

COLONNADE PROGRAM COURSE PROPOSAL

World Language Proficiency

WORLD LANGUAGE PROFICIENCY

Admitted students are expected to demonstrate language proficiency at the “Novice high” level before completing 60 hours of coursework. Additional courses may be taken to meet this proficiency.

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in ***World Languages***?

RELS 151: Elementary Latin (Continued)

2. How will this course demonstrate “Novice High” proficiency in the language?
Please address **all** appropriate proficiency.

PRESENTATIONAL WRITING: Students will be able to write short messages and notes on familiar topics related to everyday life.

They will demonstrate this proficiency through written work on the final examination.

INTERPRETIVE READING: Students will be able to understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They will sometimes understand the main idea of what they have read.

They will demonstrate this proficiency by translating passages on the final examination.

3. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

By the end of this course, students will achieve a “Novice High” proficiency in Presentational Writing and Interpretive Reading. They will be able to:

- write short messages and notes on familiar topics related to everyday life.
 - understand words, phrases, and simple sentences related to everyday life.
 - understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
 - sometimes understand the main idea of what they have read.
4. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

At the end of the semester, students will take a final examination that will require (among other items) them to write short sentences or passages in Latin and to translate passages from Latin to English. These items will be pulled from the examination so that the instructor can assess whether or not the students are able to accomplish the following “can do” tasks (these are drawn from the “Colonnade Program World Language Requirement” document on the Department of Modern Languages website, and are “Novice High” proficiencies):

- I can understand some ideas from simple texts that contain familiar vocabulary.
- I can write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

After reviewing the pertinent items from the examinations, the instructor will write a report to the Department Head of Philosophy and Religion. The report will provide data on the percentage of students who achieved each of the proficiencies. The goal is to achieve 80 percent for both proficiencies. Any deficiencies will be identified and explained, and the instructor will propose strategies for increasing student learning in the event of any deficiencies.

5. How many sections of this course will your department offer each semester?

Generally, this course only will be offered during the spring semester.

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

RELS 151: Elementary Latin 2 (online)

SPRING 2015 (January 26 – May 10, 2015)
Elementary Latin 2, section 001—(CRN: 38914)

RELS 151:

Instructor: Dr. Stephen M. Kershner Instructor's Contact

Info: Email: stephen.kershner@wku.edu

- ☐ I will attempt to respond to your emails or other forms of contact within 24 hours of receiving your message. Email is, by far, the best way to contact me.

- ☐ You can also contact me through the “Question and Answer” forum on the course’s Blackboard discussion board.

- ☐ Since I am not always in my office or on campus, if you need to reach me in an emergency, please contact the Office Associate for the Department of Philosophy and Religion, Paula Williams:

- ← •Phone: 270-745-3137

- ← •Location: Cherry Hall 300A

- ← •Note Well: Ms. Williams is only able to get a

message to me faster than you can in an emergency (for one thing, she has my personal phone number). She is not my appointment keeper nor is she a magician (i.e., she can't produce me out of thin air nor can she make me answer your message). Any abuse or harassment of the office staff (i.e., Ms. Williams or the student workers) WILL NOT be tolerated.

- ☐ To schedule a face-to-face appointment, please email me. Office Hours (ONLINE): I will determine and post my online office hours once I get a good feel for my schedule for this semester (sometime in the first week). Make sure to look for the announcement of my online office hours in the “announcements” section of the course’s webpage. Until then, if you need to speak with me, please contact me via email. Note: I will only hold face-to-face office hours in special circumstances and by appointment. Required Textbooks:

- ☐ Introduction to Latin (text) by Susan C. Shelmerdine
Second Edition. (Focus Publishing, 2013)

ISBN : 15851

- ☐ Introduction to Latin (workbook) by E. De Horatius
Second Edition. (Focus Publishing, 2013)

ISBN : 15851

- ☐ English Grammar for Students of Latin by Goldman and Morton Third Edition (Olivia and Hill Press, 2012)

ISBN :
0934034346

Course Description and Learning Objectives:

This course is the continuation (from RELS 150 in the fall semester) of an introduction to the language of Latin (specifically “classical Latin”, that which was written and used by the Romans between about 200BCE and 400CE). Students participating will acquire knowledge of Latin morphology (how words change to mean something) and syntax

(how we string words together to mean something) and will begin to develop an ability to read simple Latin sentences. As students in this class, you will also gain:

- ☐ A knowledge of how languages work dynamically and organically to help humans communicate
 - ☐ A confidence that you ARE able to learn a foreign language and use it appropriately to communicate meaning
 - ☐ An interest in learning languages and value them for their interpersonal communicative purposes
 - ☐ A knowledge on how to set a learning agenda (i.e., a balance between memorization and practice) necessary to learn a foreign language
 - ☐ A knowledge of some useful resources for learning Latin and other foreign languages By the end of the course you will be able to:
 - ☐ Identify and analyze accurately individual Latin words and simple sentences for meaning, according to the rules of Latin inflection and syntax.
 - ☐ Accurately construct simple Latin sentences according to the rules of Latin syntax and inflection.
 - ☐ Explain accurately some of the reasons that languages are dynamic, organic, and communicative.
 - ☐ Learn new methods for effectively mastering and organizing masses of new material.
- Course Format:** Since this course is solely online, it will be very different from other foreign language courses you may have taken over the years, either in college or in high school. You should therefore be aware of certain differences so that you can hit the ground running this semester, rather than be mired in the difficulties of the format.

