☑ Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

☑ Instructor name.

☑ Contact information for teaching/graduate assistant, etc.

☑ Preferred method for reaching instructor.

☑ Office phone number.

☑ Office address.

☑ UK email address.

☑ Times of regularly scheduled office hours and if prior appointment is required.

Course Description

☑ Reasonably detailed overview of the course.

☑ Student learning outcomes.

☑ Course goals/objectives.

☑ Required materials (textbook, lab materials, etc.).

☑ Outline of the content, which must conform to the Bulletin description.

TBD ☑ Summary description of the components that contribute to the determination of course grade.

TBD ☑ Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).

TBD ☑ Final examination information: date, time, duration and location.

☑ For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.

NA ☐ For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)

☑ Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).

☑ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.

☑ Policy on academic accommodations due to disability. Standard language is below:

> If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

TBD ☑ Attendance.

☑ Excused absences.

☑ Make-up opportunities.

☑ Verification of absences.

☑ Submission of assignments.

☑ Academic integrity, cheating & plagiarism.

TBD ☑ Classroom behavior, decorum and civility.

NA ☐ Professional preparations.

TBD ☑ Group work & student collaboration.

MCL 100 The World of Language

Day/Time/Place: TBD

Instructor: TBD   Email: TBD
Office phone: TBD   Office address: TBD
Preferred method on contact: TBD   Office Hours: days and times TBD
Teaching/Grad. Assist: TBD   email: TBD

Course Description: MCL 100 The World of Language is the first of two courses designed to introduce students to the objects and methods of inquiry common to the different language areas and fields of study that make up the Department of Modern and Classical Languages, Literatures and Cultures (MCL). The course is based on the premise that, regardless of the particular language area a student wants to pursue (e.g., Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin or Russian), it is necessary that s/he gain a basic understanding of the features of language in and of itself as well as a sophisticated awareness of what it means to acquire language, especially a second language. This course also aims to prepare students for MCL 200 which will deal with the analysis of different kinds of "texts" (e.g., visual, written, oral, musical). MCL 100 is a course that lays the foundation for student acquisition of world languages. During the term the students will examine the structure and use of spoken and written language as well as their sociocultural aspects and explore basic linguistic principles. Specifically, students will examine the roles and function of language, become aware of issues involved in first- and second-language acquisition, and develop a facility and vocabulary for the examination of the principal structures involved in systems of spoken and written language.

Student Learning Outcomes: At the conclusion of the course...

1. Students will be able to demonstrate self-awareness as a second-language learner. (meets Intellectual Inquiry: Humanities Outcomes 1, 2, 4)

2. Students will be able to identify the basic linguistic structures/components common to all languages. (meets IIH Outcomes 3, 4)

3. Students will be able compare the characteristics of first language acquisition with that of second language acquisition. (meets IIH Outcomes 2, 3, 4)

4. Students will be able to explain in general terms the impact of writing systems on language transmissions, codification and learning. (meets IIH Outcomes 2, 3, 4)

5. Students will be able to explain the difference between standard language and dialect and identify some of the ways in which the difference potentially affects cultural and personal identity as well as social status. (meets IIH Outcomes 2, 3, 4)

Textbooks:

An Introduction to Language, Fromkin and Rodman, 2007
The Language Instinct, Steven Pinker, 1994

Second Language Acquisition and Second Language Learning, Stephen Krashen, 1981
Sociolinguistics: An Introduction to Language and Society, Peter Trudgill, 1995

Description of content:

<u>**Why Do We Learn Languages?**</u> **(Weeks 1-2)**
We will approach this "why" question from a variety of perspectives, both practical and theoretical. Some may want to learn different languages to be successful in their jobs. Others may be engaged in SLA from a national security point of view. Still others may want to learn specific cultural/religious sensibilities intertwined with different languages. Some others may argue that languages are inherently beautiful, adding that they want to speak one just like you would find flute sounds beautiful and desire to play one. Yet others may want to read great novels in the original language. Implicit in these practical concerns are some of the theoretical questions that will help us explore "why do we learn languages?" in this course and beyond, such as: What is communication? How does language relate to reality? How does language shape our thought, our consciousness, and our body? After all, what is language?

