

**ARMSTRONG ATLANTIC  
STATE UNIVERSITY**

University Hall 282  
Minutes October 20, 2010

**PRESENT:** James Brawner, José da Cruz, Catherine Gilbert, Leon Jaynes, Michael Mahan, Rick McGrath (Vice Chair), Glenda Ogletree (Chair), Teresa Winterhalter, Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

**ABSENT:** Lee Braswell, David Lake, Randall Reese, Jonathan Roberts

**GUESTS:** William Deaver, Mirari Elcoro, Mark Finlay, Judy Ginter, John Hobe, David Wheeler

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**CALL TO ORDER.** The meeting was called to order at 3:01 p.m. by Dr. Glenda Ogletree.

**APPROVAL OF MINUTES.** The minutes of September 15, 2010 and September 22, 2010 were approved as presented.

**ITEMS**

**I. College of Education**

A. Adolescent and Adult Education (no items)

*The following item (B.1) was discussed and approved by the committee and is being submitted to the Faculty Senate for approval.*

**B. Childhood and Exceptional Student Education**

1. Modify the following course:

ECUG 3750 Internship I – Pre-Student Teaching 0-V-3  
Prerequisites: Admission to Candidacy in the Department of ~~Early Childhood~~  
~~Education~~ **Childhood and Exceptional Student Education, EDUC 3200**, and  
departmental approval

Rationale: The name of the department has been changed. EDUC 3200 Curriculum, Instruction, and Assessment is a course that provides candidates key content important during the internship, ECUG 3750, and should be taken prior to the internship.

**Effective Term: Fall 2011**

II. College of Health Professions (no items)

**III. College of Liberal Arts**

A. Art, Music, & Theatre (no items)

B. Criminal Justice, Social, & Political Science (no items)

*The following item (C.1) was discussed and approved by the committee and is being submitted to the Faculty Senate for approval. This item is subject to final approval by the Board of Regents Council on General Education.*

**C. Economics**

- 1. Create the following course and add it to Core Requirements E3 & E4: (See Attachments 1, 2, and 3).**

**ECON 1101 Survey of Economics**

**3-0-3**

**Prerequisite: Eligibility for Math 1001**

**Description: Basic concepts of micro- and macroeconomics including supply and demand, economic decision-making, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, and government spending.**

Rationale: Survey of Economics is a commonly offered course at colleges and universities. Its purpose is to serve students who have a desire to learn economics in general but do not have the time or interest for a multiple course sequence, ECON 2105 and ECON 2106. This course also provides exposure to microeconomics without the mathematical detail required in ECON 2106. This course is expected to appeal to a general audience of students in majors other than economics.

The economics department requests this course to be added to the Core Curriculum in Areas E3 and E4. See Attachments 1, 2, and 3.

**Effective Term: Pending BOR approval**

**CURCAT:**

**Major Department: Economics**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

D. Gender and Women's Studies (no items)

E. History (no items)

*The following items (F.1 and F.2) were discussed and approved by the committee and are being submitted to the Faculty Senate for approval. These items are subject to final approval by the Board of Regents Council on General Education.*

**F. Languages, Literature, & Philosophy**

- 1. Add FL 1002 (FREN 1002, SPAN 1002, GERM 1002) to Area B2 of the Core. (See Attachments 4 and 5).**

Rationale: Based on the USG Core Curriculum Evaluation Committee's recommendations for Learning Goal II Global Perspectives, these classes meet the

learning outcomes in line 95 “Students have communicative competence in a second language” and lines 96-97 “Students recognize individual and cultural differences across the globe and demonstrate an ability to communicate and interact across cultures.” Currently, AASU’s Core Area B institutional options include Global Perspectives, but foreign languages are excluded as an option, contrary to other schools of our category in the system such as Clayton State University, Columbus State University, Georgia Southwestern State University, Kennesaw State University, and North Georgia College and State University. Our exclusion from the core prevents disciplines such as health professions, education, and science/technology from the opportunity to take foreign languages since their requirements are restricted to their respective disciplines in Area F with little to no room for languages as electives or related field courses. Most humanities majors must take some foreign language courses in area F, but we are not meeting our general education learning outcomes by denying the other disciplines such an opportunity to enhance their global learning options. See Attachments 4 and 5.

**Effective Term: Pending BOR approval**

- 2. Add any 2000-level foreign languages course (SPAN 2001, SPAN 2002; SPAN 2050 FREN 2001, FREN 2002, GERM 2001, GERM 2002) to Core Area C1. (See Attachments 6 and 7)**

Rationale: Based on the USG Core Curriculum Evaluation Committee’s recommendations for Area C Humanities, Fine Arts, and Ethics, these classes meet the learning outcomes in lines 57-58 “Students recognize themselves as participants in a particular culture and see how this affects their experiences and values” and lines 68-69 “Students are aware of the ways that culture shapes ethical views and can critically evaluate those views.” Currently, AASU’s Core Area C humanities and fine arts options exclude foreign languages, contrary to other schools of our category in the system such as Albany State University, Clayton State University, Fort Valley State University, Southern Polytechnic State University, and University of West Georgia. Our exclusion from the core prevents disciplines such as health professions, education, and science/technology from the opportunity to take foreign languages since their requirements are restricted to their respective disciplines in Area F with little to no room for languages as electives or related field courses. Most humanities majors must take some foreign language courses in area F, but we are not meeting our general education learning outcomes by denying the other disciplines such an opportunity to enhance their global learning options. See Attachments 6 and 7.

**Effective Term: Pending BOR approval.**

- G. Liberal Studies (no items)
- H. Honors Program (no items)

#### **IV. College of Science and Technology**

- A. Biology (no items)
- B. Chemistry & Physics (no items)

- C. Computer Science and Information Technology (no items)
- D. Engineering Studies (no items)
- E. Mathematics (no items)

*The following items (F.1 and F.2) were discussed and approved by the committee and are being submitted to the Faculty Senate for approval. These items are subject to final approval by the Board of Regents Council on General Education.*

## **F. Psychology**

### **1. Create the Following Course:**

**PSYC 1200 – Drugs and Behavior**

**3-0-3**

**Prerequisite: eligibility for ENGL 1101**

**Description: Introduction to the use of drugs and their influence on brain and behavior. The course is for non-science majors and does not count towards a degree in Psychology.**

Rationale: The course will focus primarily on the physiological mechanisms through which various illicit and licit drugs impact behavior. These topics are important in the contemporary study of psychology. There are no similar lower division courses on this campus.

**Effective Term: Pending BOR approval**

**CURCAT:**

**Major Department: Psychology**

**Can Course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

### **2. Place the course created above, PSYC 1200 – Drugs and Behavior, as an option in Core Area D, Option I for non-science majors, in sections 2 &3. (See Attachments 8 and 9).**

Rationale: Several institutions in the USG, including GA State University, offer a psychology course as an option in Core Area D. AASU does not. The course will focus primarily on the physiological mechanisms through which various illicit and licit drugs impact behavior. These topics are important in the contemporary study of psychology. There are no similar lower division courses on this campus. The course is for non-science majors and does not count towards a degree in Psychology. We have attached the course syllabus (USG Question 14; See Attachment 9) and the answers to the questions asked by the USG Council on General Education (See Attachment 8). For question 16, we have referred to both the current core General Education Outcomes (page 69 of the 2010-2011 AASU catalog) and the proposed new core SLO's.

**Effective Term: Pending BOR approval**

**OTHER BUSINESS**

1. Dr. Ogletree reported that the Senate slightly changed some of the wording of the SLOs sent forward from the last meeting.
2. eCore

On September 25, Dr. Bob LeFavi, Senate President, forwarded to Dr. Ogletree the following charge for the UCC:

"Based on information from Radiologic Sciences, Medical Technology, Nursing, Respiratory Therapy, Physical Therapy, and Adolescent and Adult Education (*see Attachment 10*), report to the Faculty Senate whether a bill to the university president recommending Armstrong become an e-Core institution is indicated. Attach such a bill if it is indicated."

Dr. Ogletree called for a special meeting of the UCC on October 18. She invited Dr. Melanie Clay, Associate Dean of eCore for the USG, to provide the committee with some information and answer questions.

The UCC has decided to hold a faculty forum on November 5 to explore faculty questions and concerns regarding possible eCore participation. The forum will be held in the Ogeechee Theater in the Student Union from 12:00 p.m. to 1:30 p.m. Dr. Rick McGrath will be the moderator. Dr. Jonathan Roberts will be the organizational contact. Dr. Clay relayed through Dr. Ogletree that she would be happy to do a webinar at some point if it is deemed helpful.

**ADJOURNMENT.** The meeting was adjourned at 3:35 p.m.

Respectfully submitted,

Phyllis L. Panhorst  
Catalog Editor and Secretary to the Committee

**Yassaman Saadatmand - ECON 1101 Principles of Economics TCSG**

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**From:** "John" <kootij@bellsouth.net>  
**To:** <mburns@northgeorgia.edu>  
**Date:** 3/14/2010 8:38 PM  
**Subject:** ECON 1101 Principles of Economics TCSG

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Hi Everyone,

The Subcommittee of BOR Business Administration Advisory Committee would like to make the following recommendation for accepting **ECON 1101** – Principles of Economics offered by COC Accredited institutions within the Technical College System of Georgia.

The subcommittee recommends that ECON 1101 – Principles of Economics offered by COC accredited institutions within the Technical College System of Georgia be accepted in the AREA E – Social Sciences section of the general core for business programs offered by the University System of Georgia institutions.

Rationale: ECON 1101 Principles of Economics covers some aspects of Macroeconomics and Microeconomics principles, but the coverage is very limited and broad in scope designed to provide students understanding of economics for everyday life. ECON 2105 - Principles of Macroeconomics and ECON 2106 Principles of Macroeconomics of AREA F are critical for providing the foundation of economics in business decision making. Contrary to ECON 2105 and 2106, ECON 1101 offered by TCSG institutions does not provide adequate foundation for business majors to be successful in completing their curriculum and managerial decisions.

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## New Core Curriculum

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## Core Curriculum Course Proposal Form

*Submitted to the USG Council on General Education*



**Requirements for submission of a core course proposal:**

- Courses that have not gone through the institutional review process will **not** be reviewed by the Council on General Education.
- The course **must be reviewed** by the relevant Regents' Academic Advisory Committee.

*Note:* Refer to the following information on the Board of Regents web site: Core Curriculum: Principles and Framework; Guidelines: Areas A-F; Goals A-E and Goals I-III; and Common Course Prefixes, Numbers, and Descriptions.

**NOTE:** You cannot start the form and save it – If you exit this web page before submitting, all data will be lost. Please have all required information ready prior to beginning.

## Institutional Information

1. Institution (required)

2. This is a proposal for (check one)  A new course

A change in an existing course (If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.)

Placement of an existing Area F course into the Core Curriculum

Placement of an existing course other than from Area F into the Core Curriculum

3. Course approval by institution – required

Attach documentation (in PDF format) that this course been reviewed and approved by the institution's appropriate campus committees that oversee the core curriculum.

*must be completed later*  
 Approval date: \_\_\_\_\_

Upload Institution approval document (PDF format)

4. This course is requested to satisfy Core Area(s) (select all that apply)  Area A (English, Mathematics)

Area B (Institutional Options)

Upload Syllabus document

15. Explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.

If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

x

This course fits AREA E - social science  
 section of the general core

Goals A-E

16. Indicate the approved institutional Core Area learning outcome that this course supports (e.g., The course is proposed in support of Learning Goal A1 Communication Outcomes and the learning outcome is: *Students have the ability to adapt communication to circumstances and audience*).

x

This course is proposed in support of learning Goal E -  
 students will analyze the complexity of human behavior, considering how  
 historical, economic, political, social or spatial relationships  
 develop, persist, or change

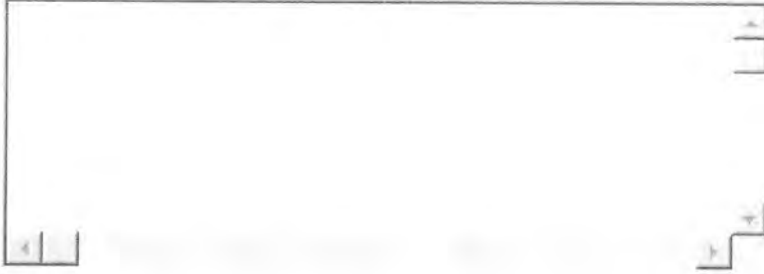
Goals I-III

17. Does this course fulfill an overlay requirement for Learning Goal I - US Perspectives in the institution's General Education Program?

x No  Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:



**18. Does this course fulfill an overlay requirement for Learning Goal II - Global Perspectives in the institution's General Education Program?**

No  Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:



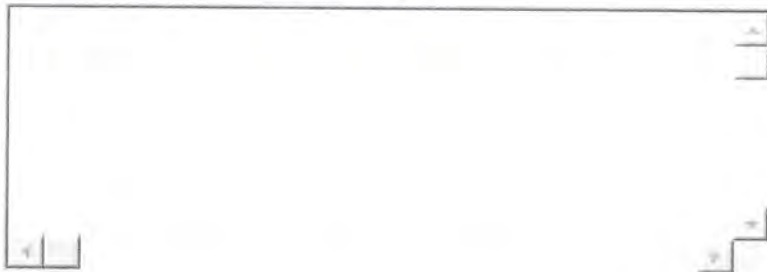
**19. Does this course fulfill an overlay requirement for Learning Goal III - Critical Thinking in the institution's General Education Program?**

No  Yes

?  
↑

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:



Area C (Humanities, Fine Arts, Ethics)

Area D (Natural Sciences, Mathematics, Technology)

If Area D, Specify D.I, and/or D.II.a, and/or D.II.b:

Area E (Social Sciences)

Course Information

5. Course Subject Economics

6. Course Prefix and Number Econ 1101

7. Course Title Introduction to Economics

8. Lecture Hours-Laboratory Hours-Credit Hours

3 hours

9. Learning Support Prerequisites N/A

10. Other Prerequisites (if any) N/A

11. Course Co-requisites (if any) N/A

12. The institution has reviewed the list of common course prefixes, numbers and descriptions, and this course is in compliance. [ Academic Affairs Handbook, section 2.4.10 ]  Yes  No

**Comment** (Additional information about your review of course names/numbers)

13. Provide a catalog description of the course

Basic Concepts of micro- and macroeconomics including supply and demand, economic decision making, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, and government spending.

ion and  
t.

14. Attach a Syllabus (generic, rather than one from a with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment.

Review Process

20. Regents Academic Advisory Committee Course Approval *(required)*

The course must be reviewed by the relevant Academic Advisory Committee.

Approval date:

Upload Advisory committee review document

21. Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA).

Are you requesting a pre-requisite exception?

Yes  No

If Yes, please enter the Approval dates:

Regents Academic Advisory Committee Approval date:

Administrative Committee on Academic Affairs (RACAA) Approval date:

Upload RACAA approval document

22. Is this a Resubmission? (select one)

Yes  No

23. Please provide the following contact information

VPAA Name:

## A Preliminary Syllabus for ECON 1101

### Introduction to Economics

**Required Textbooks:** Essential of Economics, by Stanely L. Brue and Campbell R. McConnell

**Course Description:** This course provides a description and analysis of economic operations in a contemporary society. Emphasis is placed on developing an understanding of economic concepts and policies as they apply to everyday life. Topics include: basic economic principles; economic forces and indicator, capital and labor; price, competition and monopoly; money and banking; employment, and income; the role of government; monetary and fiscal policy.

**Course Objective:** the course is designed to familiarize students with the essential aspects of mcroeconomics as well as of macroeconomics in order to enable students to understand the complex economic issues and problems that our society faces.

