EASTERN CONNECTICUT STATE UNIVERSITY
Liberal Arts Program Committee
Course Submission Application for the Liberal Arts Curriculum

Tier I: Historical Perspectives

<table>
<thead>
<tr>
<th>Department: MCLS</th>
<th>% of sections of this course typically taught by adjuncts per academic year:</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix and Number: FRE 116</td>
<td>Yes X No</td>
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<tr>
<td>Course Title: Introduction to the French-speaking world</td>
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</tr>
<tr>
<td>Contact Name and E-mail: Michele Boskovic <a href="mailto:boskovicm@easternct.edu">boskovicm@easternct.edu</a></td>
<td>X</td>
</tr>
<tr>
<td>Date of Submission: 11/8/2006</td>
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- Descriptions of the tiers, content areas and integrated curricular elements* and narratives are at [http://www.easternct.edu/depts/lapc](http://www.easternct.edu/depts/lapc)
- This form should be submitted with a course syllabus and the appropriate (two) Curriculum Committee forms.

### TIER I: HISTORICAL PERSPECTIVES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Emphasis Ranking</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3 Critically Important 2 Important 1 Less Important</td>
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<th>Specific Course Activities</th>
<th>Assessment Method</th>
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<tr>
<td>1. Critically read, discuss and write about historical issues</td>
<td>Assigned readings; class and group discussions; viewing (excerpts of) films followed by class discussion</td>
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<tr>
<td>2. Demonstrate an understanding of how the past has an impact on subsequent events and the present</td>
<td>Assigned readings (various articles, short stories, and a novel or a play); films discussions</td>
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<tr>
<td>3. Reflect on the complex, dynamic and interrelated nature of change</td>
<td>Course lectures and class discussion</td>
</tr>
<tr>
<td>4. Critically evaluate claims about the past</td>
<td>Course lectures and class discussions of texts and films, e.g. the representation of the “colonial other” as a savage and/or child</td>
</tr>
<tr>
<td>5. Understand the influence of the temporal and geographical contexts of historical events on human affairs</td>
<td>Discussion of assigned readings and films; course lectures; contextualization of short stories, novel/play; emphasis on the various experience of French colonization and the different outcomes after independence in different countries</td>
</tr>
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**TIER I: Methods and Concepts (required for all Tier I courses)**

1. Recognize and articulate the major concepts and ideas that are foundational to a range of liberal arts disciplines
   - Obtained by cumulative activities of multiple requirements of courses in Tier I

2. Comprehend the relationships among and distinctions between disciplines and areas of study
   - Obtained by cumulative activities of multiple requirements of courses in Tier I

3. Understand and employ multiple modes of inquiry and analysis
   - Obtained by cumulative activities of multiple requirements of courses in Tier I

4. a. Effectively communicate ideas orally.*
   - 2
   - Informal class discussions and formal presentations; group discussions and debates
   - Weekly participation grade; subjective evaluation of the student's ability to communicate ideas

4. b. Effectively communicate ideas visually.*
   - 1
   - Require students to compare and interpret maps from different time periods
   - Final project as a brochure or as including graphs, maps, etc.

4. c. Effectively communicate ideas in writing.*
   - 3
   - Require students to write about and analyze historical facts and culture
   - Paper, exams, final project, written assignments

5. a. Understand the value of rigorous inquiry and research
   - 3
   - Tied to item 4 “critically evaluate claims about the past”. Require students to search for facts disproving claims made in texts or films.
   - Exam questions, assignments

5. b. Understand the value of academic integrity
   - 3
   - Emphasized in lectures
   - Violations of academic integrity will be penalized as explained by the instructor

5. c. Understand the value of active engagement in the ECSU learning community and beyond
   - 2
   - Students will be encouraged to attend lecture series, performances, events, etc. related to the course content
   - Credit assigned at the discretion of the instructor

5. Discern the ethical dimensions of the production and acquisition of knowledge within disciplines*
   - 3
   - Examine ethical issues in history and cultural studies. Discussion of ethics in historical and social events
   - Exam questions, homework assignments
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<td>6. Ability to think critically*</td>
<td>3 Critically Important</td>
<td>Require students to question assertions made in texts and films and to evaluate opposing claims; evaluation of internet resources</td>
<td>Exam questions, paper, final project</td>
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<tr>
<td>7. Effectively seek and employ information to achieve academic goals*</td>
<td>3</td>
<td>Research for paper, final project, presentation; students will find secondary sources and learn to use and quote them effectively</td>
<td>Paper, presentation, final project</td>
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Course Submission Application for the Liberal Arts Curriculum

General Information

The liberal arts curriculum is designed to achieve specific student learning outcomes. Departments propose courses for submission into the Liberal Arts Curriculum to the Curriculum Committee and the Liberal Arts Program Committee. In submitting course proposals, departments are indicating that the syllabus presented is representative of all sections of the proposed course and acknowledge that all syllabi will contain the LAC tier and category student learning outcomes and other requisite components of a LAC syllabus. Departments will insure that the objectives of the LAC will be declared and taught in all sections of the proposed course. This is not to impede academic freedom. The LAPC recognizes that there are multiple methods to achieve the student outcomes. The diversity of approaches to achieve these ends promotes creativity and enriches the curriculum.

Outcomes

These student learning outcomes are identified as the learning outcome for a particular tier of the liberal arts curriculum and for the specific category of the tier. All courses accepted for inclusion within the Liberal Arts Curriculum must develop the student learning outcomes for each of the outcomes for the categories and contribute to the development of learning outcomes for the tier and for the entire curriculum.

Emphasis Ranking

Identify your intention and active effort to assist students to achieve each of the goals. All outcomes are not equally addressed in every course. The value placed on the outcomes may be evidenced by the time, grade weight or other factors. Ranking of your emphasis assists the LAPC in understanding the focus of the course and how all courses within LAC tiers contribute to student learning. Emphasis Ranking:

3 This outcome is critically important to the course and will be strongly emphasized
2 This outcome is important to the course and will receive some emphasis
1 This outcome is less important to the course and will be addressed but not emphasized
NA If there is a compelling reason based on the nature of the course that precludes meeting one of these requirements, please insert the rationale in the specific course activities box.

Specific Course Activities

How will the instructor insure that the learning objectives are met? Please provide specific course activities designed to achieve student outcomes in each area. Your syllabus will illustrate the overall requirements and content of your course. Please highlight specific teaching approaches, student activities, resources employed, reading assignments or other strategies to produce these learning outcomes.

Active learning activities are encouraged to promote student engagement and learning at higher levels. These may include: debates, presentations, student team reports, demonstrations, experiments, discussion, problem-solving, assessing, designing, role playing, simulation and other activities.

Assessment Methods

How will the instructor evaluate whether students in the class achieve these outcomes and at what level of achievement? How will the instructor evaluate whether the course achieved the expectations for overall student learning of these objectives? If available, attach copies of assessment tools to your submission. There are a variety of sources of evidence of student achievement of goals. These may include:

- Embedded assessments such as papers, exams, projects, lab reports, presentations, journals
- Methods to communicate assessment such as rubrics, comments, grade reports, feedback mechanisms
- Student self-evaluation tools

Syllabus

Course syllabi for the Liberal Arts Curriculum (LAC) must include the learning outcomes for the appropriate tier and category of the LAC.

Curriculum Committee Forms

All courses submitted for the LACC for the first time will be treated as new courses to be approved by the Curriculum Committee.