I. Welcome

II. Approval of CUSA Minutes from January 26, 2016

III. Dean’s Office Update

IV. SAS Office Update

V. Subcommittee Chair Reports
   A. Curricular Changes/Degree Requirements
      1. Curricular Changes for Approval:
         NEW COURSES: AMS 323/HUM 323/HIST 332/WGSS 331
         CHANGES: AAAS 177, BIOL 401, CLSX 384
         DELETIONS: N/A
      2. Degree Requirements for Approval:
         N/A
      3. KU Core Proposals:
         a. CLSX 384 – GOAL 5.1 (current course – making changes to course also)
         b. PLSH 104 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
         c. PLSH 105 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
         d. PLSH 108 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
         e. PLSH 109 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
         f. PLSH 204 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
         g. PLSH 205 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
         h. PLSH 208 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
         i. PLSH 209 – GOAL 4.2 (current course – no other changes so CUSA is final approval)
      4. Other
         N/A
   B. Academic Policies and Awards

VI. Adjournment
Committee on Undergraduate Studies and Advising
Minutes of the Meeting for January 26, 2016

The committee met on Tuesday, January 26, 2016, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Anthony-Twarog, Atchley, Brackett, Bradley, Cotten-Spreckelmeyer, Garibotto, Ledom, Li, Morris, Rockey, Stock, Weis, Zogry

Chair’s Welcome: Professor Atchley called the meeting to order.

Approval of CUSA Minutes: A motion was made to approve the December 8, 2015 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed.

Dean’s Office Update: No report at this time.

SAS Office Update: No report at this time.

Subcommittee Assignments:
A. Curricular Changes/Degree Requirements/ KU Core Proposals
   1. Curricular Changes for Approval:
      Professor Weis presented the Curricular Changes nominations. A motion was made to approve the Curricular Changes. The motion was seconded and passed unanimously.

      NEW COURSES: ART 105, BIOL 527, CER 302, CER 403, CER 510, CHEM 250, POLS 686

      CHANGES: ART 696, BIOL 669/541, CHEM 135, CHEM 175, CHEM 195, CHEM 310, CHEM 330, CHEM 331, CHEM 335, CHEM 336, CHEM 380, CHEM 385, CHEM 530, CHEM 535, HIST 104/AAAS 105, HIST 300/AAAS 305, HIST 307/AAAS 307, PSYC 625, REL 550/357, SPLH 568, SPLH 670, SPLH 672

      DELETIONS: EALC 594/ HIST 594, SPLH 699

   2. Degree Requirements for Approval:
      Professor Weis presented the Degree Requirements nominations. A motion was made to approve the Degree Requirements. The motion was seconded and passed unanimously.

      a. New Minor in Social Justice in the U.S. (housed in American Studies)
      b. Change to Existing Major – BS Chemistry
      c. Change to Existing Major – BA Chemistry
      d. Change to Existing Minor – Chemistry
      e. Change to Existing Minor – East Asian Languages and Cultures
      f. Change to Existing Major – BA/BGS English
      g. Change to Existing Major – BFA Visual Art
      h. Change to Existing Major – BA Visual Art
      i. Change to Existing Major – BAE Visual Art Education
      j. Change to Existing Major – BA/BGS Film and Media Studies

   3. KU Core Proposals:
      Professor Weis presented the KU Core Proposal nomination. A motion was made to approve the KU Core Proposal. The motion was seconded and passed unanimously.

      a. ENGL 220 – GOAL 2.1 (current course, no changes – just a KU Core proposal)
      b. HIST 337 – GOAL 5.1 (current course, no changes – just a KU Core proposal)
      c. HIST 581 – GOAL 3H (current course, no changes – just a KU Core proposal)
d. POLS 686 – GOAL 4.2 (this is a NEW PROPOSED COURSE)
e. SPLH 452 - GOAL 4.2 (current course, no changes – just a KU Core proposal)

C. Other
   Professor Weis presented the following two proposals for elimination of major admission requirements. The proposals were passed unanimously.