The sequence topics will cover are as follows:

- Introductory sequence
- Microeconomics sequence
- Macroeconomics sequence

#### Course Outline:

##### I. Introduction:

- What is Economics
- Alternatives and Choices , Chapter 1 , Week 1

##### II. Microeconomics

- Demand, Supply and Market Equilibrium, Chapter 3, Weeks 2 and 3
- Public Goods and Externalities, Chapter 5, Week 4
- Businesses and their Costs, Chapter 6, Weeks 5 and 6
- Pure Competition, Chapter 7, Week 7
- Pure Monopoly, Chapter 8, Week 8

##### III. Macroeconomics

- GDP and Economic Growth, Chapter 12, Week 9
- Aggregate Demand and Aggregate Supply, Chapter 14, Week 10
- Unemployment and Inflation, Chapter 13, Week 11
- Fiscal Policy, and Public Debt, Chapter 15, Weeks 12 and 13
- Money and Banking, Chapter 16, Week 14
- Monetary Policy, Chapter 17, Week 15

Council on General Education  
Core Curriculum Course Proposal Form

*Note:* Institutions submitting proposals for courses for the Core Curriculum should refer to the following information on the Board of Regents web site: Core Curriculum: Principles and Framework; General Guidelines; Areas A-E; Goals A-E and Goals I-III; and Common Course Prefixes, Numbers, and Descriptions.

**Institutional Information**

1. Institution Armstrong Atlantic State University
2. This is a proposal for (check one):
  - (a)  A new course, or
  - (b)  A change in an existing course  
If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.
  - (c)  Placement of an existing Area F course into the Core Curriculum
  - (d)  Placement of an existing course other than from Area F into the Core Curriculum
  
3. Has this course been reviewed and approved by the institution's curriculum committee and/or other appropriate campus committees that oversee the core curriculum? Courses that have not gone through the institutional review process will not be reviewed by the Council on General Education.
 

No  
 Yes                      Date: \_\_\_\_\_ (Attach documentation)
  
4. This course is requested to satisfy Core Area(s):
 

Area A (English and Mathematics)  
 Area B (Institutional Options)  
 Area C (Humanities, Fine Arts, and Ethics)  
 Area D (Natural Sciences, Mathematics, and Technology)  
Specify D.I, and/or D.II.a, and/or D.II.b: \_\_\_\_\_  
 Area E (Social Sciences)

**Course Information**

5. Course Subject: Foreign Language            Course Prefix: SPAN, FREN, GRMN
6. Course Number 1002
7. Course Title Elementary Spanish II, Elementary French II, Elementary German II
8. Lecture Hours-Laboratory Hours-Credit Hours 3-0-3
9. Course Learning Support Prerequisites: 0
10. Other Prerequisites: (if any) Appropriate Foreign Language 1001 or equivalency
11. Course Co-requisites (if any) none
12. The institution has reviewed the list of common course prefixes, numbers and descriptions, and this course is in compliance.     Yes     No     NA
  
13. Provide a catalog description of the course:

**SPAN 1002 ELEMENTARY SPANISH II****3-0-3**

Prerequisite: eligibility for ENGL 1101 and SPAN 1001 equivalency

Spanish grammar, pronunciation, and oral comprehension. Introduction to the culture and civilization of the Spanish speaking world.

**FREN 1002 ELEMENTARY FRENCH II****3-0-3**

Prerequisite: eligibility for ENGL 1101 and FREN 1001

Continuation of the development of speaking, listening, reading, and writing skills integrated within the study of culture and civilization of the French-speaking world. Course taught in French.

**GRMN 1002 ELEMENTARY GERMAN II****3-0-3**

Prerequisite: eligibility for ENGL 1101 and GRMN 1001

Elements of German grammar, pronunciation, and oral comprehension, together with an introduction to the culture and civilization of the German-speaking world. Regular practice in language lab is required.

14. Attach a syllabus with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment.

15. Explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes. If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

Based on the USG Core Curriculum Evaluation Committee's recommendations for Learning Goal II Global Perspectives, these classes meet the learning outcomes in line 95 "Students have communicative competence in a second language" and lines 96-97 "Students recognize individual and cultural differences across the globe and demonstrate an ability to communicate and interact across cultures." Currently, AASU's Core Area B institutional options include Global Perspectives, but foreign languages are excluded as an option, contrary to other schools of our category in the system such as Clayton State University, Columbus State University, Georgia Southwestern State University, Kennesaw State University, and North Georgia College and State University. Our exclusion from the core prevents disciplines such as health professions, education, and science/technology from the opportunity to take foreign languages since their requirements are restricted to their respective disciplines in Area F with little to no room for languages as electives or related field courses. Most humanities majors must take some foreign language courses in area F, but we are not meeting our general education learning outcomes by denying the other disciplines such an opportunity to enhance their global learning options.

Effective Term: Pending BOR approval.

**Goals A-E**

16. Indicate the proposed or approved institutional Core Area learning outcome that this course supports (e.g., the course is proposed in support of Learning Goal A1 Communication Outcomes and the learning outcome is *Students have the ability to adapt communication to circumstances and audience*).



**Goals I-III**

17. Does this course fulfill an overlay requirement for Learning Goal I *US Perspectives* in the institution's General Education Program?

No

Yes

*If "Yes," What is the proposed or approved learning outcome?*

*Explain how this course fulfills this goal:*

18. Does this course fulfill an overlay requirement for Learning Goal II *Global Perspectives* in the institution's General Education Program?

No

Yes

*If "Yes," What is the proposed or approved learning outcome?*

*Explain how this course fulfills this goal:*

19. Does this course fulfill an overlay requirement for Learning Goal III *Critical Thinking* in the institution's General Education Program?

No

Yes

*If "Yes," What is the proposed or approved learning outcome?*

*Explain how this course fulfills this goal:*

These classes meet the learning outcomes in line 95 "Students have communicative competence in a second language" and lines 96-97 "Students recognize individual and cultural differences across the globe and demonstrate an ability to communicate and interact across cultures."

**Review Process**

20. Has this course been reviewed by the relevant Academic Advisory Committee?

No

Yes      Date: \_\_\_\_\_ (Attach documentation)

21. Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications for this exception must be reviewed and approved by the Administrative Committee on Academic Affairs (RACAA). Has this application been approved by RACAA?

No

Yes      Date: \_\_\_\_\_ (Attach documentation)

**PROCEDURE FOR ELECTRONIC SUBMISSION**

The Chief Academic Officer should complete this form and email it with the requested

attachments to Virginia Carson, Chair of the Council on General Education at  
virginia.carson@sgc.edu.

Please provide the following contact information:

VPAA name:

VPAA phone number and email address:

VPAA mailing address:

## **Français 1002 Elementary French II**

*Section 1 : Lundi, mercredi et vendredi de 8h à 9h50*  
*Section 2 : Lundi, mercredi et vendredi de 10h à 11h50*

**Gamble Hall 114**

**Professor: Dorothee Mertz-Weigel, PhD**

Office: 102 A

Office Phone: 344-2804

Office Hours: MWF 12:15-1:15 pm & by appt.

e-mail: Dorothee.Mertz-Weigel@armstrong.edu

**(i.e. Only collegial and polite emails will be acknowledged. An email sent after 5 pm on any day of the week may or may not be answered the same day. An email sent over the weekend may or may not be answered until the following Monday.)**

### **INTRODUCTION**

*Bonjour ! Soyez les bienvenus au cours de français 1002 !* Welcome back to first-year French! I hope that your study of French will be enjoyable to you and profitable to your personal growth.

French 1002 is a continuation to your introduction to the French language and the French-speaking world in a full-immersion environment. (The class is taught entirely in French.)

At the end of the semester, you will be more proficient in a number of situations requiring you to use French. You will be able to read through, with better understanding than in French 1001, general interest articles in newspapers and magazines, and simply structured poems and stories written in French, understand clearly-articulated native French speech or French songs within the limits of your vocabulary, and talk with native French speakers on a variety of practical topics. You will have gained elementary knowledge about the grammar of French, insights into English grammar and into how languages work in general, and a greater understanding of francophone cultures and of American culture as seen by foreigners, especially by native speakers of French.

As you will hear stressed many times this semester, **daily** practice is essential in learning a new language. Because of this, it is extremely important that you attend class and complete your assignments regularly. Attendance in class and regular oral practice outside of the classroom with your QUIA workbook—a **minimum of six hours per week**—are necessary because only in these two places will you have the opportunity to practice two of the most important language skills: listening and speaking. Because the study of a foreign language is cumulative—with each new lesson building on structures and vocabulary from previous lessons—it is also extremely important that you do not fall behind in your work in French. **Lessons should be read carefully and studied before the date indicated** on the syllabus. Written and labwork homework (on QUIA), which also needs to be completed before class starts, will help you to practice the new structures and vocabulary. (Vocabulary is often the key to understanding; **most vocabulary will need to be memorized at home**. Pronunciation of the new vocabulary is given on the CD that comes with your textbook. Finally, additional classroom practice will help you to actively use the vocabulary and structures you have worked on at home and to integrate newer vocabulary and structures with previously learned material.

Please also check your AASU email (or other email account as indicated on the first day of class) every day. This means no excuse for late work or missed assignments!

If sometimes you feel lost, frustrated or overwhelmed, please let me know. I am available to help you, not only with learning French, but also with figuring out foreign language learning strategies that best fit your way of learning and personality. Do not hesitate to email me or come to my office hours to discuss problems you may have, especially because you are probably not alone with a dilemma, and your questions may benefit others.

## TEXTBOOKS:

**Required Texts:** *Invitation au monde francophone, 2<sup>nd</sup> edition* (textbook, audio CD, and QUIA book key (on-line Workbook/Lab Manual)), Jarvis, Bonin, Birckbichler, Lair.

**Recommended Texts:** *Bantam New College Dictionary* OR *Collins-Robert, French-English English-French Dictionary* OR *MacMillan* OR another French-English Dictionary

## COURSE EVALUATION

Letter grades based on the following:

A	90-100	B	80-89	C	70-79	D	61-69
F	below 61						

<b>Class work/Homework Component:</b>	<b>Testing Component:</b>
Class work (attendance, preparation, etc.)	5 <i>épreuves</i> (1 will be dropped)
Homework and labwork	<i>Activité Orale</i>
<b>20%</b>	<b>40%</b>
<b>30%</b>	<b>10%</b>

The *épreuves* are 50-minute tests measuring your proficiency in listening, reading, and writing. They usually cover one entire chapter of *Invitation*. The lower *Epreuve* score will be dropped at the end of the semester.

The *Activité Orale* will be a short (5-10 minutes) activity towards the end of the semester during which I will test your listening comprehension and speaking abilities.

**Class work:(20%) – Daily Preparation/Homework/Participation:** This portion is worth 20% of your final grade because it is often the only means we have of evaluating your oral skills and written skills on a daily basis. It is **very easy** to do well in this component of the class. You need only...

**1. Be there.** Although your class participation grade is not simply based on attendance, I cannot evaluate your progress if you are not there. Regular attendance is therefore absolutely necessary. You may be absent 3 times during the semester. Further absences will result in a lower grade.

**2. Be on time.** Entering the classroom even a few minutes late can be very disruptive, both for the instructor and for the other students already involved in an exercise. Being late will thus result in a lowered class grade.

**3. Be prepared.** All homework must be prepared each night. When students are not prepared they slow down the entire class. It is for this reason that your class participation grade will be automatically lowered if you are not prepared for each class.

Preparation:

- Read the vocabulary and grammar explanations, as well as cultural links (everything on the pages assigned except the actual exercises) BEFORE class. **Look up all words you do not recognize in a dictionary.** Read and be prepared to explain the accompanying grammar explanations.
- You will be expected, **on your own, to study the grammar** for each chapter that is presented throughout the chapters and complete **all oral and written exercises** in QUIA that are assigned.
- Come to my office hours or email me if you have any questions. I am here to help!

**No homework will be accepted late.** It needs to be ready **as soon as class begins** to receive a grade. If it is late, I will correct it for you if you ask me to, but will be unable to give you a grade.

The following is the link to QUIA: <http://books.quia.com>

Both written AND listening sections are available from that link and both written and listening sections for a particular day always need to be completed.

Your Homework grade will be based on the following scale for each assignment.

10	All exercises assigned completed. Open-ended exercises completed and done well. (Student has made a serious attempt at completing open-ended exercises). Very few errors for this level. Work submitted on time.
7-8	All exercises completed. Open-ended exercises mostly completed, fairly well done, with some errors that could be avoided at this level.
4-6	Exercises incomplete. Open-ended exercises incomplete, not well done, with significant errors that could be avoided at this level. (Student has not made a serious attempt at completing open-ended exercises)
0-3	Too many incomplete exercises. Open-ended exercises very poorly done, too many errors for this level. (Student has not made a serious attempt at completing open-ended exercises)

For your final homework grade, I will calculate the average of all your homework grades.

**There are no “makeup” épreuves,** but you will be permitted to drop one (1) *épreuve*.

**4. Participate.** Participation can take many forms. It can be volunteering to answer questions and demonstrating an activity, or it can even be asking questions and volunteering to read instructions. **All efforts, especially speaking French in class to me and to other students, will be rewarded and you will not be penalized for making errors.** They are an integral part of the learning process. If you do not choose to participate willingly on a daily basis, or **if you choose to speak English in class,** this will result in a lowered grade.

Every week, on Monday, you will receive a participation grade, which will be based on the following scale:

18-20:	Volunteers frequently, speaks well for level, is well prepared for class. Contributes ideas and opinions to class. Participates well in small group work. <b>Speaks French to classmates,</b> attends class regularly, always on time.
15-17:	Volunteers occasionally, speaking needs some improvement, is not always prepared, sometimes contributes ideas to class, mostly participates in small group work. <b>Needs to be reminded to use French with classmates,</b> sometimes late for class.
12-14:	Speaks only when spoken to, listens passively. <b>Uses English too often.</b> Contributes little to group discussions/work. Does not attend class regularly. Often late for class.
0-11:	Does not participate efficiently either because of class performance or repeated unexcused absences or tardiness.

Receiving this grade every week will allow you to evaluate yourself and decide what you need to do in order to improve your participation grade. All participation grades will be averaged at the end of the semester to give you your final participation grade.

**Please note that the use of cell phones (text messaging included) is prohibited in this class. All cell phones must be turned off during class time.**

### **DISABILITY SERVICES**

Under the Americans with Disabilities Act, AASU provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services, located in Student Affairs in MCC.

### **ACADEMIC INTEGRITY**

Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Honor Code and Code of Conduct in your Undergraduate Course Catalog.

### **Tutoring**

Check the tutoring schedule on the Language Lab door (Gamble 106) to see when the French tutor is available.

## Français 1002 : CALENDRIER Automne 2009

- Oct.** I. 14 Présentation du cours/ révisions chapitres Préliminaire-5  
16 Révisions chapitres Préliminaire-5 + 6 Point de départ
- II 19 VI Point de départ pp 155-158 (vocabulaire carte de France, montagnes, fleuves, plaines, villes, vocabulaire de la ville, vocabulaire du quartier, avantages, inconvénients) + Exploration 1 p. 162 (les prépositions to find your way )
- 21 VI Exploration 2 p. 165 (verb FAIRE conjugation and FAIRE expressions) + Exploration 3 p. 168 (asking questions with question words and inversion- which is a more polite form used to ask questions)
- 23 VI culture pp. 160-161, 175, 178-179 + révisions chapitre VI (review all grammar and vocabulary from this chapter !)
- III 26 **Epreuve VI** + Chapitre VII Point de départ p. 184-185 (TV shows vocabulary and your entertainment habits)
- 28 VII Point de départ (entertainment vocabulary) + Exploration 1 p. 188-189 (telling time- review your numbers !)
- 30 VII Exploration 2 p. 194-195 (PAST tense conjugated with AVOIR)+ Exploration 3 p. 198 (-IR verbs conjugation such as CHOISIR)
- Nov.** IV 2 VII Exploration 2 (again- we will continue practicing the PASSE COMPOSE) + culture pp. 187, 203, 206-207+ révisions (review all grammar and vocabulary from chapter VII)
- 4 **Epreuve VII** + Chapitre VIII Point de départ p. 212-213 (weather and seasons vocabulary)
- 6 VIII Point de départ (weather and seasons) + Exploration 1 p. 217-218 (verbs conjugated like PARTIR and VENIR, pay special attention to p. 218 !!!)
- V 9 VIII Exploration 2 p. 222 (PAST tense conjugated with ETRE- there are 17 verbs that take ETRE in the passé composé- make sure you memorize them !!) + Exploration 3 p. 226 (time expressions such as depuis (since))
- 11 VIII Exploration 2 + Exploration 3 (again- we will continue practicing the PASSE COMPOSE with Etre and the time expressions) + culture p. 215, 231, 236 + revisions (review all vocabulary and grammar from chapter VIII)
- 13 **Epreuve VIII** + Chapitre IX Point de départ p. 242-243 (professions and trades, aptitudes, preferences, advantages and inconvenients)
- VI 16 IX Point de départ (professions and trades...) + Exploration 1 p. 247-248 (conjugation of new irregular verbs : vouloir, pouvoir, devoir and their uses)
- 18 IX Exploration 2 p. 251-252 (Direct Object Pronouns- used to talk about things that have been mentioned already in a sentence: Have you studied **your lesson**? =? Yes, I

have studied **IT** (it replaces the lesson, it's a direct object...)+ Exploration 3 p. 256-257 (the subjunctive- a new mode of talking- handout to follow)

20 IX Exploration 2 + Exploration 3 (again- we will continue practicing direct object replacement with pronouns as well as using the subjunctive)) + culture p. 246, 262, 266-267 + revisions (review vocabulary and grammar from chapter IX!)