- ☐ All course material, activities, and assessments will take place in the online environment centered on the course's Blackboard website, which is accessible through the WKU IT division's webpage. Note: we will not be meeting in a physical classroom.

- ☐ All due date times are for the Central Time Zone in the US (i.e., 10:00 = 10:00AM CST)

- ☐ While this course is relatively self-directed in regards to when you do the work during the week, you must be aware that there are fixed start and end dates for the various lessons and assessments throughout the semester. You should make sure to structure your learning and progress according to these deadlines. I will hold these deadlines AS deadlines. If you need an extension or other such accommodation for a deadline, you must email me before hand to set up that accommodation. Please see below for my policy for requesting and being granted extensions for deadlines.

- If you are unsure that online courses are for you, check out this "online readiness" quiz.

["are online courses for me?"](#) :

http://www.cod.edu/dept/CIL/CIL_Surv.htm Course Requirements:

Grade Distribution:

The content for this course is broken into Learning Units. To make the assessment of your performance in this class more efficient for all involved, I have set up the grading distribution so that all assessments (vocabulary and parsing quizzes, unit tests, translation assignments, etc.) for each unit will be totaled up to equal one Unit Grade. Each Unit Grade will have an equal weight in the calculation of the final grade. When you combine the eight Unit Grades (for the eight Learning Units) with the Final Exam grade and the Participation grade,

the total equals 100%.

Unit One = 10%
10%
= 10%

Unit Two = 10%
Unit Five
Final Exam = 10% Cou

90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F

Attendance Policy:

Online attendance is monitored. It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment once the Syllabus Quiz has been attempted. If you do not attempt the Syllabus Quiz by the end of Week 1, I will drop you from the course.

General Remarks about Learning Latin:

- ☐ Language acquisition requires constant practice and a great deal of rote memorization. Completing the course activities and studying the morphological forms of Latin, therefore, will play a crucial role in your progress. Please expect to devote several hours per week to your Latin assignments.
- ☐ Memorization will be important to your success. Like all language learning, there are many forms and vocabulary terms that you'll need to master. Try to determine early in the course what memorization strategies work best for you. You might try flashcards, writing out exercises, reciting, testing another person in small groups, and so on. If you are struggling with memorization, please make an appointment with me to discuss learning strategies. I have been studying and teaching Latin for a long time and can offer lots of different ideas learned from harsh experience.

For more, check out this [Memorization and Study Tips tutorial](http://www.sophia.org/tutorials/memorization-tips-and-strategies):
<http://www.sophia.org/tutorials/memorization-tips-and-strategies>

- ☐ Our course will be primarily grammar-based. If you are

not comfortable with your command of English grammar and/or general grammatical concepts, please make an appointment to see me as soon as possible, post to the “Question and Answer” forum on the Discussion Board, or consult the English Grammar for Students of Latin listed above. Familiarity with grammar will make your progress in Latin easier, faster, and more fun.

- ☐ Latin can be intimidating, and is definitely a complicated language. Please remember that I am here to make it accessible, clear, and enjoyable. Email me or post in the “question and answer” forum as often as you like, ask questions via email, or use your classmates as a resource. Note well that some of the best strategies for learning a new language work best in study groups. Don’t be afraid to start a study group with some of your classmates. The time to address difficulties with the material is as soon as those difficulties arise. Do not wait until the last minute – it will only hurt you!

- ☐ There are many resources for Latin language acquisition on the Internet. Many are extremely helpful, such as “Perseus” run by Tufts University. However be aware that anyone can post anything on the Internet and it may not be as useful or as beneficial or as valid as you might wish it to be. There are a few apps developed for Latin learning. One good one is called “Liberation Philology Latin”. This app will help you with quizzing forms and vocabulary. See the

Technical Considerations

Use of Technology

POLICIES

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online.