   a. Elimination of Major Admission Requirements for BA/BGS Political Science

B. Academic Policies and Awards
   None at this time

Adjournment 11:42 p. m
A. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval/Motion to File

NEW COURSE PROPOSALS

New Course Proposal

Date Submitted: Tue, 19 Jan 2016 21:16:48 GMT

AMS 323 : Sex in History

Changes proposed by: kjh

Academic Career
Undergraduate, Lawrence

Subject Code
AMS

Course Number
323

Academic Unit
Department
American Studies (AMS)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

Do you intend to offer any portion of this course online?
No

Title
Sex in History

Transcript Title
Sex in History

Effective Term
Summer 2016

Catalog Description
This course offers a survey of the history of human sexuality in the Western world; the second half of the semester emphasizes the U.S. experience. Topics for consideration may include: masturbation, pornography, sex work, homosexuality, bisexuality, "perversions" (paraphilias), sex and marriage, racialized sexualities, sexual violence, trans* identities and experiences, sexuality and national identities, and colonialized sexualities. The course demonstrates the various ways in which sex, specifically the social and political meanings attributed to physical acts, changes over time and shapes human experiences and interactions far beyond the bedroom. (Same as HUM 323, HIST 332, WGSS 311)

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>HIST 332</td>
<td>No Title Found</td>
</tr>
<tr>
<td>WGSS 311</td>
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</tr>
</tbody>
</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+-)FI
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Typically Once a Year
Repeatable for credit?
No
Principal Course Designator
Course Designator
H - Humanities
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Will this course be required for a degree, major, minor, certificate, or concentration?
No
Rationale for Course Proposal
This course provides an intermediate-level survey of the subject that may prepare students for advanced undergraduate, or graduate-level work in Humanities, American Studies, History and Women, Gender and Sexuality Studies.
Course Reviewer Comments
Key: 11486

New Course Proposal

Date Submitted: Mon, 26 Oct 2015 19:01:43 GMT

HIST 332 : Sex in History

Changes proposed by: acon
Academic Career
Undergraduate, Lawrence
Subject Code
HIST
Course Number
332
Academic Unit
Department
History (HIST)
School/College
College of Lib Arts & Sciences
Locations
Lawrence
Do you intend to offer any portion of this course online?
No
Title
Sex in History
Transcript Title
Sex in History
Effective Term
Spring 2016
Catalog Description
This course offers a survey of the history of human sexuality in the Western world; the second half of the semester emphasizes the U.S. experience. Topics for consideration may include: masturbation, pornography, sex work,
homosexuality, bisexuality, “perversions” (paraphilias), sex and marriage, racialized sexualities, sexual violence, trans* identities and experiences, sexuality and national identities, and colonialized sexualities. The course demonstrates the various ways in which sex, specifically the social and political meanings attributed to physical acts, changes over time and shapes human experiences and interactions far beyond the bedroom. (Same as AMS 323, HUM 323, WGSS 311)

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>HUM 323</td>
<td>No Title Found</td>
</tr>
<tr>
<td>AMS 323</td>
<td>No Title Found</td>
</tr>
</tbody>
</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
1

Please explain
Annually or semi-annually, depending on enrollments

Repeatable for credit?
No

Principal Course Designator
HT - Historical Studies

Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-BA/BGS</td>
</tr>
</tbody>
</table>

Describe how:
This course will count toward both the Category 1 & 2 requirement for the History Major and Minor.

Rationale for Course Proposal
This course provides an intermediate-level survey of the subject that may prepare students for advanced undergraduate, or graduate-level work in Humanities, American Studies, History, and Women, Gender and Sexuality Studies.

Course Reviewer Comments
Karen Ledom (kjh) (Fri, 30 Oct 2015 23:02:35 GMT): NEED CC FROM AMS 323
Karen Ledom (kjh) (Sat, 16 Jan 2016 23:41:03 GMT): emailed AMS myself on 1/16 to see if I can just submit AMS 323 for them.