<u>**Introduction to Languages and Linguistic Universals**</u> **(Weeks 3-4)**
Language is quintessentially human, and is an integral part of life on which we depend to convey wants, needs, thoughts, concerns, etc. We use spoken language every day, face-to-face, as a means of communication, while written language allows us to record and preserve our history. In considering how languages differ from one another, we often lose sight of the important underlying commonalities they share. Why do all languages have nouns and verbs, consonants and vowels? How do languages use contrastive sounds to distinguish words and their meaning? How are languages efficient in their principles and patterns of use? The existence of such common principles and properties, also called language universals, is central to understanding the cognitive and neural mechanisms behind them, and their manifestation among different languages. This section provides a basic introduction to the function and structure of language systems and to linguistic universals.

<u>**Issues in Language Structure**</u> **(Weeks 5-6)**
Each language has a complex system of rules that governs how speakers organize sounds into words and words into sentences. It is our knowledge of this system that allows us to generate sentences we've never heard or uttered before. No other observable communication (birdsong, bee dances, or monkey calls) appears to have similar characteristics. What are the characteristics and features of language that allow humans to do generate language? The system of a language can be divided into components that interact with the others, but each can also be studied as a separate set. This section introduces five components: Phonetics (what does the inventory of sounds include and how are they different across languages?); Phonology (What are the rules for how sounds are combined/ How do these rules affect how we perceive and pronounce the languages we study?); Morphology (How are words formed and how do we recognize various types of words, e.g., nouns, verbs, adjectives?); Syntax (What components and factors play a role in sentence formation in one language and across languages?); and Semantics (How do we know what words mean? How do we know what sentences mean? Can different languages truly share meaning?).

Issues in First Language Acquisition (Weeks 7-8)
Children naturally begin to differentiate between native and foreign sounds as soon as the first weeks of life. While language production remains dormant during the first months of acquisition, soon they can use language to make themselves understood as well as understand others. How does this process operate? How do children learn and master the skills needed to process and produce language successfully? What stages do they go through to acquire and then produce language? Does the language they learn affect or mold their thought process? This section focuses on understanding children's acquisition of a first language, and identifying the various stages they progress through as they become fluent speakers. Language differences exist, so first language acquisition is primarily shaped by the properties of each language. For example, the order in which children acquire each language system may vary depending on difficulty or relevance. Likewise, acquisition may also be affected by social interaction, environment, and cognitive development.

Issues in Second Language Acquisition (Weeks 8-9)
Why do some people learn second languages better than others? With this question as a lead, we will explore second language acquisition as a process involving basic issues in linguistics, psychology, sociology, anthropology, philosophy, and cognitive sciences. Topics include the relationship between the first language and the second language (How does the presence of the first language interfere with and/or facilitate second language acquisition?); the critical period hypothesis (In what ways is it true/untrue that one cannot acquire a second language after certain age?); individual differences and motivation (How does motivation function as a mediating variable between individual cognitive differences and second language acquisition?); language and social identity (How do class, ethnicity, and gender interact in the process of second language acquisition?); language as game (In what ways does the second language learner of a particular language define and redefine the rules of that language?); and language as technology (Can second language acquisition be seen as acquiring a new "machine," upgrading an old "computer," or even obtaining a new "weapon"? What kind of theoretical horizon will appear when we explore a metaphor of language as technology?). Some useful tips for helping students' second language acquisition process will also be provided.

Writing Systems (Week 10)
Writing, the symbolic or graphic representation of language by signs or symbols, is a relatively recent cultural development that occurred within the past five thousand years. Not all languages have a writing system; some even lost their initial writing system, while others developed, in a very recent past, a simplified form of an existing writing system. The contrast between speech and writing comes into sharper focus when we consider that spoken language is acquired without apparent or specific formal instruction, whereas writing must be taught and learned through deliberate effort. What is the history of writing systems? How did different types of writing systems including alphabetic, syllabic and word writing develop? How has writing affected language and the literary tradition?

Issues in Sociolinguistics (Weeks 11-14)
What is the difference between a language and a dialect? Why are some forms of a language considered to be "inferior" or "superior"? How does language relate to personal and cultural identity as well as to class, ethnic, and gender status? What is language policy and what effects

does it have on the populace in bilingual and multilingual nations? These questions emerge from the development of a writing system and its use in developing a literary language. Writing and literature allow for the formal codification of prestigious forms of a language. Such judgments may produce a language policy which establishes official languages, resulting in minority languages (or dialects) that struggle to maintain their existence. Speakers of a minority language (or dialect), whether native citizens or immigrants, are faced with the choice to adopt the standard or to resist, maintaining their own system despite official and social disapproval. Language may then be considered both a political tool and a political statement. This section studies these issues, which are central to an understanding of why non-natives learn a particular form of language and how cultural identity is intertwined with language forms.

