# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **PORT 520: Applied Grammar** |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Silvia Oliveira** | [Home department](#home_dept) | **Modern Languages** |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to create a new course, PORT 520: Applied Grammar, which will be a program requirement in the M.A.T. in World Languages Education/Portuguese, offered in conjunction with the FSEHD, and requiring 15 graduate credits in Portuguese. This new Portuguese course aligns with similar graduate level courses in Spanish and French in the Modern Languages Department. In 2010 the Modern Languages Department revised its degree programs and consolidated them into a new Modern Languages B.A. with five content majors. At that time, master level courses were also created in Spanish and in French. Because there was no full-time faculty in Portuguese, 500 level courses were not created in Portuguese. I am now proposing to create 500 level courses because one student has applied to the M.A.T. in World Languages Education/Portuguese.I am proposing to create three 500-level Portuguese courses which serve the needs of the student: two courses are mandatory (PORT 520 and 560) and one may be repeated with a change of content (PORT 590). |
| A.5. [Student impact](#student_impact) | **This is the only graduate-level course to focus on topics of advanced grammar and stylistics and can be offered as the first PORT course in the M.A.T. program.**  |
| A.6. Impact on other programs | **None** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **Current Faculty are interested in teaching this course, although there may be a need in the future.** |
|  | [*Library*:](#library) | **Existing resources are sufficient.** |
|  | [*Technology*](#technology) | **None** |
|  | [*Facilities*](#facilities): | **Classroom scheduling only** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. Rationale if sooner than next fall |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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.  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **PORT 520** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **APPLIED GRAMMAR** |
| B.4. [Course description](#description)  |  | **Students study advanced subtleties of the Portuguese language and refine their knowledge of Portuguese grammar, syntax, vocabulary, and stylistics.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Graduate status, or permission of Chair and Dean.** |
| B.6. [Offered](#Offered) |  | **As needed.** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Seminar**  |
| B.12.[Categories](#required) |  | **Required for program**  |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Projects |**  |
| B.14. [Redundancy with, existing courses](#competing) |  | **None** |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Demonstrate language proficiency at the Advanced level range. | ACTFL | Attendance | Class participation | Presentations | Papers | Class Work | Projects |
| Demonstrate advanced knowledge of the structure and evolution of the target language | n/a | Attendance | Class participation | Presentations | Papers | Class Work | Projects |
| Ability to conduct research on linguistic, literary and cultural studies. | MLA | Papers | Class Work | Projects |
| Ability to write essays using techniques of linguistic, literary and cultural analysis and knowledge of MLA conventions. | MLA | Papers | Class Work | Projects |
| Ability to identify and develop resources to teaching grammar, syntax, vocabulary, and stylistics. | n/a | Papers | Class Work | Projects |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. History of the Portuguese language
	1. language contact and change
	2. variants and creoles
	3. language variation in diaspora
	4. language policy
2. Advanced Grammar
	1. Special topics in syntax, vocabulary, phonetics, stylistics
	2. Technical translation
3. Teaching Grammar
	1. Identifying resources
	2. Developing resources
4. Essay Writing
	1. Researching resources in literary, cultural and/or linguistic studies
	2. Creating reading lists and annotated bibliographies
	3. Writing and revising: pre-writing techniques, peer review, re-writing
	4. Techniques of literary, cultural and/or linguistic analysis
	5. Formatting and use of MLA conventions
 |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam  |  |  |
| C.7. Other changes if any |  |  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

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

| Name | Position/affiliation | [Signature](#_Signature) | Date |
| --- | --- | --- | --- |
| Olga Juzyn | Chair, Modern Languages Department |  |  |
| Earl Simson | Dean, Faculty of Arts and Sciences  |  |  |
| Gerri August | Interim Co-Dean, Feinstein School of Education and Human Development |  |  |
| Julie Horwitz | Interim Co-Dean, Feinstein School of Education and Human Development |  |  |