

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 3180
Course Title	French Dialectology and Sociolinguistics
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily French-speaking communities and principal methods of sociolinguistic research and discourse analysis. Implications for teaching French.
Pre/ Co Requisites	FRE 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

### 3. **Rationale:**

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, French). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed a French Dialectology and Sociolinguistics class (FRE 3180) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

### 4. **Learning Outcomes:**

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties learned through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

5. **Date of L&L and FLEP Committee Approval:** April 2, 2014

**Date of Departmental Approval:** April 10, 2014

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Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 3190
Course Title	Francophone Culture
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the Francophone World.
Pre/ Co Requisites	FRE 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

### 3. **Rationale:**

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop “Cultural Understandings” (Standard 2.a.) and an “Understanding of Cultural Texts and Traditions” (2.b.). This includes the ability to identify and to interpret the contributions of major artists, thinkers, writers, film makers and other cultural icons in order to analyze how they represent the target culture traditions through time and space. For that reason, the Department has developed a Francophone Culture class (FRE 3190) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

### 4. **Learning Outcomes:**

- Demonstrate the connections among the various perspectives of a culture and its practices and products.
- Integrate acquired information into students’ pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

5. **Date of L&L and FLEP Committee Approval:** April 7, 2014  
**Date of Departmental Approval:** April 10, 2014

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Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Italian
Course Prefix & Number	ITA 3180
Course Title	Italian Dialectology and Sociolinguistics
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily Italian-speaking communities and principal methods of sociolinguistic research and discourse analysis. Implications for teaching Italian.
Pre/ Co Requisites	ITA 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

### 3. **Rationale:**

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, Italian). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed an Italian Dialectology and Sociolinguistics class (ITA 3180) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

### 4. **Learning Outcomes:**

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties learned through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

5. **Date of L&L and FLEP Committee Approval:** April 2, 2014

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Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Italian
Course Prefix & Number	ITA 3190
Course Title	Italian Culture
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the of the Italian-Speaking World.
Pre/ Co Requisites	ITA 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop “Cultural Understandings” (Standard 2.a.) and an “Understanding of Cultural Texts and Traditions” (2.b.). This includes the ability to identify and to interpret the contributions of major artists, thinkers, writers, film makers and other cultural icons in order to analyze how they represent the target culture traditions through time and space. For that reason, the Department has developed an Italian Culture class (ITA 3190) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

**4. Learning Outcomes:**

- Demonstrate the connections among the various perspectives of a culture and its practices and products.
- Integrate acquired information into students’ pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

**5. Date of L&L and FLEP Committee Approval: April 7, 2014**

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Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 3180
Course Title	Spanish Dialectology and Sociolinguistics
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily Spanish-speaking communities and principal methods of sociolinguistic research and discourse analysis. Implications for teaching Spanish.
Pre/ Co Requisites	SPA 202 or SPA 204
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, Spanish). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed a Spanish Dialectology and Sociolinguistics class (SPA 3180) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

**4. Learning Outcomes:**

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties learned through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

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Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 3190
Course Title	Hispanic Culture
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the of the Hispanic World.
Pre/ Co Requisites	SPA 202 or SPA 204
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**4. Learning Outcomes:**

- Demonstrate the connections among the various perspectives of a culture and its practices and products.
- Integrate acquired information into students’ pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

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