Bibliography:

Introduction to Language Structure, Linguistic Universals, and Writing Systems,

An Introduction to Language, Fromkin and Rodman, 2007
An Introduction to Language and Linguistics, Fasold and Connor-Linton, 2006
Linguistics: An Introduction to Language and Communication, Akmajian, et al, 2001
Linguistics: An Introduction, Radford, et al, 1999
Contemporary Linguistics: An Introduction, William O'Grady, 1996

Child/First-Language Acquisition

The Language Instinct, Steven Pinker, 1994
Language Learnability and Language Development, Stephen Pinker, 1984
First Language Acquisition: Method, Description, and Explanation, David Ingram, 1989
How Children Learn to Learn Language, Lorraine McCune, 2008
Language, Culture and Cognition: a Collection of Studies in First and Second Language Acquisition, Malave and Duquette, eds., 1991
Explanations in the Study of Child Language Development, Atkinson, 1982

Second-Language Acquisition

Understanding Second Language Acquisition, Rod Ellis, 1985
Second Language Acquisition/Foreign Language Learning, van Patten and Lee, eds., 1990
Second Language Acquisition and Second Language Learning, Stephen Krashen, 1981
Principles and Practice in Second Language Acquisition, Stephen Krashen, 1982
Role of the First Language in Foreign Language Learning, Hakan Ringbom, 1987
Second Language Learning Strategies: Current Research and Implications for Practice, Rebecca Oxford, 1986
In Other Words: The Science and Psychology of Second-Language Acquisition, Bialystok and Hakuta, 1994

Sociolinguistics

Sociolinguistics, R.A. Hudson, 1996

Sociolinguistics: An Introduction to Language and Society, Peter Trudgill, 1995
Sociolinguistics and Second-Language Acquisition, Dennis R. Preston, 1989
Sociolinguistics, Language and Society, M.K. Verma, ed., 1998
Sociolinguistics of Learning and Using a Non-native Language, Leo Loveday, 1982
Language, Culture, and Communication, Nancy Bonvillain, 1997
Union of Diversity: Language, Identity and Polity-Building in Europe, Peter Kraus, 2008
Language Ideologies: Practice and Theory, Schieffelin, Woolard and Kroskrity, eds., 1998
Arabic Sociolinguistics: Topics in Diglossia, Gender, Identity, and Politics, Bassiouney, 2009
Sociolinguistics in Japanese Contexts, Kunihiro, Inoue and Long, eds., 1998

Assignments: (meets IIH Outcomes 1, 5)   Grading Scale:

Grading:

Midterm Exam:	20%	90-100	A
One Final Exam:	20%	80-89	B
One short paper (3-5 pages):	15%	70-79	C
One research paper (7-10 pages):	30%	60-69	D
Class Participation:	15%	59 or below	E

Course Policy on Academic Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policy for Attendance:
(sample: *Attendance will be recorded for every class meeting. Two unexcused absences will be allowed without penalty. After that, each absence will incur a 10% reduction in the attendance grade. Excused absences will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2. [http://www.uky.edu/Ombud/policies.php S.R. 5.2.4.2 defines the acceptable reasons for excused absences.]*)

For further information see http://www.uky.edu/StudentAffairs/Code/part2.html 5.2.4 – Academic Standards
        Attendance and Completion of Assignments 5.2.4.1
        Excused absences: 5.2.4.2 – see for definitions
        Make-up opportunities:
                The instructor shall give the student an opportunity to make up the work and/or the exam missed during an excused absence..." implies the student shall not be penalized for the excused absence.
        Verification of absences:
                Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work.

Course Policy for Submission of Assignments:
        TBD

Course Policy on Academic Integrity:
(sample: *All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at http://www.uky.edu/Ombud.)*

Course Policy on Classroom civility and decorum:
(sample: *The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.)*

Course Policy for Group work & student collaboration: (if applicable)
(suggested by Ombud/Senate: *The syllabi for courses within which students are expected to engage in group learning, team projects, or other collaborative, course-related activities must provide explicit explication of how individual student performance will be assessed in such shared learning activities. Requiring as part of the group assignment that the team must explain the involvement of each member in the project and/or actually assess the contribution of each other to the final product may encourage balanced and active participation and contribution by all group members. If student peer assessment is included, it should not be the only evaluation made of individual student performance.)*