- VII 23 **Epreuve IX** + Chapitre X Point de départ p. 272-273-274-275 (shopping/ stores, merchandise, deals, paying options...)
- 25 Thanksgiving- NO CLASS  
27 Thanksgiving- NO CLASS
- VIII 30 X Point de départ (shopping, merchcandise, etc.) + Exploration 1 p. 279 (vendre and verbs conjugated like vendre)
- Dec.** 2 X Exploration 2 p. 282-283 (giving orders with the COMMAND form (l'impératif) + Exploration 3 p. 287-288 (comparing with the comparative (more than, less than, as much/many as) and the superlative (the most, the least...))
- 4 X Exploration 2 + Exploration 3 (again- we will continue our practice of the command form and the comparative and superlative) + culture p. 277, 294-295, 302-303 + revisions (review vocabulary and grammar from chapter X!)
- IX 7 **Epreuve X**

**Activité Orale** : Vendredi le 11 décembre 2009, 8 am (8 am class)  
Lundi le 14 décembre 2009, 10 am (10 am class)

**Please Note:**

- Roman numerals listed after the dates indicate the chapters and cardinal numbers represent the pages to study and learn within that chapter.
- Testing components are **in bold**.
- Homework assignments in QUIA are due on the same date as the chapter pages indicated in the textbook for each day. You do NOT need to do any of the TEXTBOOK exercises at home, unless otherwise indicated. In doubt, ask me! ☺



**Daily Homework- Devoirs quotidiens**

DATE	Pages to study in your TEXTBOOK BEFORE class and BEFORE starting the exercises	Corresponding written exercises in your on-line workbook (QUIA)	Corresponding listening exercises in your on-line workbook	Your progresses
16 octobre	Chapters 1-5!!	Review French 1001	Review French 1001	
19 octobre	p. 155-158 + p.162	6.1A, 6.2, 6.2B	6.1, 6.3	
21 octobre	p. 165+ p. 168	6.3, 6.3B, 6.4, 6.4A	6.5, 6.7, 6.9,	
23 octobre	160-161, 175, 178-179	6.5B, 6.5C	6.11, 6.13	
26 octobre	STUDY FOR	EPREUVE	CHAPTER 6	+ Chap. 7 POINT DE DEPART p. 184-185
28 octobre	p. 184-185 + 188-189	7.1A, 7.2, 7.2A, 7.2D,	7.1, 7.3,	
30 octobre	p. 194-195 + 198	7.3, 7.3A, 7.3B, 7.4, 7.4B	7.5, 7.7. 7.9	
2 novembre	p. 187, 203, 206-207	7.5A, 7.5C	7.11, 7.13, 7.15	
4 novembre	STUDY FOR	EPREUVE	CHAPTER 7	+ Chap. 8 POINT DE DEPART p. 212-213

6 novembre	p. 212-213 + 218	8.1A, 8.1B, 8.1C, 8.2, 8.2C	8.1, 8.2, 8.4,	
9 novembre	p. 222 + p. 226	8.3, 8.3B, 8.3D, 8.4, 8.4B	8.5, 8.7, 8.9, 8.11	
11 novembre	p. 222, p. 226 + p. 215. 231. 236	8.5B, 8.5C	8.13, 8.15, 8.17	
13 novembre	STUDY FOR	EPREUVE	CHAPTER 8	+ Chap. 9 POINT DE DEPAR T p. 242-243
16 novembre	p. 242-243 + p. 247-248	9.1A, 9.1C, 9.2, 9.2B,	9.1, 9.3,	
18 novembre	p. 251-252 + p. 256-257	9.3, 9.3B, 9.4, 9.4B	9.5, 9.7, 9.9, 9.11	
20 novembre	p. 251-252, 256-257 + p. 242, 262, 266- 267	9.5A, 9.5C	9.13, 9.15, 9.17	
23 novembre	STUDY FOR	EPREUVE	CHAPTER 9	+ Chap. 10 POINT DE DEPAR T P. 272-275
25 novembre	THANKSGIVIN G	NO CLASS	GET SOME	REST !!
27 novembre	THANKSGIVIN G	NO CLASS	GET SOME	REST !!

30 novembre	p. 272-275 + p. 279	10.1A, 10.1B, 10.2, 10.2A	10.1, 10.3, 10.5	
2 décembre	p. 282-283 + p. 287-288	10.3, 10.3B, 10.4, 10.4C	10.7, 10.9, 10.11	
4 décembre	p. 282-283, 287-288 + 277, 294-295, 302- 303	10.5B, 10.5C	10.13, 10.15, 10.17	
7 décembre	STUDY FOR	EPREUVE	CHAPTER 10!	
11 décembre	8 am class	ACTIVITE	ORALE!	☺
14 décembre	10 am class	ACTIVITE	ORALE!	☺

## SECTION 1 QUIA INSTRUCTIONS



Your instructor, Dorothee Mertz-Weigel, invites you to enroll in the following course.

**Course:** Elementary French II Fall 2009

**Code:** CDGBB367

**Book:** Invitation 2nd Edition Workbook

### CREATING A QUIA ACCOUNT

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to <http://books.quia.com> and click **Students**, then click **Create a new account**.
2. Select a username and password and enter your information, then click Submit.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

### ENTERING THE BOOK KEY AND COURSE CODE

Enter the book key and course code to complete the enrollment process. You may need to purchase a book key, you may already have a book key that you purchased separately, or you may already have activated the book for a previous course. Depending on your situation, use one of the procedures below. The course code is listed at the top of this page.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter book key** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

### I need to purchase a book key

1. Go to <http://books.quia.com> and log in.
2. Click **Bookstore** at the top of the Student Workstation window.
3. Enter search criteria for the book and click **Search**.
4. Locate the book in the search results and click **Buy**.
5. Enter the course code, CDGBB367, and click **Next**.
6. Proceed through the purchase process.

### I already have a book key

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1. Go to <http://books.quia.com> and log in.
2. Enter the book key in the **Enter book key** field at the top of the Student Workstation window and click **Go**.
3. Click **Confirm** to confirm your registration information.  
The system displays the Student Workstation and lists the book under the **My books** heading.
4. Beside the book listing, enter the course code, CDGBB367, in the **Enter course code** field and click **Go**.
5. If necessary, select a class (section) and click **Submit**.

### USING QUIA

To access your Student Workstation in the future, go to <http://books.quia.com> and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Quia Support at <http://books.quia.com/support.html>

## SECTION 2 QUIA INSTRUCTIONS



Your instructor, Dorothee Mertz-Weigel, invites you to enroll in the following course.

**Course:** Elementary French II Fall 2009

**Code:** CDGBB367

**Book:** Invitation 2nd Edition Workbook

### CREATING A QUIA ACCOUNT

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to <http://books.quia.com> and click **Students**, then click **Create a new account**.
2. Select a username and password and enter your information, then click Submit.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

### ENTERING THE BOOK KEY AND COURSE CODE

Enter the book key and course code to complete the enrollment process. You may need to purchase a book key, you may already have a book key that you purchased separately, or you may already have activated the book for a previous course. Depending on your situation, use one of the procedures below. The course code is listed at the top of this page.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter book key** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

[I need to purchase a book key](#)

1. Go to <http://books.quia.com> and log in.
2. Click **Bookstore** at the top of the Student Workstation window.
3. Enter search criteria for the book and click **Search**.
4. Locate the book in the search results and click **Buy**.
5. Enter the course code, CDGBB367, and click **Next**.
6. Proceed through the purchase process.

### I already have a book key

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1. Go to <http://books.quia.com> and log in.
2. Enter the book key in the **Enter book key** field at the top of the Student Workstation window and click **Go**.
3. Click **Confirm** to confirm your registration information.  
The system displays the Student Workstation and lists the book under the **My books** heading.
4. Beside the book listing, enter the course code, CDGBB367, in the **Enter course code** field and click **Go**.
5. If necessary, select a class (section) and click **Submit**.

### USING QUIA

To access your Student Workstation in the future, go to <http://books.quia.com> and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Quia Support at <http://books.quia.com/support.html>

**Information- French 1002**

**Name** \_\_\_\_\_

**AASU Email (or other email address you check every day)**  
\_\_\_\_\_

**Address** \_\_\_\_\_

**Phone #** \_\_\_\_\_

**Year** \_\_\_\_\_

**Have you ever studied French? Where/When? For how long?**

\_\_\_\_\_

**What French class did you place into when you arrived at AASU? (if applicable) OR What grade did you receive in French 1001?**

\_\_\_\_\_

**Do you know any other language(s)? If so, which one(s)? are you fluent in those languages?**

\_\_\_\_\_

\_\_\_\_\_

**Do you use a Mac or a PC? (circle one)**

Mac            PC

**What are your expectations for this class?**

\_\_\_\_\_



**ARMSTRONG ATLANTIC STATE UNIVERSITY**  
**SPANISH 1002**  
**ELEMENTARY SPANISH II**  
**Fall 2010**

Class Time: MWF 9-9:50, TTH 8:30-9:45  
Classroom: Gamble 107

Instructor: Dr. Bill Deaver  
Office phone: 344-2799  
Office: Gamble 202E  
Office Hours: MWF 11:00-1:00, TTH 11:30-1:00  
email: bill.deaver@armstrong.edu

**Texts:**

Zayas-Bazán, Bacon, and Nibert. ¡Arriba! Comunicación y cultura. 5<sup>th</sup> ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.

Spinelli, Emily. English Grammar for Students of Spanish. 3<sup>rd</sup> ed. Ann Arbor: Olivia and Hill P, 1994. (optional)

**COURSE DESCRIPTION:** Second course of an intensive section of the introductory series to Spanish grammar, pronunciation, and oral comprehension. Introduction to the culture and civilization of the Spanish speaking world.

**COURSE OBJECTIVES:** To introduce the student to basic vocabulary, to present progressive, comparatives, superlatives, preterite, imperfect, reflexives, indirect object pronouns, double object pronouns, ordinal numbers, impersonal and passive *se* to develop novice fluency toward discussing daily routines, shopping, food, sports, and hobbies. **Spanish will be spoken as much as possible in class.** We will cover from chapter 5 to chapter 8 this semester.

**SPECIAL NOTE:** This class addresses no Foreign Language Standards.

**CLASS POLICY:** Attendance to class is vital to learning a foreign language. I will deduct one (1) point from your final grade for every absence after the third one. Each tardy will detract one-half (1/2) point from your final grade. I will not accept late work, nor will I allow make-up tests, unless I consider the circumstances to be mitigating. It is your responsibility to arrive to class prepared for the day's lesson. That means you must read the material the night before class and be ready to participate actively. It is your responsibility to check [www.myspanishlab.com](http://www.myspanishlab.com) and take advantage of the technology available. This resource has an electronic version of the textbook, lab manual, listening activities, videos, music, grammar explanations, and tutorial. You will need to check this site daily for assignments to be completed for your laboratory grade.

Incompletes are not given because of a poor grade. See the schedule book for the university policy.

Academic Dishonesty is a serious offense and will be reported immediately to the Office of Student Affairs. See the AASU catalog for policy.

Departmental policy prohibits posting grades.

**SPECIAL NOTE:** Students who have special conditions as addressed by the Americans with Disabilities Act and who need any test or course materials to be furnished in an alternative format should notify the professor of the course immediately and provide documentation from Student Services. Reasonable efforts will be made to accommodate the needs of these students.

<b>GRADING:</b> 100-90	A	Tests	80%
80-89	B	Orals	5%
70-79	C	2 Essays	5%
60-69	D	Lab	10%
0-59	F		

### Tentative Calendar

10/13 p.154-159

10/14 p.160-162

10/15 p.163-167

10/18 p.168-173

10/19 p.174-178

10/20 p.179-182

10/21 p.183-187, **Essay 1, p. 186**

10/22 **Exam 1**

10/25 p.188-194

10/26 p.195-200

10/27 p.201-206

10/28 p.207-212

10/29 p.214-218

11/1 p.219-221

11/2 **Exam 2**

11/3 **Oral 1**

11/4 **Oral 1**

11/5 p.222-228

11/8 p.229-234

11/9 p.235-240

11/10 p.241-243

11/11 p.244-248

11/12 p.249-255

11/15 **Exam 3**

11/16 p.256-260

11/17 p.261-265  
11/18 p.266-271  
11/19 p.272-275

11/22 p.276-280  
11/23 p.281-285  
11/24 **No hay clase**  
11/25 **No hay clase**  
11/26 **No hay clase**

11/29 p.286-291, **Essay 2, p.289**  
11/30 **Review for Exam**  
12/1 **Exam 4**  
12/2 **Oral 2**  
12/3 **Oral 2**  
  
12/6 **Oral 2**

ELEMENTARY GERMAN 2  
GRMN 1002

Spring 2010

Time: Monday - Wednesday - Friday 9:00 - 9:50 a.m. Gamble Hall 116  
 Instructor: Margarete Froelicher-Grundmann  
 Ph. Dep.: 912. 344-2594 h.: 912. 898 . 0450  
 e-mail: Margarete.Froelicher-Grundmann@mail.armstrong.edu  
 off. hrs. 12.00 – 13.00 Uhr Victor Hall 224 F

Text: **Deutsch - na klar!** An Introductory German Course. 5th ed.  
 By Robert Di Donato, Monica D. Clyde, Jacqueline Vansant.  
 McGraw-Hill Publ. ISBN 0074219855

On-line: Textbook audio, chapter quizzes, activity pak,  
[www.mhhe.com/dnk5](http://www.mhhe.com/dnk5)

Workbook. Course Code: BDM733  
 Laboratory Manual. Course Code: BKKNF967  
<http://books.quia.com> (code required)

Grammar: **German Grammar.** 3rd. ed. By Elke Gschossmann-Hendershot & Lois Feuerle. McGraw-Hill, 1996. ISBN 0-07-025134-7

Dictionary: **Langenscheidt's Compact Dictionary.** ISBN 1-5873-351-2  
 Another acceptable dictionary can also be used. Check for latest editions.

Recommended: **English Grammar for Students of German.** By Cecile Zorach and Charlotte Melin. 3rd ed. 1992. ISBN 0-934034-23-0

**501 German Verbs.** By Henry Stutz. Barrons Educ. Series. 3rd. ed.  
 1998. ISBN 0-7641-0284-2

Handouts: Additional material (cultural readings, stories, poems, songs etc.) will be supplied by the instructor.

Websites: <http://www.mhhe.com/dnk5> Textbook  
<http://books.quia.com/books/> (Workbook & Lab Manual - use your code)  
<http://www.germany-info.org>  
<http://germany-tourism.de>  
<http://www.goethe.de>  
<http://www.facts-about-germany.de>  
<http://german.about.com>  
<http://www.dw-world.de>  
<http://www.young-germany.de/>

**Course description:** This course continues to introduce students to German language, culture and civilization of the German speaking countries and regions of Central Europe. Stress will be on meaningful elementary communication in German regarding everyday

topics. Students will be proficient in pronunciation, understanding concepts of grammar, and have inquired insights into cultures and life of the German speaking countries. Skills in listening, speaking, reading, writing and interpreting authentic German language texts from a variety of media as well as effective communication and oral proficiency will be emphasized.