Key: 11372
New Course Proposal

Date Submitted: Mon, 26 Oct 2015 15:03:47 GMT

**HWC HUM 323 : Sex in History**

Changes proposed by: arcs

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
HWC

**Course Number**
323

**Academic Unit**
Department
Humanities & Western Civ (HWC)

**School/College**
College of Lib Arts & Sciences

**Locations**
Lawrence

**Do you intend to offer any portion of this course online?**

No

**Title**
Sex in History

**Transcript Title**
Sex in History

**Effective Term**
Spring 2016

**Catalog Description**
This course offers a survey of the history of human sexuality in the Western world; the second half of the semester emphasizes the U.S. experience. Topics for consideration may include: masturbation, pornography, sex work, homosexuality, bisexuality, "perversions" (paraphilias), sex and marriage, racialized sexualities, sexual violence, trans* identities and experiences, sexuality and national identities, and colonialized sexualities. The course demonstrates the various ways in which sex, specifically the social and political meanings attributed to physical acts, changes over time and shapes human experiences and interactions far beyond the bedroom. *(Same as AMS 323, HIST 332, WGSS 311)*

**Prerequisites**
None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 323</td>
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<tr>
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<td>No Title Found</td>
</tr>
<tr>
<td>HIST 332</td>
<td>No Title Found</td>
</tr>
</tbody>
</table>

**Credits**
03

**Course Type**
Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**
A-D(+/-)FI

**Is this course part of the University Honors Program?**
No
Are you proposing this course for KU Core?
No

Typically Offered
1

Please explain
Annually or semi-annually, depending on enrollments

Repeatable for credit?
No

Principal Course Designator
HT - Historical Studies

Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS-BA/BGS</td>
<td></td>
</tr>
</tbody>
</table>

Describe how:
This course fulfills a requirement for the new Human Sexuality major.

Rationale for Course Proposal
This course provides an intermediate-level survey of the subject that may prepare students for advanced undergraduate, or graduate-level work in Humanities, American Studies, History, and Women, Gender and Sexuality Studies.

Course Reviewer Comments
Karen Ledom (kjh) (Sun, 15 Nov 2015 19:19:27 GMT): need CC for AMS 323. I have all others.

Key: 11324

New Course Proposal

Date Submitted: Thu, 29 Oct 2015 17:35:39 GMT

WGSS 311 : Sex in History

Changes proposed by: c459b950
Academic Career
Undergraduate, Lawrence
Subject Code
WGSS
Course Number
311
Academic Unit
Department
Women, Gender, & Sexuality Std (WGSS)
School/College
College of Lib Arts & Sciences
Locations
Lawrence
Do you intend to offer any portion of this course online?
No
Title
Sex in History

Transcript Title
Sex in History

Effective Term
Spring 2016

Catalog Description
This course offers a survey of the history of human sexuality in the Western world; the second half of the semester emphasizes the U.S. experience. Topics for consideration may include: masturbation, pornography, sex work, homosexuality, bisexuality, "perversions" (paraphilias), sex and marriage, racialized sexualities, sexual violence, trans* identities and experiences, sexuality and national identities, and colonialized sexualities. The course demonstrates the various ways in which sex, specifically the social and political meanings attributed to physical acts, changes over time and shapes human experiences and interactions far beyond the bedroom. (Same as AMS 323, HIST 332, HUM 323)

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST 332</td>
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<tr>
<td>AMS 323</td>
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</tr>
<tr>
<td>HWC HUM 323</td>
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</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)-FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
1

Please explain
Annually or semi-annually, depending on enrollments

Repeatable for credit?
No

Principal Course Designator
HT - Historical Studies

Course Designator
H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes

Which Program(s)?
WGSS-BA/BGS

Describe how:
This course fulfills a requirement for the new Human Sexuality major.

Rationale for Course Proposal
This course provides an intermediate-level survey of the subject that may prepare students for advanced undergraduate, or graduate-level work in Humanities, American Studies, History, and Women, Gender and Sexuality Studies.

Course Reviewer Comments
Karen Ledom (kjh) (Sun, 15 Nov 2015 19:19:02 GMT): need CC for AMS 323. I have all others.
Karen Ledom (kjh) (Fri, 29 Jan 2016 17:17:21 GMT): Need to add (Same as AMS 323, HUM 323, HIST 332) and also to change HWC to HUM but it won't let me.

