# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not ever delete any of the numbered categories—if they do not apply leave them blank. ALL numbered categories in section (A) must be completed. If there are no resources impacted it is okay to put “none” in A. 7**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **PORT 303: Insular Literatures and cultures** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course:** **Creation****Program: Revision** |  |
| A.3. [Originator](#Originator) | **Sílvia Oliveira** | [Home department](#home_dept) | **Modern Languages** |
| A.4. [Context and Rationale](#Rationale) Note: Must include this additional information for all [new programs](#type) | **This proposal includes a course creation and Program revision.** ***PORT 350 Topics: Insular Literatures and Cultures* has been successfully taught every summer since 2016 as a restricted elective for the Portuguese concentration and minor. The course focuses on the literatures and cultures of the insular Portuguese autonomous regions (Azores and Madeira), Portuguese-speaking island nations (Cabo Verde, St. Tomé & Príncipe, Timor-Leste), Special Administrative Region of China (Macau), and their diaspora.****This proposal is to make the course *Insular Lits&Cults* a requirement in the Portuguese program (minor and concentration) with the number PORT 303 (it will be replacing PORT 301 in the program whoch will be deleted).** **The RIC Portuguese Program is Lusophone in scope: all courses from *PORT 101- Elementary Portuguese I* through *PORT 460-Capstone Seminar in Portuguese* address topics on most or all Portuguese-speaking nations, cultures and literatures of the world.** **This new course provides the Portuguese program with a dedicated focus on insular literatures in Portuguese (*PORT 303*), as well as “continental” literatures and cultures (*PORT 302 – Portuguese Lit&Cult; PORT 304 – Brazilian Lit&Cult; PORT 305 – African Lusophone Lits&Cults*). The distinctiveness of insular literatures and cultures in the Portuguese program is underscored, validating the heritages of the majority of Rhode Islanders of Lusophone descent: Portuguese-Azorean and Cabo Verdean, similarly reflected in the RIC student population of Lusophone heritage.** |
| A.5. [Student impact](#student_impact) | **Positive: broadens student knowledge of insular literatures and cultures of the Portuguese-speaking nations and autonomous regions of the world.**  |
| A.6. [Impact on other programs](#impact)  | **World Languages Education Program notified. No WLEd catalog or RhodeMap update necessary as this course is a required elective and not specifically listed.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None: one full time Portuguese faculty will continue to offer this course** |
| [*Library*:](#library) | **None: most books and films have already been acquired. New library resources will be requested as needed.**  |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2021** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is preferred. Send catalog copy as a separate single Word file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **PORT 303** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Insular Literatures and Cultures** |
| B.4. [Course description](#description)  |  | **Students survey the cultural, literary, linguistic and historical aspects of the insular Portuguese-speaking regions and island nations of the world. Major literary currents, works, and authors are studied.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **PORT 202 or consent of chair** |
| B.6. [Offered](#Offered) |  | **Alternate Years** |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Small group |**  |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus |**  [**Distance Learning**](#Hybrid) **|** [**% Online**](#Online) **| Asynchronous |****[Hybrid](#hybrid" \o "Only select if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.)** |
| B.12.[Categories](#required) |  | **Elective in the minor** **Required in the concentration** |
| B.13. Is this an Honors course? |  | **No** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **No** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Projects |**  |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.17. [Redundancy statement](#competing) |  | **N/A** |
| B. 18. Other changes, if any |  |

| B.19**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| **1. Demonstrate Portuguese Language Proficiency at the Intermediate High - Advanced level range of ACTFL standards.****2. Recognize and demonstrate understanding of different linguistic registers, language variance and dialect.****3. Demonstrate understanding of literary and cultural texts, and cultural diversity.** **4. Demonstrate a broad knowledge of insular cultures and literatures of Portuguese-speaking regions and nations of the world.****5. Demonstrate ability to write essays using techniques of literary and cultural analysis and MLA style conventions.** | **ACTFL Portuguese language proficiency standards** | **1. Oral presentation, essay, exam****2. Essay, exam, oral presentation.****3. Essay, exam, oral presentation.****4. Essay, exam, oral presentation.****5. Essay, exam.** |