\* **Attendance and Class Participation:**

When learning a foreign language, class instruction is an important part of the language learning process. Therefore, **class attendance is extremely important and attendance is mandatory.** Students are expected:

**TO ATTEND EACH CLASS, BE PUNCTUAL, BE PREPARED AND COMPLETE ASSIGNMENTS.**

Grades are based on attendance, class participation, and on quality and quantity of performance and are not given by exam alone.

Be aware that absences will lower your grade significantly. **You are allowed three absences per semester. Every absence after that will lower your grade by 10 points.** If your absence is due to illness or another legitimate reason, please let your instructor know.

There is absolutely no use of any electronic device during class time!

\* **Homework:**

You will be responsible for all material included in the syllabus as well as any additional homework assignments given by your instructor. Homework assignments need to be completed in full and in a timely manner. Please plan to set one to two hours aside daily for homework and practice.

***a. Textbook on-line***

The course website for our textbook can be found at <http://www.mhhe.com/dn5>

For each chapter you are required

- a. to listen repeatedly to the audio text indicated with an earphone icon in the text book.
- b. complete the online self-correcting grammar and vocabulary exercises, and the culture activity (Kulturaktivität) and email it to your instructor. It is important that you complete these activities to prepare for the exams. For each correct answer you will receive one point.

***b. Workbook, Lab manual, Activity pack on-line:***

Assignments in the workbook and lab manual can be found at

<http://books.quia.com/books/>

Please log on with the code you received when you bought the book. If you do not have a code, you need to purchase a code at the above web site.

The workbook and the lab manual need to be completed online. All assignments that are turned in on time, will receive a good grade. Assignments that are incomplete will not be accepted. Please use the Language Lab for your exercises, homework assignments and easy access to German web pages. Don't forget to sign in when you enter the language lab.

**\* Withdrawal**

Please be aware of the withdrawal policy. You may withdraw from this class during drop and add period without any penalty. After this period, you may withdraw until midterm with a grade of W, and you will receive a WF thereafter.

**\* Honor Code and Code of Conduct**

Each student is bound by the **Honor Code** and **Code of Conduct** found in the appendix to the catalog. Violations will be handled according to the procedures in the Armstrong Atlantic State's University Handbook.

Under the Americans with Disabilities Act, AASU provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in Student Affairs in MCC.

**\* Exams:**

There will be short weekly quizzes, a test after each chapter, a final exam and oral evaluations. If you must miss a chapter test, inform your instructor prior to test time. Make-up tests are possible only in the case of an excused absence. If you miss a test without any prior excused absence, your next chapter test will count twice. There are no make-up quizzes.

<b><u>Course Evaluation:</u></b>	<b><u>Grading Scale:</u></b>
Class participation and attendance	20 %
Chapter tests + Final	20 %
Quizzes	20 %
Assignments, workbook, lab	20 %
Oral proficiency	20 %

**Write down words!**  
**Repeat! Repeat!**  
**Ask questions!**

**Use flashcards!**  
**Read aloud!**

**Listen every day!**  
**Involve yourself !**

*Übung macht den Meister! (German proverb)*

*Es ist noch kein Meister vom Himmel gefallen! (German proverb)*

*Wichtig ist, dass man nicht aufhört zu fragen (A. Einstein)*

**Schedule**

Jan.	11 - 15	Kapitel 3: Wiederholung/Review pgs. 82-88 Thema 2 & 3. Grammatik. Possessive adjectives
Jan.	18	Martin Luther King, Jr.s Geburtstag
Jan.	20– 22	Kapitel 3: Pers. Pronouns. Präpositionen/Akkusativ. Verbs: wissen/kennen
Jan.	25 – 29	Kapitel 3: J. W. von Goethe. Reading,. Exercises. Kapiteltest
Feb.	01 – 05	Kapitel 3-4: Zwischenspiel. Kapitel 4: Mein Tag. Thema 1. Uhrzeit. Grammatik: Sep. pref. verbs
Feb.	08 – 12	Kapitel 4: Thema 2. Wochenplan. Grammatik: Modals
Feb.	15 – 19	Kapitel 4: Thema 3: Kino, Theater. Grammatik: Imperativ
Feb.	22 - 26	Kapitel 4: Sprache im Kontext. Wiederholung. Test
Mar	01 - 05	Kapitel 4: Test. Kap. 5:Einkaufen. Thema 1 & 2
Mar	08 - 12	Kapitel 5: Thema 3. Grammatik. Dative case pgs. 157 -166
Mar	15 – 19	Frühlingsferien /Spring Break
Mar	22 – 26	Kapitel 5: Grammatik: Interrog. Pronouns.. Sprache im Kontext.
Mar	29 - Apr 2	Kapitel 5: Lesen. Wiederholung. Test
April	05 - 09	Kapitel 6: Wir gehen aus. Thema 1 & 2 & 3
April.	12 – 16	Kapitel 6: Grammatik. Two-way prepositions. Past tense.
April	19 – 23	Kapitel 6: Sprache im Kontext.Cultural Reading
April	26 – Apr 30	Kapitel 6: Wiederholung.Test..
Mai	03	Kap. 3 – 6: Wiederholung
Mai	5	Semesterprüfung

**VIEL SPASS!**

Council on General Education  
Core Curriculum Course Proposal Form

*Note:* Institutions submitting proposals for courses for the Core Curriculum should refer to the following information on the Board of Regents web site: Core Curriculum: Principles and Framework; General Guidelines; Areas A-E; Goals A-E and Goals I-III; and Common Course Prefixes, Numbers, and Descriptions.

**Institutional Information**

1. Institution Armstrong Atlantic State University
2. This is a proposal for (check one):
  - (a) \_\_\_ A new course, or
  - (b) \_\_\_ A change in an existing course  
If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.
  - (c) X Placement of an existing Area F course into the Core Curriculum
  - (d) \_\_\_ Placement of an existing course other than from Area F into the Core Curriculum
  
3. Has this course been reviewed and approved by the institution's curriculum committee and/or other appropriate campus committees that oversee the core curriculum? Courses that have not gone through the institutional review process will not be reviewed by the Council on General Education.  
 \_\_\_ No  
 \_\_\_ Yes                      Date: \_\_\_\_\_ (Attach documentation)
  
4. This course is requested to satisfy Core Area(s):
  - \_\_\_ Area A (English and Mathematics)
  - \_\_\_ Area B (Institutional Options)
  - X Area C (Humanities, Fine Arts, and Ethics)
  - \_\_\_ Area D (Natural Sciences, Mathematics, and Technology)  
Specify D.I, and/or D.II.a, and/or D.II.b: \_\_\_
  - \_\_\_ Area E (Social Sciences)

**Course Information**

5. Course Subject: Foreign Language      Course Prefix: SPAN, FREN, GRMN
6. Course Number: any 2000-level course
7. Course Title Intermediate Spanish I, II; Intermediate French I, II; Intermediate German I, II
8. Lecture Hours-Laboratory Hours-Credit Hours 3-0-3
9. Course Learning Support Prerequisites: 0
10. Other Prerequisites: (if any) Appropriate Foreign Language 1002 or equivalency for 2001; appropriate Foreign Language 2001 or equivalency for 2002
11. Course Co-requisites (if any) none
12. The institution has reviewed the list of common course prefixes, numbers and descriptions, and this course is in compliance.    X Yes    \_\_\_ No    \_\_\_ NA



## 13. Provide a catalog description of the course:

**SPAN 2001 INTERMEDIATE SPANISH****3-0-3**

Prerequisite: eligibility for ENGL 1101 and SPAN 1002

Emphasis on Hispanic culture using literary and nonliterary texts with continued development of reading, writing, listening, and speaking skills.

**SPAN 2002 INTERMEDIATE SPANISH II****3-0-3**

Prerequisite: eligibility for ENGL 1101 and SPAN 2001

Continuation of SPAN 2001. Promotion of further awareness of Hispanic culture using literary and nonliterary texts with continued development of reading, writing, listening, and speaking skills.

**FREN 2001 INTERMEDIATE FRENCH I****3-0-3**

Prerequisite: eligibility for ENGL 1101 and FREN 1002

Study of themes and functions that reflect contemporary language use, with an emphasis on speaking, listening, writing and reading skills, within the frame of contemporary Francophone culture. Course taught in French.

**FREN 2002 INTERMEDIATE FRENCH II****3-0-3**

Prerequisite: eligibility for ENGL 1101 and FREN 2001

Continuation of FREN 2001 with the study of themes and functions that further reflect contemporary language use, with an emphasis on speaking, listening, writing and reading skills, within the frame of contemporary Francophone culture. Course taught in French.

**GRMN 2001 INTERMEDIATE GERMAN I****3-0-3**

Prerequisite: eligibility for ENGL 1101 and GRMN 1002

Continuation of GRMN 1002. Continued development of reading, writing, listening, and speaking skills.

**GRMN 2002 INTERMEDIATE GERMAN II****3-0-3**

Prerequisite: eligibility for ENGL 1101 and GRMN 2001

Continuation of GRMN 2001. Promotion of further awareness of Germanic culture using literary and nonliterary texts with continued development of reading, writing, listening, and speaking skills.

14. Attach a syllabus with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment.

15. Explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes. If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

Based on the USG Core Curriculum Evaluation Committee's recommendations for Area C Humanities, Fine Arts, and Ethics, these classes meet the learning outcomes in lines 57-58 "Students recognize themselves as participants in a particular culture and see how this affects their experiences and values" and lines 68-69 "Students are aware of the ways that culture shapes ethical views and can critically evaluate those views." Currently, AASU's Core Area C humanities and fine arts options exclude foreign languages, contrary to other schools of our category in the system such as Albany State University, Clayton State University, Fort Valley State University, Southern Polytechnic State University, and University of West Georgia. Our exclusion from the core prevents disciplines such as health professions, education, and science/technology from the opportunity to take foreign languages since their requirements are restricted to their respective disciplines in Area F with little to no room for languages as electives or related field courses. Most humanities majors must take some foreign language courses in area F, but we are not meeting our general education learning outcomes by denying the other disciplines such an opportunity to enhance their global learning options.

Effective Term: Pending BOR approval.

### Goals A-E

16. Indicate the proposed or approved institutional Core Area learning outcome that this course supports (e.g., the course is proposed in support of Learning Goal A1 Communication Outcomes and the learning outcome is *Students have the ability to adapt communication to circumstances and audience*).

These classes meet the learning outcomes for Area C lines 57-58 “Students recognize themselves as participants in a particular culture and see how this affects their experiences and values” and lines 68-69 “Students are aware of the ways that culture shapes ethical views and can critically evaluate those views.”

### Goals I-III

17. Does this course fulfill an overlay requirement for Learning Goal I *US Perspectives* in the institution’s General Education Program?

No

Yes

*If “Yes,” What is the proposed or approved learning outcome?*

*Explain how this course fulfills this goal:*

18. Does this course fulfill an overlay requirement for Learning Goal II *Global Perspectives* in the institution’s General Education Program?

No

Yes

*If “Yes,” What is the proposed or approved learning outcome?*

*Explain how this course fulfills this goal:*

19. Does this course fulfill an overlay requirement for Learning Goal III *Critical Thinking* in the institution’s General Education Program?

No

Yes

*If “Yes,” What is the proposed or approved learning outcome?*

*Explain how this course fulfills this goal:*

### Review Process

20. Has this course been reviewed by the relevant Academic Advisory Committee?

No

Yes      Date: \_\_\_\_\_ (Attach documentation)

21. Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications for this exception must be reviewed and approved by the Administrative Committee on Academic Affairs (RACAA). Has this application been approved by RACAA?

No

\_\_\_ Yes      Date: \_\_\_\_\_ (Attach documentation)

**PROCEDURE FOR ELECTRONIC SUBMISSION**

The Chief Academic Officer should complete this form and email it with the requested attachments to Virginia Carson, Chair of the Council on General Education at [virginia.carson@sgc.edu](mailto:virginia.carson@sgc.edu).

Please provide the following contact information:

VPAA name:

VPAA phone number and email address:

VPAA mailing address:

**Fall 2010**  
**Français 2001**  
**Intermediate French I**  
*Mardi et jeudi 11 :30 am-12 :45 pm*  
**Gamble Hall 114**

**Professor: Dorothee Mertz-Weigel, PhD**

Office: 102 A

Office Phone: (912) 344-2804

Office Hours: M 1-2 pm, T/R 10-11 am, and F 9-10 & by appointment.

e-mail: Dorothee.Mertz-Weigel@armstrong.edu

**(i.e. An email sent after 5 pm on any day of the week may or may not be answered the same day. An email sent over the weekend may or may not be answered until the following Monday. Only courteous emails will be answered.)**

## INTRODUCTION

*Bonjour ! Soyez les bienvenus au cours de français 2001 !* Welcome to Intermediate French! I hope that your continuation of your study of French will be enjoyable to you and profitable to your personal growth.

This class is taught entirely in French.

At the end of the semester, you will be more proficient in a number of situations requiring you to use French. You will develop a higher competence in French, beyond that of French 1002, by using French in creative ways, by participating in situations that will prove to be more and more complex, by communicating in French following the francophone cultural rules and by talking live through the internet and webcams to people in France. You will also reinforce your competence in written and spoken French by following French syntax rules, and you will develop a better understanding of cultural differences among Francophone countries.

As you will hear stressed many times this semester, **daily** practice is essential in learning a foreign language. Because of this, it is extremely important that you attend class and complete your assignments regularly. Attendance in class and regular oral practice outside of class—**a minimum of one hour per week**—are necessary because only in these two places will you have the opportunity to practice two of the most important language skills: listening and speaking. Because the study of a foreign language is cumulative—with each new lesson building on structures and vocabulary from previous lessons—it is also extremely important that you do not fall behind in your work in French. **Lessons should be read carefully and studied before the date indicated** on the syllabus. Written homework will help you to practice the new structures and vocabulary as well. (Vocabulary is often the key to understanding; **most vocabulary will need to be memorized at home.**) Finally, additional classroom practice will help you to actively use the vocabulary and structures you have worked on at home and to integrate newer vocabulary and structures with previously learned material.

**Please also check your AASU email every day.** I communicate through email a lot and need you to use our university's reliable email server.

If sometimes you feel lost, frustrated or overwhelmed, please let me know. I am available to help you, not only with learning French, but also with figuring out foreign language learning strategies that best fit your way of learning and personality. Do not hesitate to email me or come to my office hours to discuss problems you may have, especially because you are probably not alone with a dilemma, and your questions may benefit others.

## TEXTBOOKS:

### Required Texts:

*Invitation au monde francophone, 2<sup>nd</sup> edition* (textbook, audio CD, and QUIA book key (on-line Workbook/Lab Manual)), Jarvis, Bonin, Birckbichler, Lair.

**For the workbook, the written and oral exercises will have to be done on-line, and you will have to go to the following website:**

<http://books.quia.com>

## COURSE EVALUATION:

### Devoirs/travail en classe:

Participation, présence, 20%  
Préparation, etc.)  
Devoirs et lab 20%

### Examens:

Epreuves 20%  
Conversation 20%  
Activité orale 20%

The *Epreuves* are 50-minute tests measuring your proficiency in listening, reading, and writing. They usually cover one entire chapter.

The *Activité Orale* will be a short (5-10 minutes) activity towards the end of the semester during which I will test your listening comprehension and speaking abilities.

The *Conversation* is a semester-long preparation for your end-of-the-semester *Activité Orale*

## Letter grades based on the following:

A	90-100	B	80-89	C	70-79	D	61-69
F	below 61						

**Class work:(20%) – Daily Preparation/Homework/Participation:** This portion is worth 20% of your final grade because it is often the only means we have of evaluating your oral skills and written skills on a daily basis. It is **very easy** to do well in this component of the class. You need only...

**1. Be there.** Although your class participation grade is not simply based on attendance, we cannot evaluate your progress if you are not there. Regular attendance is therefore absolutely necessary. You may be absent 2 times during the semester. Further absences will result in a lower grade.

**2. Be on time.** Entering the classroom even a few minutes late can be very disruptive, both for the instructor and for the other students already involved in an exercise. Being late will thus result in a lowered class grade (first tardiness in a week will result in 2 points being taken off one's participation grade for the week, the second tardiness will result in 4 points being taken off and the third by 6 points being taken off out of 20 points for the week.)