Key: 11380
| Are you proposing this course for KU Core? | Yes |
| Typically Offered | |
| Repeatability for credit? | No |
| Principal Course Designator | |
| Course Designator | U - Undesignated elective |
| Are you proposing that the course count towards the CLAS BA degree specific requirements? | No |
| Will this course be required for a degree, major, minor, certificate, or concentration? | No |

| Rationale for Course Proposal | Just correcting misspelling of African |

### KU Core Information

Has the department approved the nomination of this course to KU Core? Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
</table>

#### Selected Goal(s)

**Goal 1** - Critical Thinking and Quantitative Literacy

- Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

- Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcome(s)?

- Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

**Selected Learning Outcome(s):**

**Goal 1, Learning Outcome 1**

- [Description of the learning outcome and how it is met through the course content and activities.]

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### Course Inventory Change Request

**BiOL 401: Fundamentals of Microbiology, Honors**

**Date Submitted:** 01/27/16 4:35 pm  
**Last edit:** 01/27/16 4:35 pm

#### Catalog Pages referencing this course
- Bachelor of Arts in Microbiology
- Bachelor of Science in Microbiology
- Biology Undergraduate Program
- College of Liberal Arts & Sciences
- Department of Ecology and Evolutionary Biology

<table>
<thead>
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<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>BiOL</td>
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<tr>
<td>Academic Unit</td>
<td>Department Biology (BiOL)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

**Do you intend to offer any portion of this course online?**  
**No**

**Title**  
Fundamentals of Microbiology, Honors

**Transcript Title**  
Fundamentals Microbiology, Hnr

**Effective Term**  
Fall 2016

**Catalog Description**  
Honors section of BiOL 400 and BiOL 612, by application and invitation.

**Prerequisites**  
BiOL 151, two semesters of college chemistry, and membership in the University Honors Program, or consent of the instructor.

**Cross Listed Courses**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Type</th>
<th>Grading Basis</th>
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<tbody>
<tr>
<td>4.3</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
<td>A-/A+/B/FI</td>
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b. ---------------------------------------------------------------------------

-----------------------------------------------------------------------------
Course Inventory Change Request

Viewing CLSX 384: Ethics in The Rise of Greek Tragedy

Last edit: 01/20/16 3:54 pm

Changes proposed by: tsweich

Catalog Pages referencing this course:
- College of Liberal Arts & Sciences
- Department of Classics

Other Courses:
- In The Catalog Description:

Academic Career: Undergraduate, Lawrence
Subject Code: CLSX
Course Number: 384
Academic Unit: Department of Classics (CLSX)
School/College: College of Liberal Arts & Sciences

Do you intend to offer any portion of this course online?
No

Title: Ethics in The Rise of Greek Tragedy
Transcript Title: Ethics in The Rise of Greek Tragedy
Effective Term: Fall 2016

Catalog Description:
This course explores Greek tragedy as a literary genre focused on ethical conflict. Students will read plays by Aeschylus, Sophocles, and Euripides, giving particular attention to identifying the ethical dilemmas the characters face (such as whether or not vengeance is just, or whether nature or law should govern human actions), the criteria by which these characters make their decisions, and the results of the stances they take. Plays by Aeschylus, Sophocles, and Euripides will be read in translation. The course will also include consideration of the context in which plays were produced and the role they play in Athenian (and Greek) culture of the 5th century. This course includes the Orestes, Oedipus Tyrannus, Antigone, and Medea. No knowledge of Greek is required.