- ☐ Access to a computer (preferably your own) with a reliable Internet connection.
- ☐ Microsoft Internet Explorer 10 (for video viewing) and Firefox (for all else in course).
- ☐ Microsoft Word or word processing software saves files in .doc or .docx format. Since I cannot open documents in a “Pages” format, I will be unable to accept them.
- ☐ Adobe Acrobat Reader (a free download is available from Adobe.com)
- ☐ The university’s tech support folks have pointed out that, while you are able to access course content from devices like a tablet or smartphone, a laptop or desktop computer that is **HARDWIRED** to the internet will work **BEST**. Essentially, Wi-Fi is too susceptible to inconsistency (i.e., imagine getting kicked off a Wi-Fi network in the middle of an exam!) and tablets and smartphones may not have the ideal working access for you to do well. Blackboard Help/WKU IT Help Desk 270-745-7000
Make Sure You Know How to Use Blackboard (Bb Student User Training)

• ☐ If you have not used Blackboard a lot, or if this is your first online class, I highly recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

• ☐ To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. Again, there is no credit for this for the class, and it’s not required, but it could be very helpful for you and important for your success! OR..... WKU Distance Learning Student Resource Center You may also want to visit

the [WKU Student Resource Center](http://www.wku.edu/online/src/):

<http://www.wku.edu/online/src/> Failure of Technology

- □ We will be using Blackboard and the Internet for work in this course. Problems with Blackboard should be directed toward the IT Help Desk. Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather! “I didn’t save it” or “I lost it” are very POOR excuses and will get little attention.

- □ If you have a problem and call the IT Help Desk, please forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what’s going on. In general, students are honest about having problems, but I’ve encountered several “not very honest” people who try to say they’ve called the Help Desk claiming not being able to post to a discussion, submit a paper, or do a journal in an attempt to get more time on work. Know now that I call the Help Desk for every case that I am told about to see if there is something I can do in order to help you have the access that you need. If I catch you not being dishonest about this, your grade WILL be adversely affected.

Notice on Online Etiquette Just like face-to-face courses, there is a proper way to comport yourselves in the online environment. Bullying, disparaging, racism, and other disruptive behaviors will not be tolerated. In addition, please keep personal issues and conflicts outside of our course environment. An inability to do so will adversely affect the participation portion of your grade. Remember also that even though there is a sense of anonymity in online interactions (because you are face to face with your conversant), you do not have license to treat me or your classmates badly.

Academic Integrity Policy

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor

in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructor

for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. Academic dishonesty, in any form, will not be tolerated. Any (and I MEAN any) occurrence will result in an immediate F for the course, regardless of the quality of a student's previous work.

Academic Support Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

The Learning Center

- □DUC A330, in the Academic Advising and Retention Center—to make an appointment at [The Learning Center \(TLC\)](#) (www.wku.edu/tlc) or to request a tutor for a specific class, call

270-745-6254 or stop by.

- ☐ The Elementary Latin I and II courses DO have a dedicated and highly competent tutor in the TLC. Her name is Sarah Beach. See the announcement from her on the Announcements page for her hours and contact information.

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note now that I will email all things posted as announcements!)

Withdrawal Policy It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting the syllabus quiz. The final withdrawal date is October 15, 2014. **Due Dates/Policy on Late Work and Extensions/Grade Appeals**

- ☐ All work to be turned in must be turned in on time (that means both the date and TIME listed in the assignment). Late papers will be accepted one class period after the original due date only and will receive a one letter grade penalty automatically (i.e., after the penalty an A would be a B). After this point, the assignment will not be accepted at all, no exceptions.

- ☐ Attaining a deadline extension for your work is possible, provided that you satisfy 3 requirements: (1) the request must be made before the assigned due date (i.e., including the specific time on the due date), (2) the request must be made via email (so that there is a dated record of the request and, if granted, the approval), (3) you've met deadline extensions given to you on previous assignments. If you did not meet a previous approved deadline extension, your request (which implies a promise to

fulfill) will be deemed unreliable and rejected.

- ☐ Any appeal of a given grade must be done in writing (email will suffice) and evidence for a different grade must be shown. The burden of proof belongs to the appellant (that's the student). If evidence warrants it, a new grade will be given. A student's original effort in completing the assignment will NOT be considered when judging the validity of a grade appeal. You should NOT appeal a grade unless you actually have proof that the grade for your work is in error. In this instance, it DOES hurt to ask!

- ☐ The GradeCenter on this course's Blackboard site is set up. Please check it often. If there is an error in the recording of your grades, please bring the error to my attention (with proof, of course). Since there is a Grade Center set up for this course, I will not answer "what's my grade" queries. **Work**

Submission All assignments to-be-turned-in are to be typed and organized so that I can understand what you've done. I will not accept hand-written or printed-out hard-copies of final drafts of work; this is an online course, all work must be turned in online. Work must be submitted in the space provided for it on Blackboard. Papers must be submitted in .doc or .docx or else I can't open/grade them (note: papers submitted from the PAGES word processing program cannot be accepted. Papers not submitted in one of those file formats will receive a zero grade. Emailed assignments will not be accepted unless I specifically ask you to submit that way or you have worked out a solution to a problem with me regarding an urgent situation. **How to Submit Assignments** When an assignment is due, go to the appropriate place in the Blackboard website (usually within the specific Learning Unit it is connected to) and follow the directions to upload your document to Blackboard. If you have any

questions, please email me or post a question in the Q&A forum on the Discussion Board. If you submit the wrong file.... If you submit a file and realize that it was a draft or just not the right file, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! If Blackboard locks or is down when you need to submit.... If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then when you next are able (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).