**3. Be prepared.** All homework must be prepared each night. When students are not prepared they slow down the entire class. It is for this reason that your class participation grade will be automatically lowered if you are not prepared for each class.

Preparation:

- Study the vocabulary every day and memorize it. **Look up all words you do not recognize in a dictionary.** Read and be prepared to explain the accompanying grammar explanations.

- You will be expected, **on your own, to study the grammar** for each chapter and complete **all oral and written exercises** in the online workbook that are assigned.
- We will preview all grammar and vocabulary in class together before you have to go on your own to study it. It is a good idea to do your QUIA exercises while studying, so you have the grammar rules and correct spelling right in front of you. You will not be graded on accuracy of the exercises but on the thoroughness of your work.

**No homework will be accepted late.** If you are absent, it is your responsibility to get your homework done on time (before class starts, every time an assignment is due.) If it is late, I will correct it for you, but will be unable to give you a grade.

Your Homework grade will be based on the following scale for each assignment.

10	All exercises assigned completed. Open-ended exercises completed and done well. (Student has made a serious attempt at completing open-ended exercises). Very few errors for this level. Work submitted on time.
7-8	All exercises completed. Open-ended exercises mostly completed, fairly well done, with some errors that could be avoided at this level.
4-6	Exercises incomplete. Open-ended exercises incomplete, not well done, with significant errors that could be avoided at this level. (Student has not made a serious attempt at completing open-ended exercises)
0-3	Too many incomplete exercises. Open-ended exercises very poorly done, too many errors for this level. (Student has not made a serious attempt at completing open-ended exercises)

For your final homework grade, I will calculate the average of all your homework grades.

**4. Participate.** Participation can take many forms. It can be volunteering to answer questions and demonstrating an activity, or it can even be asking questions and volunteering to read instructions. **All efforts, especially speaking French in class to me and to other students, will be rewarded and you will not be penalized for making errors.** They are an integral part of the learning process. If you do not choose to participate willingly on a daily basis, or if you choose to speak English in class, this will result in a lowered grade. Do not worry, I know what you are capable of doing at your level. If you do have a question that you cannot ask in French, please write it down and ask me at the end of class, during office hours or in an email. It is important to keep an all-French atmosphere while in class.

Every week, you will receive a participation grade, which will be based on the following scale:

18-20:	Volunteers frequently, speaks well for level, is well prepared for class. Contributes ideas and opinions to class. Participates well in small group work. Speaks French to classmates, attends class regularly, always on time.
15-17:	Volunteers occasionally, speaking needs some improvement, is not always prepared, sometimes contributes ideas to class, mostly participates in small group work. Needs to be reminded to use French with classmates, sometimes late for class.
12-14:	Speaks only when spoken to, listens passively. Uses English too often. Contributes little to group discussions/work. Does not attend class regularly. Often late for class.
0-11:	Does not participate efficiently either because of class performance or repeated unexcused absences or tardiness.

Receiving this grade every week will allow you to evaluate yourself and decide what you need to do in order to improve your participation grade. All participation grades will be averaged at the end of the semester to give you your final participation grade.

## **Epreuves**

You will have five (5) tests during the semester: one at the end of every chapter we will cover. One test will be dropped at the end of the semester. Tests are 50 minutes long and cover the grammar, vocabulary, and culture of every chapter.

**There are no “makeup” tests**, but you will be permitted to drop one (1) test at the end of the semester.

**Please note that the use of cell phones (text messaging included) is prohibited in this class. All cell phones must be turned off during class time.**

## **DISABILITY SERVICES**

Under the Americans with Disabilities Act, AASU provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services, located in Student Affairs in MCC. Phone:

## **ACADEMIC INTEGRITY**

Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Honor Code and Code of Conduct in your Undergraduate Course Catalog.

## **TUTORING**

The Language Lab (Gamble 106) is staffed with language tutors. Make sure you check the lab door to find out when the French tutor is available. This service is free to all language students.

You can also use the lab to do your on-line homework, practice French with others and use all the resources available in that lab for foreign language learners.

## Français 2001 : CALENDRIER automne 2010

WEEK I	17 août Introduction to class- Review chapters 1-5 19 Review chapters 6-10
WEEK II	24 Chapitre 11 p. 308-310 26 p. 316
WEEK III	31 p. 322 2 septembre p. 326 + CONVERSATION (meet in Gamble 106)
WEEK IV	7 Review + EPREUVE 11 9 Chapitre 12 p. 342-344
WEEK V	14 p. 348-350 16 p. 348-350 AGAIN
WEEK VI	21 p. 354-355 23 CONVERSATION (meet in Gamble 106)
WEEK VII	28 p. 358-359 30 review + EPREUVE 12
WEEK VIII	5 octobre Chapitre 13 p. 374-375 7 p. 379
WEEK IX	12 PAS DE CLASSE ! FALL BREAK! 14 p. 379 AGAIN
WEEK X	19 p. 383 + p. 386-387 21 CONVERSATION (meet in Gamble 106)
WEEK XI	26 Review + Epreuve 13 28 Chapitre 14 p. 402-403



WEEK XII 2 novembre p. 407-408  
4 CONVERSATION (meet in Gamble 106)

WEEK XIII 9 p. 412-413  
11 p. 416-417

WEEK XIV 16 Review + Épreuve 14  
18 Chapitre 15 p. 434-435, 438

WEEK XV 23 p. 441-442  
25 PAS DE CLASSE! THANKSGIVING!

WEEK XVI 30 Review + Épreuve 15  
2 Activité Oral

**Please Note:**

- Testing components are **in bold**.
- Homework assignments in QUIA are due on the same date as the chapter pages indicated in the textbook for each day. You do NOT need to do any of the TEXTBOOK exercises at home, unless otherwise indicated. In doubt, ask me! ☺

**Daily Homework- Devoirs quotidiens**

DATE	Pages to study in your TEXTBOOK BEFORE class and BEFORE starting the exercises	Corresponding written exercises in your on-line workbook (QUIA)	Corresponding listening exercises in your on-line workbook	Your progress
19 août	Do exercices	On photocopy	Review chapters	1-10!!!!
24 août	p. 308-310	11.1A, 11.1B	11.1, 11.2	
26 août	p. 316	11.2, 11.2A, 11.2C	11.4,11.5	
31 août	p. 322	11.3, 11.3A, 11.3B	11.6, 11.8	
2 septembre	p. 326	11.4, 11.4A, 11.4B	11.10, 11.13	CONVERSATION ALSO MEET IN THE LAB !!
7 septembre	STUDY	For	EPREUVE 11!	☺
9 septembre	p. 342-344	12.1A, 12.1B	12.1, 12.2	

14 septem bre	p. 348-350	12.2B, 12.2D	12.3	
16 septem bre	p. 348-350 AGAIN	12.2A, 12.2C	12.4, 12.5	
21 septem bre	p. 354-355	12.3, 12.3B, 12.3C	12.6, 12.8,12.10	
23 septem bre	CONVERSAT ION	MEET IN	GAMBLE 106	☺
28 septem bre	p. 358-359	12.4, 12.4B	12.11, 12.13	
30 septem bre	STUDY	For	EPREUVE 12!	☺
5 octobre	p. 374-375	13.1A, 13.1B	13.1	
7 octobre	p. 379	13.2A, 13.2C	13.2, 13.4, 13.5	
12 octobre	PAS DE CLASSE !	FALL BREAK !!	NO CLASS !	☺
14 octobre	p. 379 AGAIN	Review your notes	Correct your exercices	
19 octobre	p. 383, p. 386-387	13.3A, 13.3C, 13.4A, 13.4B	13.6, 13.8, 13.12, 13.13	
21 octobre	CONVERSAT ION	MEET IN	GAMBLE 106	☺
26	STUDY	For	EPREUVE	☺

octobre			13!	
28 octobre	p. 402-403	14.1A, 14.1B	14.1, 14.2, 14.3	
2 novemb re	p. 407-408	14.2, 14.2A, 14.2B	14.4, 14.5	
4 novemb re	CONVERSATION	MEET IN	GAMBLE 106	☺
9 novemb re	p. 412-413	14.3, 14.3A, 14.3SD	14.6, 14.8	
11 novemb re	p. 416-417	14.4, 14.4B 14.4C, 14.4D	14.10, 14.12, 14.14	
16 novemb re	STUDY	For	EPREUVE 14!	☺
18 novemb re	p. 434- 435,438	15.1A, 15.1C, 15.2, 15.2B	15.1, 15.3, 15.5	
23 novemb re	p. 441-442	15.3, 15.3A, 15.3C	15.7, 15.9	
25 novemb re	PAS DE	CLASSE !	THANKSGIVING !	☺
30 novemb re	STUDY	For	EPREUVE 15!	☺
2 décemb re	ACTIVITE ORALE	STUDY	And PRACTICE!!	☺

## REGISTRATION INSTRUCTIONS FOR YOUR ON-LINE WORKBOOK (QUIA)



**Your instructor, Dorothee Mertz-Weigel, invites you to enroll in the following course.**

Course: Intermediate French 1 (French 2001) Fall 2010

Code: TBKM639

Book: Invitation 2nd Edition Workbook

### **Creating a Quia Account**

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to <http://books.quia.com> and click **Students**, then click **Create a new account**.

2. Select a username and password and enter your information, then click Submit.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

## Entering the Book Key and Course Code

Enter the book key and course code to complete the enrollment process. You may need to purchase a book key, you may already have a book key that you purchased separately, or you may already have activated the book for a previous course. Depending on your situation, use one of the procedures below. The course code is listed at the top of this page.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter book key** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

### I need to purchase a book key

1. Go to <http://books.quia.com> and log in.
2. Click **Bookstore** at the top of the Student Workstation window.
3. Enter search criteria for the book and click **Search**.
4. Locate the book in the search results and click **Buy**.
5. Enter the course code, TBKM639, and click **Next**.
6. Proceed through the purchase process.

### I already have a book key

1. Go to <http://books.quia.com> and log in.
2. Enter the book key in the **Enter book key** field at the top of the Student Workstation window and click **Go**.
3. Click **Confirm** to confirm your registration information.  
The system displays the Student Workstation and lists the book under the **My books** heading.
4. Beside the book listing, enter the course code, TBKM639, in the **Enter course code** field and click **Go**.
5. If necessary, select a class (section) and click **Submit**.

## Using Quia

To access your Student Workstation in the future, go to <http://books.quia.com> and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Quia Support at <http://books.quia.com/support.html>

**Français 2002**  
**Intermediate French II**  
*Lundi, mercredi et vendredi de 10h00-11h50*  
 Gamble 114

**Professor: Dorothee Mertz-Weigel, PhD**

Office: 102 A

Office Phone: (912) 344-2804

Office Hours: MWF 1-2 pm, T/Th 11-12 & by appt.

e-mail: Dorothee.Mertz-Weigel@armstrong.edu

**(i.e. Only collegial and polite emails will be acknowledged. An email sent after 5 pm on any day of the week may or may not be answered the same day. An email sent over the weekend may or may not be answered until the following Monday.)**

## INTRODUCTION

*Bonjour ! Soyez les bienvenus au cours de français 2002 !* Welcome to Intermediate French II! I hope that your study of French will be enjoyable to you and profitable to your personal growth.

This class is taught entirely in French.

At the end of the semester, you will be more proficient in a number of situations requiring you to use French. You will develop a higher competence in French, beyond that of French 2001, by using French in creative ways, by participating in situations that will prove to be more and more complex, by communicating in French following the francophone cultural rules. You will also reinforce your competence in written and spoken French by following French syntax rules, and you will develop a better understanding of cultural differences among Francophone countries, especially through the benefit of conversations in French, with webcams, with real French speakers.

As you will hear stressed many times this semester, **daily** practice is essential in learning a foreign language. Because of this, it is extremely important that you attend class and complete your assignments regularly. Attendance in class and regular oral practice outside of class—**a minimum of four hours per week**—are necessary because only in these two places will you have the opportunity to practice two of the most important language skills: listening and speaking. Because the study of a foreign language is cumulative—with each new lesson building on structures and vocabulary from previous lessons—it is also extremely important that you do not fall behind in your work in French. **Lessons should be read carefully and studied before the date indicated** on the syllabus. Written homework will help you to practice the new structures and vocabulary as well. (Vocabulary is often the key to understanding; **most vocabulary will need to be memorized at home.**) Finally, additional classroom practice will help you to actively use the vocabulary and structures you have worked on at home and to integrate newer vocabulary and structures with previously learned material.

**Please also check your AASU every day.** This means no excuse for late work or missed assignments!

If sometimes you feel lost, frustrated or overwhelmed, please let me know. I am available to help you, not only with learning French, but also with figuring out foreign language learning strategies that best fit your way of learning and personality. Do not hesitate to email me or come to my office hours to discuss problems you may have, especially because you are probably not alone with a dilemma, and your questions may benefit others.



## TEXTBOOKS:

**Required Texts:** *BRAVO!* 6th edition -- textbook  
(This book comes with a CD on which all conversations from the textbook are found.)  
and QUIA online workbook and lab manual that accompanies *BRAVO!* 6th edition

**Recommended Texts:** *Bantam New College Dictionary* OR *Collins-Robert, French-English English-French Dictionary* OR *MacMillan* OR another French-English Dictionary

**Please note Heinle's website:**

[http://www.heinle.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20bI&flag=instructor&product\\_isbn\\_issn=9781413033021&disciplinenum=304](http://www.heinle.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&flag=instructor&product_isbn_issn=9781413033021&disciplinenum=304)

## COURSE EVALUATION

Letter grades based on the following:

A	90-100	B	80-89	C	70-79	D	61-69
F	below 61						

**Devoirs/travail en classe:**

Participation, présence, 20%  
Préparation, etc.)  
Devoirs et lab 20%

**Examens:**

Chapter Tests (one will be dropped) 40%  
Skype 20%

**Class work:(20%) – Daily Preparation/Homework/Participation:** This portion is worth 20% of your final grade because it is often the only means we have of evaluating your oral skills and written skills on a daily basis. It is **very easy** to do well in this component of the class. You need only...

**1. Be there.** Although your class participation grade is not simply based on attendance, we cannot evaluate your progress if you are not there. Regular attendance is therefore absolutely necessary. You may be absent 3 times during the semester. **Five absences will result in you being dropped out of the class** (because this is a flex-term class, 5 absences in this class are equivalent to 10 absences in a regular semester class...)

**2. Be on time.** Entering the classroom even a few minutes late can be very disruptive, both for the instructor and for the other students already involved in an exercise. Being late will thus result in a lowered class grade. **Coming to class 10 minutes (or more) late will be equivalent to an absence for that day.**

**3. Be prepared.** All homework must be prepared each night. When students are not prepared they slow down the entire class. It is for this reason that your class participation grade will be automatically lowered if you are not prepared for each class. **If it is evident that you did not study what needed to be studied for a particular day (i.e.: if you did not at least read the grammar explanations/vocabulary and/or did not do your preparatory homework for the day), your participation grade for that day will be equivalent to an absence.**

Preparation:

- Read the dialogues before class. **Look up all words you do not recognize in a dictionary.** Read and be prepared to explain the accompanying grammar explanations.
- You will be expected, **on your own, to study the grammar** for each chapter that is presented at the end of each chapter and complete **all oral and written exercises** in the workbook that are assigned.

**No homework will be accepted late.** If you are absent, it is your responsibility to get your homework done on time (before class starts, every time an assignment is due.) If it is late, I will correct it for you (**if you indicate this to me**) but will be unable to give you a grade.

Your Homework grade will be based on the following scale for each assignment.

10	All exercises assigned completed. Open-ended exercises completed and done well. (Student has made a serious attempt at completing open-ended exercises). Very few errors for this level. Work submitted on time.
7-8	All exercises completed. Open-ended exercises mostly completed, fairly well done, with some errors that could be avoided at this level.
4-6	Exercises incomplete. Open-ended exercises incomplete, not well done, with significant errors that could be avoided at this level. (Student has not made a serious attempt at completing open-ended exercises)
0-3	Too many incomplete exercises. Open-ended exercises very poorly done, too many errors for this level. (Student has not made a serious attempt at completing open-ended exercises)

For your final homework grade, I will calculate the average of all your homework grades.

