Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (CLAS 222) is a second-semester intermediate class in Latin language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- Communication: Students communicate in languages other than English.
- Cultures: Students gain knowledge and understanding of other cultures.
- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- Communities: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts and visual materials, all of which enhance students' appreciation of artistic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course enhances critical thinking by having students engage with material in the foreign language in a variety of formats. Materials include: poems, prose texts, letters, and visual materials. Students must understand and interpret written language on a wide variety of topics, including: gender and generational relationships, history, philosophy, rhetoric, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they analyze its structure through the study of complex grammar and syntax and translate texts accurately into English. Students' cultural knowledge is reflected in their ability to interpret texts in their proper historical, social, and cultural contexts. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work, and through testing.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective understanding and appreciation of communication in a foreign language no longer spoken. These skills include reading, writing, and visual representations of the culture studied. Students not only read written texts, but also must produce written and oral materials themselves which are assessed to gauge students’ development in these areas. Students examine visual remains (e.g., architecture, portraits, sculpture) and acquire familiarity with the geographic setting of their material through the study of maps.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students encounter the language both within and beyond the school setting. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, and tests are used to assess students’ development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: Roman history, the relationships of men and women, the art of persuasion, slaves and masters, and other social issues. Students demonstrate their thoughtfulness on these topics through group discussion and writing assignments.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.