| B.20. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. **Introduction to Insularity Studies**
	1. **The autonomous regions of Portugal (Açores, Madeira); Portuguese-speaking island nations (Cabo Verde, St. Tomé and Príncipe, Timor-Leste); Special Administrative Region of China (Macau).**
	2. **Colonial and post-colonial societies and cultures of Portuguese influence**
	3. **Introduction to Diaspora Studies**
2. **Autonomous regions of Açores and Madeira**
	1. **Migration, History, Culture, Film**
	2. **Language: *Micaelense* Dialect (Açores)**
	3. **Azorean and Madeiran Literature: poetry, narrative**
	4. **The Tenth Island: Diasporic literature in the US**
3. **Portuguese-speaking bilingual island nations: Cabo Verde, St. Tomé and Príncipe**
	1. **Migration, History, Culture**
	2. **Language: Kriolu Kabuverdianu**
	3. **Caboverdean Literature: poetry, narrative**
	4. **Literature of St. Tomé and Príncipe: poetry, narrative**
	5. **Diaspora in Film**
4. **Portuguese-speaking island nations: Timor-Leste**
	1. **Language: Tetum, Portuguese (co-official)**
	2. **Migration, History, Culture**
	3. **East Timorese Literature in Portuguese: poetry, narrative**
5. **Special Administrative Region of China: Macau**
	1. **Migration, History, Culture: Sino-Luso relations**
	2. **Literature of/about Macau in Portuguese**
 |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal if this is a revision, but include the enrollment numbers for all proposals. Delete section C if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) | **2012-2021:** **13 Portuguese Concentration** **32 Portuguese Minor** |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | **D. Portuguese**

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Title | Cr |  Offered |
| [MLAN 360](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/MLAN-Modern-Languages/300/MLAN-360) | Seminar in Modern Languages | 3 | Annually. |
| [MLAN 400](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/MLAN-Modern-Languages/400/MLAN-400) | Applied Linguistics | 3 | Annually. |
| [PORT 201](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/200/PORT-201) | Conversation and Composition | 4 | Fall. |
| [PORT 202](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/200/PORT-202) | Composition and Conversation | 4 | Spring. |
| [PORT 301](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/300/PORT-301) | Portuguese Literature and Culture I | 4 | Alternate years. |
| [PORT 302](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/300/PORT-302) | Portuguese Literature and Culture II | 4 | Alternate years. |
| [PORT 304](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/300/PORT-304) | Brazilian Literature and Culture | 4 | Alternate years. |
| [PORT 305](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/300/PORT-305) | Lusophone African Literatures and Cultures | 4 | As needed. |
| [PORT 420](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/400/PORT-420) | Applied Grammar | 3 | Alternate years. |
| [PORT 460](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/400/PORT-460) | Seminar in Portuguese | 3 | As needed. |

ONE ADDITIONAL COURSE in Portuguese at the 300-level or above (3-4 credits)Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Title | Cr | Offered |
|  | TWO COURSES in another world language | 8 |  |
|  | **Total Credit Hours:** | **47-48** |  |

 | **D. Portuguese**

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Title | Cr |  Offered |
| [MLAN 360](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/MLAN-Modern-Languages/300/MLAN-360) | Seminar in Modern Languages | 3 | Annually. |
| [MLAN 400](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/MLAN-Modern-Languages/400/MLAN-400) | Applied Linguistics | 3 | Annually. |
| [PORT 201](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/200/PORT-201) | Conversation and Composition | 4 | Fall. |
| [PORT 202](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/200/PORT-202) | Composition and Conversation | 4 | Spring. |
|  |  |  |  |
| [PORT 302](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/300/PORT-302)PORT 303 | Portuguese Literature and CultureInsular Literatures and Cultures | 44 | Alternate years.Alternate years |
| [PORT 304](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/300/PORT-304) | Brazilian Literature and Culture | 4 | Alternate years. |
| [PORT 305](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/300/PORT-305) | Lusophone African Literatures and Cultures | 4 | As needed. |
| [PORT 420](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/400/PORT-420) | Applied Grammar | 3 | Alternate years. |
| [PORT 460](https://ric.smartcatalogiq.com/en/2020-2021/Catalog/Courses/PORT-Portuguese/400/PORT-460) | Seminar in Portuguese | 3 | As needed. |

ONE ADDITIONAL COURSE in Portuguese at the 300-level or above (3-4 credits)Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Title | Cr | Offered |
|  | TWO COURSES in another world language | 8 |  |
|  | **Total Credit Hours:** | **47-48** |  |

 |
| C.5. [Credit count](#credit_count) for each program option | **47-48** | **47-48** |
| C.6. Program Accreditation (if relevant) |  |  |
| C.7. Other changes if any |  |  |
| C.8. [Program goals](file://Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  |  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Eliani Basile | Chair of Modern Languages | Eliani Basile | 03/08/2021 |
| Earl Simson | Dean of Faculty of Arts and Sciences | **Earl Simson** | 03/09/2021 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Jeannine Dingus-Eason | Dean of FSEHD | *Jeannine E. Dingus-Eason* | 3/10/2021 |
| Erin Papa | World Languages Education Program Coordinator (BA, MAT, RITE) & Educational Studies (FSEHD). | Erin Papa | 3/9/2021 |