**There are no “makeup” tests,** but you will be permitted to drop one (1) test.

**4. Participate.** Participation can take many forms. It can be volunteering to answer questions and demonstrating an activity, or it can even be asking questions and volunteering to read instructions. **All efforts, especially speaking French in class to me and to other students, will be rewarded and you will not be penalized for making errors.** They are an integral part of the learning process. If you do not choose to participate willingly on a daily basis, or if you choose to speak English in class, this will result in a lowered grade.

Every week, you will receive a participation grade, which will be based on the following scale:

18-20:	Volunteers frequently, speaks well for level, is well prepared for class. Contributes ideas and opinions to class. Participates well in small group work. <b>Speaks French to classmates,</b> attends class regularly, always on time.
15-17:	Volunteers occasionally, speaking needs some improvement, is not always prepared, sometimes contributes ideas to class, mostly participates in small group work. <b>Needs to be reminded to use French with classmates,</b> sometimes late for class.
12-14:	Speaks only when spoken to, listens passively. <b>Uses English too often.</b> Contributes little to group discussions/work. Does not attend class regularly. Often late for class.
0-11:	Does not participate efficiently either because of class performance or repeated unexcused absences or tardiness.

Receiving this grade every week will allow you to evaluate yourself and decide what you need to do in order to improve your participation grade. All participation grades will be averaged at the end of the semester to give you your final participation grade.

**Please note that the use of cell phones (including text messaging) is prohibited in this class. All cell phones must be turned off during class time.**

## **TESTS**

You will have four (4) tests during the semester: one at the end of every other chapter we will cover. One test will be dropped at the end of the semester. Tests are 50 minutes long and cover the grammar, vocabulary, and culture of the chapters covered before the test. There will always be a dialogue or composition to write in every test that is worth 40 points. Usually, culture will be 10 points, the new vocabulary (*Expressions typiques pour...*) will be 20 points, and the grammar will be 30 points.

## **SKYPE!**

We are going to meet Francophone people on-line throughout the semester. Your participation in this activity will allow you to practice your French and to help a francophone person practice his/her English. It will be like an exchange program, but you won't have to leave Savannah!

We will meet about once a week, and you will use conversation guides from a workbook to help you have a structured conversation with your partner. Of course, you will be welcome to ask questions (on culture, grammar, vocabulary) of your own! But make sure you remain sensitive and sensible, as well as polite, courteous and respectful.

This activity will take the place of your *Activité Orale* (oral exam). It will be a great opportunity to practice in real life, with real people, and apply what we are learning in class about the French and francophone cultures. Because the French people on the other side of the camera are taking the time to meet with us, no absences (unless it's an emergency) will be excused for the *Skype* sessions.

## **DISABILITY SERVICES**

Under the Americans with Disabilities Act, AASU provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services, located in Student Affairs in MCC.

## **ACADEMIC INTEGRITY**

Students are responsible for understanding what constitutes academic dishonesty.

Acts of Academic Dishonesty may include but are not limited to the following:

- Copying material from a web page and submitting it as one's own work
- Quoting extensively from a document without making proper references to the source.
- The illegitimate use of materials in any form during a quiz or examination.
- Copying answers from the quiz or examination paper of another student.
- Plagiarizing (submitting as one's own ideas the work of another) or falsifying materials or information used in the completion of any assignment which is graded or evaluated as the student's individual effort.
- Obtaining, through theft, bribery, or collusion, or otherwise improperly securing an examination paper prior to the time and date for the administration of the examination.
- Furnishing credentials that have been earned by another person, or falsifying records, transcripts or other academic papers in order to falsely present one's academic position.
- Impersonating a candidate at an examination or availing oneself of such an impersonation.

- Intentionally interfering with any person's scholastic work (e.g., by damaging or stealing laboratory experiments, computer files, or library materials).
- Submitting the same work for more than one course without the consent of the instructors of each course in which the work is submitted.

For more information on this topic, consult the Honor Code and Code of Conduct in your Undergraduate Course Catalog.

**TUTORING:**

**Check the schedule on the door of the Language Lab (Gamble 106) to find out when the French tutor (Bahija) is working.**

## Français 2002 : CALENDRIER Printemps 2010

Mars

- I 10 Intro to Class + **Skype preparation**  
12 Review (READ: p. xvi, xvii, p 2-3, STUDY voc. P. 7-8)
- II 15 NO CLASS- Spring Break March 15-19  
17 NO CLASS  
19 NO CLASS
- III 22 II.1 (53, 54, 56), II.2 (62, 63-64, 66-68)  
24 II.3 (72, 74, 75-77)+ **Skype**  
26 NO CLASS- Dr. Mertz at a conference
- IV 29 III.1 (94-95, 95-96, 98-101), III.2 (105, 106, 108, 110)  
31 REVIEW + **Test I**
- Avril 2 IV.1 (136, 137, 140-141), IV.2 (148-153)

(Don't forget about the **Francophone Film Festival April 2-3, 2010** ! your participation in any of the activities linked to this event will earn you extra credit points!)

- V 5 IV.3 (159, 160, 164)  
7 VI.1 (223-224, 225, 227-228)+ **Skype**  
9 VI.2 (236-239)
- VI 12 REVIEW + **Test II**  
14 VIII. 1(307-308, 309, 310,, 312-314)) + **Skype**  
16 VIII.2 (318, 319, 322-326), VIII.3 (333-335)
- VII 19 REVIEW + **Test III**  
21 IX.1 (353, 354-355, 357-359, 360-361) + **Skype**  
23 IX.2 (365-366, 368-370), IX.3 (376-377, 379-380)
- VIII 26 X.1 (395-397, 398, 399-402)  
28 X.2 (406-407, 412, 409-410)+ **Skype**  
30 REVIEW + **Test IV**

**Information- French 2002**

**Name** \_\_\_\_\_

**AASU Email** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone #** \_\_\_\_\_

**Year** \_\_\_\_\_

**How long have you studied French? Where have you studied French?**

\_\_\_\_\_

**What French class did you place into when you arrived at AASU? (if applicable) OR What was your grade in French 2001?**

\_\_\_\_\_

**Do you know any other language(s)? If so, which one(s)? are you fluent in those languages?**

\_\_\_\_\_

\_\_\_\_\_

**What are your expectations for this class?**

\_\_\_\_\_

\_\_\_\_\_

**What are your interests? I will use this information to find the best Skype partner for you:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ARMSTRONG ATLANTIC STATE UNIVERSITY  
SPANISH 2001-001  
INTERMEDIATE SPANISH I  
SPRING 2010**

**My Spanish Lab Course Code: CRSCDX1-54549**

Class Time: T&TH 1-2:15

Classroom: Gamble 213

Instructor: Dr. Ana Torres

Office phone: 344-3197

Office: Gamble 210-A

Office Hours: TTH 2:15-4:15

ana.torres@armstrong.edu

**Texts:**

Zayas-Bazán, Bacon, and Nibert. (Arriba! Comunicación y cultura. 5<sup>th</sup> ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.

Spinelli, Emily. English Grammar for Students of Spanish. 3<sup>rd</sup> ed. Ann Arbor: Olivia and Hill P, 1994. (optional)

**COURSE DESCRIPTION:** First course of an intensive section of the intermediate series to Spanish grammar, pronunciation, and oral comprehension. Introduction to the culture and civilization of the Spanish speaking world.

**COURSE OBJECTIVES:** To introduce the student to intermediate vocabulary, to adverb formation, the subjunctive, por vs. para, commands, past participles, the perfect tense, the future tense, the conditional tense to improve fluency in discussing travel, influencing others, health, body parts, expressing emotions and opinions, professions, job interviews, writing business letters, technology, the environment, what could happen. **Spanish will be spoken as much as possible in class.** We will cover from chapter 9 to chapter 12 this semester.

**SPECIAL NOTE:** This class addresses no Foreign Language Standards.

**CLASS POLICY:** Attendance to class is vital to learning a foreign language. **Upon the sixth (6<sup>th</sup>) absence, I will drop you from the class.** I will not accept late work, nor will I allow make-up tests, unless I consider the circumstances to be mitigating. It is your responsibility to arrive to class prepared for the day's lesson. That means you must read the material the night before class and be ready to participate actively. It is your responsibility to check **www.myspanishlab.com** and take advantage of the technology available. This resource has an electronic version of the textbook, lab manual, listening activities, videos, music, grammar explanations, and tutorial. You will need to check this site daily for assignments to be completed for your laboratory grade. **Spanish will be used most of the time in class.**

**\*Turn off your cell phones before entering class.**

**\*No texting during class**

Incompletes are not given because of a poor grade. See the schedule book for the university policy.

Academic Dishonesty is a serious offense and will be reported immediately to the Office of Student Affairs. See the AASU catalog for policy.

Departmental policy prohibits posting grades.

**SPECIAL NOTE:** Students who have special conditions as addressed by the Americans with Disabilities Act and who need any test or course materials to be furnished in an alternative format should notify the professor of the course immediately and provide documentation from Student Services. Reasonable efforts will be made to accommodate the needs of these students.

<b>GRADING:</b> 100-90	A	4 Tests	65%
80-89	B	Oral	10%
70-79	C	2 Short Essays	5%
60-69	D	Lab	10%
0-59	F	1 Final Oral Exam	10%

**Tests:** There will be five tests. The first test will cover chapter 9; the second one will cover chapter 10 and subsequently until chapter 12.

**Oral Presentation:** Students will have one oral presentation in class. It will be an individual presentation in Spanish of 3-5 minutes. The grade will be assigned according to the vocabulary, pronunciation, and grammar structures included. Preparation and use of technology will also be taken into account when giving a grade. Students will be allowed to have some index cards but reading through out the presentation will affect their grades by 10 points.

The topic for this presentation will be: **“Mi viaje a ...”**

**Homework/Lab:** The Arriba program has an Online Activities Manual. In order to reinforce the oral work done in class, students are expected to complete the written exercises for the corresponding section at home after each class. The audio section of each chapter should be done in the Language Lab on your own.

**Compositions:** There will be two short guided compositions in Spanish assigned by the instructor. Please, double space and type them. Since this will be graded work you cannot receive help from anyone else.

**Final Oral Exam:** Students will be given a range of different topics to select from which to choose two weeks prior to the final exam. In class, in groups of two, they will practice and base their conversations on the vocabulary and grammar structures covered up to that date. The day of the exam students should present their skit, dialogues, or interviews to the professor. This oral presentation should be of at least five minutes. No notes will be allowed during the exam, reading through out the presentation will reduce the student’s grade by 10 points. The grade will be assigned according to the richness of the vocabulary, pronunciation, and grammar structures



used during her/his presentation. Each student will receive an individual grade for his/her participation. This final exam will take place in the instructor's office.

### **Calendario tentativo**

1/12 p. 292-298

1/14 p. 299-306

1/19 p. 307-313

1/21 p. 314-320

1/26 p. 321-327

1/28 **EXAMEN 1: Capítulo 9; Lab Work due**

2/2 p. 328-334

2/4 p.335-341

2/9 p. 342-348

2/11 p. 349-355

2/16 p.356-361, **ESSAY 1 p. 360**

2/18 **EXAMEN 2: Capítulo 10; Lab Work due**

2/23 p.362-368

2/25 p. 369-375

3/2 p. 376-382

3/4 p. 383-389

3/9 p. 390-395

3/11 **EXAMEN 3: Capítulo 11; Lab Work due**

3/16 **Vacaciones de primavera**

3/18 **Vacaciones de primavera**

3/23 **Oral 1: "Mi viaje a..."**

3/25 **Oral 1: "Mi viaje a..."**

3/30 p.396-402

4/1 p. 403-409

4/6 p. 407-413

4/8 p. 414-419

4/13 p. 420-428

4/15 p. 429-437, **ESSAY 2 p. 435**

4/20 **EXAMEN 4: Capítulo 12; Lab Work due**

4/22 Repaso para el examen final oral

4/27 **Examen final** oral en mi oficina (Gamble 210-A)

5/4 **Examen final** oral en mi oficina (Gamble 210-A)

**ARMSTRONG ATLANTIC STATE UNIVERSITY**  
**SPANISH 2002**  
**INTERMEDIATE SPANISH II**  
**FALL 2009**

Class Time: TTH 6:00-7:15  
Classroom: Gamble 103

Instructor: Dr. Ana Torres  
Office phone: 344-3197  
Office: Gamble 210A  
Office Hours: TTH 2:30-4:30  
email: ana.torres@armstrong.edu

**Texts:**

Zayas-Bazán, Bacon, and Nibert. ¡Arriba! Comunicación y cultura. 5<sup>th</sup> ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.

Spinelli, Emily. English Grammar for Students of Spanish. 3<sup>rd</sup> ed. Ann Arbor: Olivia and Hill P, 1994. (optional)

**COURSE DESCRIPTION:** Second course of an intensive section of the intermediate series to Spanish grammar, pronunciation, and oral comprehension. Introduction to the culture and civilization of the Spanish speaking world.

**COURSE OBJECTIVES:** To introduce the student to intermediate vocabulary, to imperfect subjunctive, if clauses, more subjunctive, relative pronouns, passive voice, pero vs. sino, and the pluperfect to improve fluency in discussing media communications, entertainment, art, music, dance, fashion, world problems and their solutions, politics, types of government. **Spanish will be spoken as much as possible in class.** We will cover from chapter 13 to chapter 15 this semester. Students will also watch one film in Spanish and read two short pieces of Latin American literature during the month of April.

**SPECIAL NOTE:** This class addresses no Foreign Language Standards.

**CLASS POLICY:** Attendance to class is vital to learning a foreign language. **Upon the sixth (6<sup>th</sup>) absence, I will drop you from the class.** I will not accept late work, nor will I allow make-up tests, unless I consider the circumstances to be mitigating. It is your responsibility to arrive to class prepared for the day's lesson. That means you must read the material the night before class and be ready to participate actively. It is your responsibility to check **www.myspanishlab.com** and take advantage of the technology available. This resource has an electronic version of the textbook, lab manual, listening activities, videos, music, grammar explanations, and tutorial. You will need to check this site daily for assignments to be completed for your laboratory grade.

Incompletes are not given because of a poor grade. See the schedule book for the university policy.

Academic Dishonesty is a serious offense and will be reported immediately to the Office of Student Affairs. See the AASU catalog for policy.

Departmental policy prohibits posting grades.

**SPECIAL NOTE:** Students who have special conditions as addressed by the Americans with Disabilities Act and who need any test or course materials to be furnished in an alternative format should notify the professor of the course immediately and provide documentation from Student Services. Reasonable efforts will be made to accommodate the needs of these students.

<b>GRADING:</b>	100-90	A	4 Written Chapter Tests	60%
	80-89	B	2 Oral presentations in class	10%
	70-79	C	2 Short Essays	10%
	60-69	D	Lab Work	10%
	0-59	F	Final Oral Exam	10%

**Tests:** There will be four tests. The first test will cover chapter 13; the second one will cover chapter 14 and subsequently until chapter 15.

**Oral Presentation:** Students will have two oral presentations in class. Each will be an individual presentation in Spanish of 3-5 minutes. The grade will be assigned according to the vocabulary and grammar structures included. Pronunciation will also be taken into account.

**Homework:** The Arriba program has an Online Activities Manual. In order to reinforce the oral work done in class, students are expected to complete the written exercises for the corresponding section at home after each class. The audio section of each chapter should be done in the Language Lab on your own.

**Compositions:** There will be two short guided compositions in Spanish assigned by the instructor. Please, double space and type them. Since this will be graded work you cannot receive help from anyone else.

**Final Oral Exam:** Students will be given a range of different topics two weeks prior to the final exam. In class, in groups of two, they will practice and base their conversations on the vocabulary and grammar structures covered up to that date. The day of the exam each student will draw one or two topics randomly. This oral presentation should be of at least five minutes. No notes will be allowed during the exam. The grade will be assigned according to the richness of the vocabulary and grammar structures included. This final exam will take place in the instructor's office.