Prerequisites:
None
### Cross Listed Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
</table>

**Course Type**: Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**: A-D/H-F/I

**Is this course part of the University Honors Program?**: No

**Are you proposing this course for KU Core?**: Yes

**Typically Offered**: Once a Year, Usually Fall

**Repeatable for credit?**: No

**Principal Course Designator**: HL - Literature & the Arts

**Course Designator**: H - Humanities

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**: No

**Will this course be required for a degree, major, minor, certificate, or concentration?**: No

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### KU Core Information

**Has the department approved the nomination of this course to KU Core?**

| Yes | No |

**Name of person giving departmental approval**: Tara Welch, Chair

**Date of Departmental Approval**: 12/14/2015

**Selected Goal(s)**: Goal 5 - Social Responsibility and Ethics

---

SEE KU INFORMATION FOR CLSX 384 IN KU CORE PROPOSAL SECTION
2. Degree Requirements for Approval
   N/A

3. KU Core Proposals

   **KU CORE PROPOSALS**
   
a. **CLSX 384 GOAL 5.1**

   **Course Inventory Change Request**

   **Viewing**: CLSX 384: Ethics in The Rise of Greek Tragedy
   
   **Last edit**: 01/20/16 3:54 pm
   
   Changes proposed by: twelch

   **Catalog Pages referencing this course**
   - College of Liberal Arts & Sciences
   - Department of Classics

   **In The Catalog Description**

   **Title**: Ethics in The Rise of Greek Tragedy

   **Transcript Title**: Ethics in The Rise of Greek Tragedy

   **Effective Term**: Fall 2016

   **Catalog Description**

   This course explores Greek tragedy as a literary genre focused on ethical conflict. Students will read plays by Aeschylus, Sophocles, and Euripides, giving particular attention to identifying the ethical dilemmas the characters face (such as whether or not vengeance is just, or whether nature or law should govern human actions), the criteria by which these characters make their decisions, and the results of the stances they take. Plays by Aeschylus, Sophocles, and Euripides will be read in translation. The course will also include consideration of the context in which plays—and the plays were produced and the role they play in Athenian (and Greek) culture of the the 5th century. This course includes the Oresteia, Oedipus Tyrannus, Antigone, and Medea. No knowledge of Greek is required.

   **Prerequisites**: None
### Cross Listed Courses

<table>
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</thead>
<tbody>
<tr>
<td>Course Type</td>
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</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/F)</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
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<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
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<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Fall</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
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<tr>
<td>Principal Course Designator</td>
<td>HL - Literature &amp; the Arts</td>
</tr>
<tr>
<td>Course Designator</td>
<td>H - Humanities</td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Rationale for Course Proposal**
This course has always been about ethical decision making. We propose new for it to count toward KU Core Goal 5.1, and we promise to teach it at least once per year.

### KU Core Information

| Has the department approved the nomination of this course to KU Core? | Yes |

**Name of person giving departmental approval**
Tara Welch, Chair

**Date of Departmental Approval**
12/14/2015

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**Selected Goal(s)**
Goal 5 - Social Responsibility and Ethics

**Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?**
Yes
Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcome(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

Ethical behavior and social responsibility are a central concern of literature in general and of Greek tragedy in particular. Greek tragedy flourished in the 5th century BCE, which saw the rise of Athenian democracy, the growth of the Athenian empire, and the cataclysmic Persian Wars. Aristotle defined tragedy in terms of “fear” and “pity”, terms which describe the social impulse and ethical action since they involve the perception of one's own and others' suffering. Tragedy works to scrutinize, define, and engender a sense of shared humanity in a changing world.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1
State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)

Though Greek philosophers articulated robust and consistent ethical systems in their treatises, the tragic poets taught and thought through ethics onstage for an audience of average Athenians using the situations faced by the great characters of Greek mythology. Like Greek thought in general, Greek tragedy is built around conflict (the “tragic agon”), the main conflicts being between the state and the individual, law and nature, and justice and expediency. Tragedies center on ethical dilemmas and the various answers they might invite, e.g., who has a greater claim on loyalty, the state or the family? Is vengeance just? Is lying forgivable? Can there be exceptions to rules? Is unintentional wrongdoing culpable?

Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)

In tragedies, the ethical debates are central. In some texts the debate is voiced by two or more characters, each arguing a position. Aeschylus' Eumenides, for example, stages an actual trial with advocates for differing ethical criteria and a (mostly) impartial judge. The trial touches on whether the motivations for these two murders (revenge killings) matter or not, and to what extent family ties were violated in each case. In Sophocles' Antigone there is no judge, but there is a character (Haemon) who tries to reconcile and persuade the two antagonists who are at ethical odds about whether familial or civic identity is the stronger or more advantageous (and to whom). In other plays, single characters weigh ethical arguments each other in their own deliberative speeches, often revealing the criteria that sway their decisions. Euripides' Medea offers one such case, as the title character explores the reasons she believes killing her children is the best path for her and for them.

State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)

Students will read Aristotle's Poetics and other systematic philosophical expositions of ethics, but the bulk of reading, discussion, and assignments will be in Greek tragedy. Students will read closely and discuss the ethical debates in the tragedies, the criteria by which the characters reach their decisions, and whatever
Instructor: Michael Shaw

**Grading Format:**
- Reading quizzes: 20%
- Five microthemes: 50%
- Final: 30%

The microthemes will be graded in individual conferences. Quizzes will be brief, unannounced, and frequent.

**Texts:**

**Day 1 Friday January 18**
Historical context of Attic tragedy. Description of a tragedy. Aeschylus' works. The thought of tragedy--big ideas and big emotions. Poetic thought--the social aspect; key words, *ate* and *hybris*; the lyrical aspect: the disruptive individual. The social and political function of tragedy: critic of democracy, secret supporter of empire. The first surviving tragedy—*Persians*.

**Martin Luther King Day, Monday, Jan. 21.**

**Day 2 Wednesday January 23**
The *Persians*. What is the desired effect of *Persians*? The dramatic means of achieving it? How much does the play depend on dance? scenic effects? gestures? How does he try to astound us? Is this sympathetic or overbearing towards the Persians and their king?

**Day 3 Friday January 25**
The *Persians*.

**Day 4 Monday January 28**
The Suppliants. Does the play need to be put on by a dance company? Is that the key to all of Aeschylus? Is this a good play? Is there some other way to take it? That is, should we just enjoy the music? Is the Chorus’ Zeus poetry the best thing in it? Does it relate thematically? Scenic effects? Other effects of the Chorus?

Day 5 Wednesday January 30
The Suppliants. Lecture: Where is this trilogy headed? There are dating issues with this play. Does this play reveal anything about the form of very early tragedy?

Day 6 Friday February 1
Agamemnon, lines 1-500. This is the densest and most interesting part. Can we figure out what they are trying to tell us? (merely getting the facts straight). What is unique to a poetic exposition like this? (approaching the meaning).

Day 7 Monday February 4
Agamemnon, to the end.

Day 8 Wednesday February 6
Video: Harrison’s Agamemnon, parodos and first episode.

Day 9 Friday February 8
Libation Bearers

Day 10 Monday February 11
Libation Bearers
Microtheme I due.

Day 11 Wednesday February 13
Eumenides.

Day 12 Friday February 15
Eumenides.

Day 13 Monday February 18
Film: The Browning Version

Day 14 Wednesday February 20
Film: The Browning Version

Day 15 Friday February 22
Seven Against Thebes

Day 16 Monday February 25
Seven Against Thebes

Day 17 Wednesday February 27
Prometheus.

Day 18 Friday February 29
Microtheme II due.

Day 19 Monday March 3
Sophocles. Ajax.

Day 20 Wednesday March 5
Sophocles. Ajax.

Day 21 Friday March 7
Sophocles. Antigone.

Day 22 Monday March 10
Sophocles. Antigone.

Day 23 Wednesday March 12
Sophocles. Oedipus Tyrannus.

Day 24 Friday March 14
Sophocles. Oedipus Tyrannus.

Day 25 Monday March 24
Steiner and Hegel (handout)

Spring Break March 17-21

Day 26 Wednesday March 26
Video: Taymor, Stravinsky’s Oedipus

Microtheme III due.

Day 27 Friday March 28
Euripides’ Medea shares some of the same qualities of Sophoclean heroines. She has similarities to Electra in her determination to achieve revenge and uses similar persuasive rhetoric to attempt to gain the audience’s (and chorus’) pity and allegiance. Medea and Antigone are alike, in that they both have courage and strong resolve in accomplishing their goals. All three of the characters can be considered extremists, emotionally and otherwise. However, Antigone devotes herself completely to the cause of burying her brother, whereas Medea becomes fickle from time to time in her decision to kill her children. This display of internal struggle makes her different from Antigone and Electra, who use lines of reasoning in their arguments to battle the pressures bearing down on them, and neither of them falter in accomplishing their goals. Medea has wisdom, but she does not have reason to guide her actions. It is possible that the most significant difference between Medea and these two Sophoclean heroines is what they are fighting for; Antigone and Electra fight for something that is dear to them, their families, the domestic, and a cause that is close to home, conversely, Medea seeks to destroy these things for her own, personal revenge.

Unlike the Sophoclean heroines, who are governed by natural law, Medea acts on her emotions and plays by her own rules; she can do that- she has the gods on her side. She is ruled by her jealousy of Jason and his new wife, and goes to the extreme of murdering his wife and her own children to punish Jason. The Sophoclean heroines differ from each other too; Antigone takes her own life after accomplishing her tasks, and Electra does not directly
accompany her goals, but is a major contributor to her mother and stepfather's deaths (and she lives in the end). Nevertheless, it is more important to consider them both as agents of justice.

Generally speaking, Sophoclean heroes accomplish great deeds for some just cause, but end up having terribly negative problems or outcomes. On the contrary, Medea's actions represent a twisted justice, and they exclusively serve her own purposes. Although one might think that Medea's Sophoclean heroine-like downside is her being forced to live with the fact that she has killed her own children, and will have to live without them, we really do not come away feeling sorry for her in the end. We may actually feel that she has become apparently victorious, and will somehow even feel sorry for herself. She accomplishes great deeds, making her comparable to Sophoclean heroines, but she does not do anything for any monumentally "good" reasons. Medea does what she sets out to do, she gets revenge on Jason. Because of this we can say that she has some similarities with the Sophoclean heroines; she is resolute in her actions, strong, and has some kind of wisdom. However, she never gives herself the opportunity to have a downfall or a negative outcome; she acts immediately and without reasoning or rationale pertaining to natural law, public interest, or the laws of the gods. Her doings are entirely self-serving, and that simply does not give us the impression that Medea is a heroine in the context of the Greek tragedy that we have studied so far.

Microtheme #1: What does Aeschylus gain by making the chorus of Agamemnon elderly counselors?

Professor Michael Shaw, CLSX 384

The emotional and argumentative position of the three choruses of Aeschylus's Orestaeia follow a very linear path in direct relation to the action of the plays.

The trilogy begins with a chorus of old men, meek and apprehensive of queen Clytemnestra's intentions. As the action unfolds, and Clytemnestra's true character is revealed in the murder of her husband, their wise apprehension turns to outrage and despair. By the end of the Agamemnon, the chorus shows open hostility towards Clytemnestra and Aegisthus when they exclaim, "Look, my hilt is to hand as well, and I do not refuse to die!" But their threat of violence is unconvincing because of their weak old age, as they say themselves in the beginning: "Ourselves disrated with our aged bodies, left behind from the supporting force [of the Greek army] then, we are waiting, our childlike strength moving upon staffs." Their only sound recourse is the coming of a vengeful Orestes.

The chorus of the Libation Bearers shares the outrage and hostility of the old men, but they are able to take action through their influence of Electra and Orestes, resulting in Orestes's murder of Clytemnestra and Aegisthus. But this victory is only a resolution of the city's and Orestes's battle against the tyranny and injustice of Clytemnestra and Aegisthus. It actually intensifies the overarching conflict of the Orestaeia between the πολις and οικια. The Libation Bearers concludes with the chorus fearfully questioning the resolution of this conflict. Lastly, in the Eumenides, the outrage of the Furies is uninhibited. They find no justice in the behavior of the human actors (neither in Clytemnestra nor Orestes), and they demand their allotted right to act as avengers.