### Tentative Calendar

8/18 Repaso

8/20 p. 438-444

8/25 p. 445-451

8/27 p. 452-458

9/1 p. 459-466  
9/3 p. 467-475; Lab

9/8 **EXAMEN 1: Capítulo 13; Lab due**  
9/10 p. 476-482

9/15 p. 483-489  
9/17 p. 490-496, **Essay 1, p. 474**

9/22 p. 497-504; Lab  
9/24 **EXAMEN 2: Capítulo 14; Lab due**

9/29 **Oral Presentación 1**  
10/1 **Oral Presentación 1**

10/6 p.505-511  
10/8 p. 512-518

10/13 **FALL BREAK**  
10/15 p. 519-525

10/20 p.526-532  
10/22 p.533-541; Lab

10/27 **EXAMEN 3: Capítulo 15; Lab due**  
10/29 **Oral Presentación 2**

11/3 **FILM en español en el laboratorio**  
11/5 **FILM en español en el laboratorio**

11/10 **Lectura 1: Gabriel García Márquez**  
11/12 **Lectura 1: Gabriel García Márquez**

11/17 **Lectura 2: Rosario Ferré**  
11/19 **Lectura 2: Rosario Ferré**

11/24 **EXAMEN 4: García Márquez y Rosario Ferré**  
11/26 **NO CLASE**

12/1 Repaso examen final oral  
12/3 **Examen Oral final en mi oficina: Gamble 210-A**

INTERMEDIATE GERMAN 1  
GRMN 2001

Fall 2010

Time: Monday - Wednesday - Friday 10:00 - 10:50 a.m. Gamble Hall 206  
 Instructor: Margarete Froelicher-Grundmann  
 Phone Dep.: 912. 344. 2594 h.: 912. 898 . 0450  
 e-mail: Margarete.Froelicher-Grundmann@armstrong.edu  
 off. hrs. 11:00 - 12.00 a.m. Victor Hall 224 F

Text: Deutsch - na klar! An Introductory German Course. 5th ed.  
 By Robert Di Donato, Monica D. Clyde, Jacqueline Vansant.  
 McGraw-Hill Publ. ISBN 978-0-07-353532-6

On-line:

\* Textbook: Activity pack & quizzes [www.mhhe.com/dnk](http://www.mhhe.com/dnk)  
 \* Workbook & Laboratory Manual <http://books.quia.com>  
 \* On-line dictionary: <http://dict.leo.org>

Access code for online workbook  
 and lab manual can be purchased at <http://books.quia.com/books>

Grammar: German Grammar. 3rd. ed. By Elke Gschossmann-Hendershot &  
 Lois Feuerle. McGraw-Hill, 1996. ISBN 0-07-025134-

501 German Verbs. By Henry Strutz. 3rd. ed. 1998. ISBN 0-7641-0284-2

Dictionary: Langenscheidt's Compact Dictionary. ISBN: 1585733512  
 Another acceptable dictionary can also be used. Check for latest editions.

Handouts: Additional material (cultural readings, stories, poems, songs etc.) will be supplied by  
 the instructor.

Web sites: [www.germany-info.org](http://www.germany-info.org)  
[www.goethe.de](http://www.goethe.de)  
<http://germany-tourism.de>  
<http://german.about.com>  
<http://www.dw-world.de>  
[www.campus-germany.de](http://www.campus-germany.de)  
[www.magazine-deutschland.de](http://www.magazine-deutschland.de)  
[www.tatsachen-ueber-deutschland.de/en/home1.html](http://www.tatsachen-ueber-deutschland.de/en/home1.html)  
[www.young-germany.de](http://www.young-germany.de)

***Course description:***

The course continues to introduce students to German language, culture and civilization of the German speaking countries and regions of Central Europe. Students will be able to communicate meaningfully in German regarding everyday topics, be proficient in Syllabus pronunciation, understanding concepts of grammar, and have inquired further insights into cultures and life of the German speaking countries. Skills in listening, speaking, reading and writing as well as in effective communication will be emphasized. Your oral skills will be an important part of your learning and interacting in class.

***Attendance and Participation:***

**CLASS PARTICIPATION IS ABSOLUTELY MANDATORY. NO EXCUSES!**

**To succeed in learning a foreign language, instruction is invaluable and cannot be missed. You will not be able to learn with your textbook only.**

- a. German foreign language courses are designed to help you achieve linguistic independence. Therefore, all classes require your **active participation**. Emphasis is placed on interaction in class between students and instructor and among the students themselves.
- b. **Study at home** is crucial to your success in learning a new language. Language acquisition is a cumulative process. Every element of conversation, vocabulary, grammar, and syntax **must be reviewed on a regular basis in order to establish a firm foundation for building complex verbal and written skills**. You will need to set aside time outside of class to practice speaking and to memorize vocabulary and grammar. On average, **a minimum of two hours of home study** for every hour spent in class is required in order to master new material. If you are not able to invest the required time, you might drop this class.
- c. **Students are expected to attend each class, be punctual, and complete assignments.** Grades are based on attendance, class participation, and on quality and quantity of performance. Be aware that absences will lower your grade significantly since class instruction is an extremely important and necessary part of the language learning process.

You are allowed **three absences per semester**. Every absence after that will lower your grade by one letter grade. If you are consistently late, you will be counted absent (i.e. three times coming late will be equivalent to one absence).

### ***Homework***

Homework assignments need to be completed in full and in a timely manner. Please plan to set **TWO HOURS ASIDE DAILY** for homework and practice. Please hand in completed homework at the next class meeting before leaving class.

**a. Textbook.** Please bring your textbook to class each time. We will work with the book as well as with supplementary material.

**b. Workbook, Lab manual, Activity pack.** Assignments in the **workbook and lab manual** need to be completed online. Please use the language lab (Gamble Hall) to complete all exercises, homework and practice sessions. Check out all the different websites! Assignments completed on-line need to be mailed to my AASU e-mail address.

### ***Exams***

There will be short weekly quizzes on Fridays, a test after each chapter and a final exam. In addition, there will be oral evaluations that will be announced in advance.

Evaluation:

Class participation and attendance	20 %
Test and quizzes	20 %
Assignments and homework	20 %
Oral proficiency	20 %
Final exam	20 %

### ***Honor Code***

All students at AASU must agree to abide by the Honor Code and Code of Conduct found at the appendix to the catalog. Violations will be handled according to the procedures in the Armstrong Atlantic State's University Handbook.

### ***Disabilities***

AASU provides appropriate, reasonable accommodations to students with documented disabilities. Contact the Office of Disability Services located in Student Affairs if you need these services.

### Tentative Schedule

Aug. 16 - 20	Semester introduction. Syllabus. Review. Kap. 5: Vocab. Einkaufen. Grammatik: Dative case
Aug. 23 - 27	Kapitel 5: Grammatik. Dative case pgs. 157 -166
Aug. 30 - Sep. 3	Kapitel 5: Grammatik: Interrogative Pronouns. Lesen.
Sep. 06 - 10	Kapitel 5. Sprache im Kontext. Review. Test
Sep. 13 - 17	Kapitel 6: Wir gehen aus. Thema 1, 2
Sep. 20 - 24	Kapitel 6: Thema 3. Grammatik. Two-way prepositions. Pg. 186
Sep. 27 - Oct. 1	Kapitel 6: Grammatik: Location, placement, time expressions Pg. 193 <i>Oct. 3: Tag der Deutschen Einheit (German Unity Day)</i>
Oct. 04 - 08	Kapitel 6: Past haben/sein & modals. pg. 196 <i>Oct. 6 Deutsch-Amerikanischer Freundschaftstag</i>
Oct. 11 - 15	Kapitel 6: Sprache im Kontext. Reading. & Test
Oct. 18 - 22	Kapitel 7: Thema 1 & 2 . Pg. 201-211
Oct. 25- 29	Kapitel 7: Thema 3. Grammatik: Coord. Conjunctions. Pg. 216
Nov. 01- 05	Kapitel 7: Present Perfect Tense. Pg. 217-225
Nov. 08- 12	Kapitel 7: Comparative. Sprache im Kontext. Bertolt Brecht
Nov. 15 - 19	Kapitel 7: Test. Kapitel 8: Wie man fit und gesund bleibt. Thema 1 und 2. Pg. 234-241
Nov. 22 - 26	Kapitel 8: Thema 3. Grammatik: Subordinating conjunctions. Pg. 244 <i>Nov. 25. Thanksgiving</i>
Nov. 29 - Dec. 3	Kapitel 8: Reflexive pronouns and verbs.
Dec. 6	Wiederholung. Letzter Tag des Semesters

*WILLKOMMEN UND VIEL SPASS!*

**Study techniques:**

- \* *Listen and practice every day!*
- \* *Read your vocabulary aloud several times!*
- \* *Write the words down while reading aloud!*      \* *Check it!*
- \* *Close your eyes and let your mind's eye read the word!*
- \* *Use flashcards for vocabulary. One side German/one side English.*
- \* *Repeat! - Repeat! - Repeat!*
- \* *Practice! - Practice! - Practice!*
- \* *Use your time wisely!*

Nicht vergessen!

ÜBUNG MACHT DEN MEISTER!



INTERMEDIATE GERMAN 2  
GRMN 2002

Spring 2010

Time: Monday - Wednesday - Friday 11:00 - 11:50 a.m. Gamble Hall 116  
 Instructor: Margarete Froelicher-Grundmann  
 Phone Dep.: 912.344-2594 h.: 912. 898 . 0450  
 e-mail: Margarete.Froelicher-Grundmann@mail.armstrong.edu  
 off. hrs. 12.00 –13.00 Uhr. Victor Hall 224 F

Text: **Deutsch - na klar!** An Introductory German Course. 5th ed.  
 By Robert Di Donato, Monica D. Clyde, Jacqueline Vansant.  
 McGraw-Hill Publ. ISBN 0074219855

On-line: Textbook audio, chapter quizzes, activity pak  
[www.mhhe.com/dnk5](http://www.mhhe.com/dnk5)

Workbook, Code: GTC377  
 Laboratory Manual, PXRECA873  
<http://books.quia.com> (code required)

Grammar: **German Grammar.** 3rd. ed. By Elke Gschossmann-Hendershot & Lois Feuerle. McGraw-Hill, 1996. ISBN 0-07-025134-7

Dictionary: **Langenscheidt's Compact Dictionary.** ISBN 1-5873-351-2  
 Another acceptable dictionary can also be used. Check for latest editions.

Recommended:

**English Grammar for Students of German.** By Cecile Zorach and Charlotte Melin. 3rd ed. 1992. ISBN 0-934034-23-0

**501 German Verbs.** By Henry Stutz. Barrons Educ. Series. 3rd. ed. 1998. ISBN 0-7641-0284-2

Handouts: Additional material (cultural readings, stories, poems, songs etc.) will be supplied by the instructor.

Web sites: <http://www.mhhe.com/dnk5> Textbook  
<http://books.quia.com/books/> (Workbook & Lab Manual - use your code)  
<http://www.germany-info.org>  
<http://germany-tourism.de>  
<http://www.goethe.de>  
<http://www.facts-about-germany.de>  
<http://german.about.com>  
<http://www.dw-world.de>  
<http://www.young-germany.de/>

**Course description:** This intermediate level course continues to develop students' knowledge of the German language, culture and civilization of the German speaking countries and regions of Central Europe. Stress will be on meaningful communication in

German regarding everyday topics. Students will be proficient in pronunciation, understanding concepts of grammar, and have inquired further insights into cultures and

Interm. German 2/Syl 2

life of the German speaking countries using authentic material and literary texts. Skills in listening, speaking, reading, and writing as well as effective communication and oral proficiency will be emphasized.

**\* Attendance and Class Participation:**

When learning a foreign language, class instruction is an important part of the language learning process. Therefore, class attendance is extremely important and attendance is **mandatory**.

Students are expected **TO ATTEND EACH CLASS, BE PUNCTUAL, BE PREPARED AND COMPLETE ASSIGNMENTS**. Grades are based on attendance, class participation, and on quality and quantity of performance and are not given by exam alone.

Be aware that absences will lower your grade significantly. **You are allowed three absences per semester. Every absence after that will lower your grade by 10 points.** If your absence is due to illness or another legitimate reason, please let your instructor know.

There is absolutely no electronic device used during class time!

**\* Homework:**

You will be responsible for all material included in the syllabus as well as any additional homework assignments given by your instructor. Homework assignments need to be completed in full and in a timely manner. Please plan to set one to two hours aside daily for homework and practice.

***a. Textbook on-line***

The course website for our textbook can be found at <http://www.mhhe.com/dn5>

For each chapter you are required

- a. to listen repeatedly to the audio text indicated with an earphone icon in the text book.
- b. complete the online self-correcting grammar and vocabulary exercises, and the culture activity (Kulturaktivität) and email it to your instructor. It is important that you complete these activities according to the textbook and to prepare for the exams. For each correct answer you will receive one point.

***b. Workbook, Lab manual, Activity pak on-line:***

Assignments in the workbook and lab manual can be found at

<http://books.quia.com/books/> Please log in with the code you received when you bought the book. If you do not have a code, you need to purchase a code at the above web site.

The workbook and the lab manual need to be completed online and mailed to my e-mail address. All assignments that are turned in on time, will receive a good grade.

Assignments that are incomplete will not be accepted. Please use the Language Lab for your exercises, home work assignments and easy access to German web pages.

Please sign in when you enter the Language Lab.

**\* Withdrawal**

Please be aware of the withdrawal policy. You may withdraw from this class during drop and add period without any penalty. After this period, you may withdraw until midterm with a grade of W, and you will receive a WF thereafter.

**Honor Code and Code of Conduct**

Each student is bound by the **Honor Code** and **Code of Conduct** found in the appendix to the catalog. Violations will be handled according to the procedures in the Armstrong Atlantic State's University Handbook.

Under the Americans with Disabilities Act, AASU provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in Student Affairs in MCC.

**\* Exams:**

There will be short weekly quizzes, a test after each chapter, a final exam and oral evaluations. If you must miss a test, inform your instructor prior to test time. Makeup tests are possible only in the case of an excused absence. If you miss a test without any prior excused absence, your next chapter test will count twice. There are no make-up quizzes.

<b><u>Course Evaluation:</u></b>	<b><u>Grading Scale:</u></b>
Class participation and attendance	20 %
Chapter tests + Final	20 %
Quizzes	20 %
Assignments, workbook, lab	20 %
Oral proficiency	20 %

**Listen every day!**  
**Read aloud!**  
**Write down words!**  
**Repeat! Repeat!**  
**Involve yourself!**

***Ohne Fleiss kein Preis!***  
*Deutsches Sprichwort*

**Schedule**

Jan.	11 - 15	Kap. 9 - Review/Wiederholung. Pgs. 260-274
Jan.	18	Martin Luther King, Jr's Geburtstag
Jan.	20 - 22	Kap. 9 - Gr: Adjectives (def. article)
Jan.	25 - 29	Kap. 9 - Gr: Adjectives (indef./without article)
Feb.	01 - 05	Kap. 9 - Lesen. Test
Feb.	08 - 12	Kap. 10 - Auf Reisen. Thema 1 & 2
Feb.	15 - 19	Kap. 10 - Thema 3. Gr.: Superlative
Feb.	22 - 26	Kap. 10 - Gr: Adj.: Comparative/superlative
März	01 - 05	Kap. 10 - Gr.: Simple past, past perfect
März	08 - 12	Kap.10 - Lesen & Schreiben. Test
März	15 - 19	Spring Break/Frühlingsferien
März	22 - 26	Kap. 11- Der Start in die Zukunft. Thema 1 & 2
März	29 - Apr.2	Kap. 11 - Thema 3. Stellenangebote. Lebenslauf. Deutsches Schulsystem
Apr.	05 - 09	Kap. 11 - Gr: Future, Relative clauses
Apr.	12 - 16	Kap. 11 - Gr: Was für? negation
Apr.	19 - 23	Kap. 11 - Lesen
Apr.	26 - 30	Kap. 11 - Wiederholung. Test
Mai	03	Kap. 9 - 11 Wiederholung
Mai	07	Semesterprüfung

VIEL SPASS!

Kapitel 12

Kapitel 12: Haus und Haushalt. Thema 1. Finanzen.

Grammatik: Präpositionen, da-wo Komposita

Kapitel 12. Thema 2. Eigene vier Wände.

Grammatik: Relativsätze

Kapitel 12: Thema 3. Mieten und Vermieten.

Grammatik: Konjunktiv II. würde Form

Grammatik: Future

Kapitel 12: Grammatik. Subjunctive. Readings

Kapitel 12: Cultural Readings. Sprache im Kontext. Video clip

Kapitel 12: Wiederholung. Test.



## New Core Curriculum

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## Core Curriculum Course Proposal Form

Submitted to the USG Council on General Education

### Requirements for submission of a core course proposal:

- Courses that have not gone through the institutional review process will **not** be reviewed by the [Council on General Education](#).
- The course **must be reviewed** by the relevant [Regents' Academic Advisory Committee](#).

Note: Refer to the following information on the Board of Regents web site: [Core Curriculum: Principles and Framework](#); [Guidelines: Areas A-F](#); [Goals A-E and Goals I-III](#); and [Common Course Prefixes, Numbers, and Descriptions](#).

**NOTE:** You cannot start the form and save it – If you exit this web page before submitting, all data will be lost. Please have all required information ready prior to beginning.

### Institutional Information

#### 1. Institution (required)

Armstrong Atlantic State University

#### 2. This is a proposal for (check one)

- A new course
- A change in an existing course (If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.)
- Placement of an existing Area F course into the Core Curriculum
- Placement of an existing course other than from Area F into the Core Curriculum

#### 3. Course approval by institution – required

Attach documentation (in PDF format) that this course been reviewed and approved by the institution's appropriate campus committees that oversee the core curriculum.

Approval date:

Upload Institution approval document (PDF format)

No file chosen

#### 4. This course is requested to satisfy Core Area(s) (select all that apply)

- Area A (English, Mathematics)
- Area B (Institutional Options)
- Area C (Humanities, Fine Arts, Ethics)
- Area D (Natural Sciences, Mathematics, Technology)

If Area D, Specify D.I, and/or D.II.a, and/or D.II.b:

Area E (Social Sciences)

### Course Information

#### 5. Course Subject

Psychology, PSYC

#### 6. Course Prefix and Number

1200

**7. Course Title**

Drugs and Behavior

**8. Lecture Hours-Laboratory Hours-Credit Hours**

3-0-3

**9. Learning Support Prerequisites****10. Other Prerequisites (if any)**

Eligibility for ENGL 1101

**11. Course Co-requisites (if any)****12. The institution has reviewed the list of common course prefixes, numbers and descriptions, and this course is in compliance. [ Academic Affairs Handbook, section 2.4.10 ]** Yes  No

Comment (Additional information about your review of course names/numbers)

**13. Provide a catalog description of the course**

Introduction to the use of drugs and their influence on brain and behavior.

**14. Attach a Syllabus (generic, rather than one from a specific instructor) or a Common Course Outline with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment.**

Upload Syllabus document

 No file chosen**15. Explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.**

If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

This course fits in Area D (Natural Sciences, Math & Technology) and specifically it is a natural science course. This course is in line with the liberal arts tradition, and will contribute to students' education within the sciences; it will also provide intellectual challenges that concern scientific knowledge applied to issues of societal relevance, specifically dealing with licit and illicit drugs. The course is designed to teach students about the effects of drugs on the central nervous system, focusing on the brain and on behavior. In studying such effects, the use of the scientific method is emphasized in the process of data collection relevant for research on drug effects, development of drug treatments of psychological disorders and also in the design of prevention and education programs.

**Goals A-E**

**16. Indicate the approved institutional Core Area learning outcome that this course supports** (e.g., The course is proposed in support of Learning Goal A1 Communication Outcomes and the learning outcome is: *Students have the ability to adapt communication to circumstances and audience*).

New Core SLO for area D:

- A. Students will demonstrate understanding of the method by which scientific study is conducted
- B. Students will appropriately evaluate data in scientific reasoning problems

Current Core General Education Outcome:

- E. Exhibit a basic understanding of the sciences and their applications
- F. Exhibit critical thinking skills and apply problem solving skills in a variety of situations

**Goals I-III**

**17. Does this course fulfill an overlay requirement for Learning Goal I - US Perspectives in the institution's General Education Program?**

- No
- Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

**18. Does this course fulfill an overlay requirement for Learning Goal II - Global Perspectives in the institution's General Education Program?**

- No
- Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

**19. Does this course fulfill an overlay requirement for Learning Goal III - Critical Thinking in the institution's General Education Program?**

- No
- Yes

If "Yes," What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

**Review Process**

**20. Regents Academic Advisory Committee Course Approval (required)**

The course must be reviewed by the relevant Academic Advisory Committee.

Approval date:

Upload Advisory committee review document

No file chosen

21. Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications will be considered first by the relevant Regents Academic Advisory



Committees (the committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA).

**Are you requesting a pre-requisite exception?**

Yes  No

If Yes, please enter the Approval dates:

Regents Academic Advisory Committee Approval date:

Administrative Committee on Academic Affairs (RACAA) Approval date:

Upload RACAA approval document

No file chosen

**22. Is this a Resubmission? (select one)**

Yes  No

**23. Please provide the following contact information**

VPAA Name:	Anne Thompson
VPAA Email Address:	anne.thompson@armstrong.edu
VPAA Phone Number:	912-344-2737
VPAA Mailing Address:	AASU, Office of the VPAA 11935 Abercorn Street Savannah, GA 31419

**SUBMIT PROPOSAL**

*The upload of large files may take a few moments. Please Do Not click the Submit button more than once.*

[USG Home](#) > [Academic Affairs](#) > [New Core Curriculum](#)

**CONTACT US**

270 Washington Street, S.W.,  
Atlanta, GA 30334  
U.S.A.

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Armstrong Atlantic State University  
Drugs and Behavior (PSYC 1200): Proposed Syllabus

Lecture times and location: MWF or TR, time TBD, Science Center 271

Required Text: Levinthal, C. F. (2010). *Drugs, Behavior, and Modern Society* (6<sup>th</sup> ed.). Boston: Pearson Education.

Lecture slides and other reading materials will be available on Blackboard Learning System (Vista).

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**Description:** This is a three-credit hour course that examines the influence of drugs on the brain and behavior. Topics covered include: the influence of drugs on brain functioning, recreational drug use, and the use of drugs to treat psychological abnormalities (e.g., schizophrenia, depression). The course is design to teach students about the effects of drugs on the central nervous system, focusing on the brain and on behavior. In studying such effects, the use of the scientific method is emphasized in the process of data collection relevant for research on drug effects, development of drug treatments of psychological disorders and also in the design of prevention and education programs.

**Goals:** Students will gain a familiarity with the interaction between drugs and behavior from a psychological perspective. Students will learn to distinguish between instrumental and recreational drug use and become familiar with various categories of drugs, their routes of administration, their common uses, and their effects on the body and behavior. Students will also learn about the use of drugs in the treatment of psychological disorders and the design of prevention programs for schools, families and the community.

**Academic Integrity.** Refer to the AASU Honor Code and Student Code of Conduct (<http://www.sa.armstrong.edu/Activities/hccoc.html>) to find the definitions plagiarism, cheating, fabrication, or facilitating academic dishonesty and possible consequences of these honor offenses. The procedures outlined in this code will be followed if I discover that any of these offenses has occurred. You are required to complete the plagiarism tutorial available through: <http://www.library.armstrong.edu/plagiarismtutorial.html>. After completing this tutorial, email the proof of completion to me by TBA Depending on semester.

By taking this course, you are consenting to documentation of your performance, above and beyond grade assignments, for departmental evaluation purposes. Any student in this class may request that a Professional Development Evaluation (PDE) form be completed by this instructor at the end of the semester. The instructor reserves the right to complete an optional PDE on any student taking this course. Completed PDEs are maintained in a locked file within the department and information therein is shared with other faculty in the department in order to track exemplary and problematic performance, as well as readiness for internship placement.

**Disability Services.** If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please let me know and make appropriate arrangements with Disability Services (344-2744).

**Attendance.** Class roll will be called the first week of class for attendance-verification purposes. To be counted as present, you must be in class at the starting time and you must stay for the entire meeting. A sign-in sheet will be the distributed at the start of class and collected by the instructor to keep track of your attendance. Tardiness will be an unexcused absence if excessive. Additionally, late arrivals disrupt the class. Please contact me for all absences or late arrivals either before or after class. Students are responsible for all class content regardless of attendance. An attendance adjustment factor is described below.

To encourage and reinforce your participation in lecture, your record of attendance will be included as an "adjustment factor" in calculating your course grade. Up to 10 bonus points will be *added* to your grade for very good attendance; as many as 10 points will be *subtracted* for poor attendance.

Attendance Adjustment Factor

Number of Absences	Points
0	+ 10 <i>bonus</i>
1	+ 5 <i>bonus</i>
2	+ 2 <i>bonus</i>
3	<i>no change</i>
4	- 2 <i>penalty</i>
5	- 5 <i>penalty</i>
6	- 10 <i>penalty</i>

**Acceptable Classroom Behavior.** While the university is a place for the exchange of ideas in an atmosphere that allows for debate and disagreement, all classroom behavior and discourse should reflect the values of respect and civility. Students share the responsibility to maintain an appropriate learning environment. Please turn off cell phones during class. Participation in class is defined as asking questions, answering questions, raising important points, and giving pertinent examples of classroom material staying within relevance to the current topic area. Do not monopolize discussion, sleep in class, engage in side conversations, bring guests without asking me first, or make verbal/physical threats to students or faculty.

**Course Requirements, Evaluations and Grades:**

**Readings:** Readings will be chapters in the textbook. Assigned chapters correspond to the lecture

topics and are listed on the course schedule at the end of this syllabus. You are expected to know the material in the book as well as from the lecture. Additional articles for writing assignments will be made available by the instructor.

**Writing Assignments:** Four writing assignments will be given. The topics will be announced in class and involve debates within the legal and/or medical community regarding issues such as the legalization of drugs and theories of addiction. Students will be required to read articles expressing opposing viewpoints and write a typed 2-3 page summary and a response to the corresponding article. The articles and topics will be provided. Each writing assignment will be worth 20 points. Additional instructions will be provided later in the semester. Due dates for the assignments are listed on the course schedule at the end of this syllabus. Late penalties. If assignments are turned in late (that includes if you come in late to class or if you turned it in to me after class) a late penalty will apply. Five percent of the total points will be deducted from your grade for each day that the assignment is late. Assignments will not be accepted after feedback is provided to the class.

**Quizzes:** Five quizzes will be given. Quizzes will cover recent lecture and text material and will consist of multiple choice and short answer questions. Quizzes will be worth 20 points each. Quiz dates are listed on the course schedule. Make-up quizzes are highly discouraged. If you know you will miss a scheduled quiz, you must notify the instructor at least two weeks before the quiz date.

**Exams:** Five exams will be given. Exams will cover approximately three to four chapters each. All exams will be worth 100 points. Exams will consist of multiple choice, short answer, and

essay questions and will be based on material from lecture and the assigned readings. Exam dates are listed on the course schedule. There will be no make-up exams.

Extra credit. Up to 20 points (5 points for one hour of participation) of extra credit will be added to your final grade if you participate in a research project (please visit [http://www.armstrong.edu/Science\\_and\\_Technology/psychology/psych\\_student\\_participation\\_in\\_research](http://www.armstrong.edu/Science_and_Technology/psychology/psych_student_participation_in_research)

for more information on how to sign in for research participation).

Grades. will be computed using the points from the four writing assignments, five quizzes and the five exams. Attendance bonus points and extra credit points will also be included in the computation of the final grade. The grading scale is listed below.

A = 630-700

B = 560-629

C = 490-559

D = 420-489

F = 0 - 419

### Course Schedule

Week	Day	Date	Topic	Reading
1	M		Syllabus & Introduction	
	W		History of Drug Use	Ch 1
	F		Patterns of Drug Use	Ch 1
2	M		Patterns of Drug Use	Ch 1
	W		Concerns of Drug Use	Ch 2
	F		Concerns of Drug Use	Ch 2
3	M		Effects of Drugs	Ch 3
	W		Effects of Drugs, Quiz 1	Ch 3
	F		Stimulants, Assignment 1 due	Ch 4
4	M		Stimulants	Ch 4
	W		Exam 1 - Chapters 1 - 4	
	F		Narcotics	Ch 5
5	M		Narcotics	Ch 5
	W		Hallucinogens	Ch 6
	F		Hallucinogens	Ch 6
6	M		Marijuana	Ch 7
	W		Marijuana, Quiz 2	Ch 7
	F		Steroids, Assignment 2 due	Ch 8
7	Tue		Steroids	Ch 8
	W		Exam 2 - Chapters 5 - 8	
	F		Alcohol	Ch 9
8	M		Alcohol	Ch 9
	W		Chronic Alcohol Abuse	Ch 10
	F		Chronic Alcohol Abuse	Ch 10
9	M		Nicotine and Tobacco, Assignment 3 due	Ch 11
	W		Nicotine and Tobacco, Quiz 3	Ch 11
	F		Caffeine	Ch 12
10	M		Caffeine	Ch 12
	W		Glues, Solvents, and Inhalents	Ch 13

	F	Exam 3 - Chapters 9 - 12	
11	M	Glues, Solvents, and Inhalents	Ch 13
	W	Prescription Drugs, OTC, Supplements	Ch 14
	F	Prescription Drugs, OTC, Supplements	Ch 14
12	M	Sedative-Hypnotics, Antianxiety Drugs, Quiz 4	Ch 15
	W	Sedative-Hypnotics, Antianxiety Drugs	Ch 15
	F	Antipsychotics and Mood Stabilizers	Ch 16
13	M	Exam 4 - Chapters 13-15	
14	M	Antipsychotics and Mood Stabilizers	Ch 16
	W	Antipsychotics and Mood Stabilizers	Ch 17
	F	Intervention and Treatment, Quiz 5	Ch 17
15	M	Intervention and Treatment, Assignment 4 due	Ch 17
	W	Prevention and Education	Ch 18
	F	Drug Policy	
Finals	M	Exam 5 - Chapters 16-18	

Fall Holidays to plan: Labor Day, Fall Break, Thanksgiving

Spring Holidays to plan: MLK Day, Spring Break

Although every effort will be made to adhere to the schedule, policies and assignments described above, adjustments may be necessary depending on the progress of the lectures or other extenuating circumstances. If any of the components of the syllabus require revision, due notice will be given and rest assured that you will have at least one full week to prepare the written assignment. Students are responsible for keeping apprised of any changes in the course syllabus or schedule

Motion:

Direct the Senate to convene a committee to reconsider AASU becoming an eCore institution.

This motion is being cosponsored by Radiologic Sciences, Medical Technology, Nursing, Respiratory Therapy, Physical Therapy, and Adolescent and Adult Education

Rationale:

1. The faculty as a whole voted on this issue several years ago and it was rejected by 3 votes at that time.
2. More than one in four students in the US took at least one online course in the fall of 2008, according to the findings of an annual survey published by the Sloan Consortium. This is a 17% increase from 2007. (The Chronicle of High Education, January 26, 2010)
3. According to a review of the literature published in the Journal of Distance Learning Administration (Volume 4, No. 3), students are shopping for online courses that meet their schedules and circumstances. This would suggest that availability is a significant issue when students select higher education institutions.
4. In 2009 the US Department of Education published a meta-analysis of studies comparing online outcomes to face-to-face instruction. "The meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction." Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.
5. Currently, there are several online degrees offered at Armstrong. Some examples of operational degrees are Information Technology, Radiologic Sciences, Medical Technology, and Health Science. Other online degrees are being developed in Nursing and Respiratory Therapy. A major issue with all of these degree programs is the lack of online Core course.
6. Currently, online students must either enroll in another eCore institution or be a transient student from Armstrong to get online Core courses. If the student elects to be a transient to an eCore institution, policy dictates that they cannot be a transient student two semesters consecutively. Consequently, if there are not courses offered by Armstrong they can take every other semester, the student must transfer to another institution to take courses and we lose the EFT count and possibility the student.
7. Dr. Bleicken has clearly indicated her intent to expand the online offering of the university and some provision must be made to address the current lack of online Core classes for our students.