It is the thesis of this paper that the choruses of the Orestaeia represent the side of the πολις and the principle actors represent the οικια. In the Agamemnon, Clytemnestra acts solely for her personal vengeance, squarely in the domain of the οικία, or household matters. Her anger stems from the sacrifice of her daughter, Iphigenia, which can be said to be the origin of the conflict between οικία and πολις. The actions of Orestes and Electra are also driven by their personal hatred of their father's murderers, but Orestes also has the undeniable command of the divine Apollo. From these principle actors we see a change from purely personal motivation to complete submission to the will of the πολις. Orestes is bereft of any personal ambition at all when he puts himself at the mercy of Athena and the city. As representatives of the πολις, the argument of the choruses changes in direct relation to the disposition of the actors. When the hubris of the actors is at its peak (Clytemnestra and Aegisthus), the chorus's argument has little strength behind it (the feeble old men). When personal motivation is finally subdued (Orestes), the chorus's outrage can hardly be restrained (Furies). This reversal of power intensifies the conflict between πολις and οικία. At the start, the οικία dominates and is overreaching in its influence. In the end, the side of the πολις is excessive in its reaction. The opposition of these two positions naturally move to the peaceful judgement of Athena and the city.

The fifth song (fourth stasimon) begins, "Oh, what a wretched breed we mortals are..." What does this song mean and what do you (as a viewer of this play) think about what it says?

First the song is a reaction to the new information about Oedipus. We all knew that Oedipus was a foreigner, that he came into town and defeated the sphinx, married the widowed queen and had a family with her. We also knew that the previous king had died mysteriously, and that the one person that knew about it left town in a hurry. But now we know that it was Oedipus that was the cursed son, who was to kill his father and marry his mother. When this came out, there were multiple reactions. There was the "I pity you" reaction. There was the "wow, that is one crazy situation". And then there is my reaction: "Man that is some messed up, repugnant stuff."
Then the song is a reflection on the situation. Let us think about this: Oedipus is really a good guy. He came into town, to help people. And when the scourge came upon Thebes, he was only focused on helping the people. And if you think about it, he was on top of the world. He became the King of Thebes (even though it is his rightful place technically). But, then he is now the most cursed man. He is the reason that Thebes is suffering. Poor guy: to be so high, and have to come down so low. The chorus was just amazed at the change in events, and could not help but pity him.

The song is also about life in general. Life can be so great. You can be so happy, and have so much fun. And then there are times when you just suffer, and cannot seem to find a way to be happy. But you know what? It will never be as bad as Oedipus. That dude married his momma. I do not have to worry about that happening. But then, he had no idea that she was his mother. So, Oedipus is an extreme example of those families that have extended families, and do not know the relative. Oedipus shows us that you should always keep in touch with all sides of the family so that something like this does not happen to you.

As a person in the audience, this song made me reflect on many things. I thought about how life can be great and awful at the same time. I thought about incest in the family because of ignorance. But one of the main things I thought about was Oedipus. Oedipus is like the leader that is trying to be a good guy, and yet he just cannot do it. For example, look at John F. Kennedy. He was trying to be a good president. Assisting with civil rights legislation, and appealing to the people. But what was he doing? Having an affair with Marilyn Monroe (Hey, I saw that clip of her singing Happy Birthday. That is definitely not how you sing to a ‘friend’). And he was assassinated supposedly by the mafia. He was a good guy, but just died too early. And then I thought about Harry S. Truman. He was a good president for WWII. He ended the war with Japan by dropping the bomb. In studies now, they say that he did not have to drop the bombs in order to end the war. So we question him and his ethics because of that. Truman was just trying to end the Pacific war, because the European side was already finished. But was there another way?

But for now, I’m going to follow the last line of the song. I’m taking a nap.

Date of the final: Friday, May 16, 10:30 a.m.-1:00 p.m.
Six questions for the final
1. Oresteia. Is the Eumenides a comedy?
2. the rest of Aeschylus: Why does Prometheus reject Oceanus?
3. Antigone: Is Haemon a tragic figure?
4. Women of Trachis: Why do you think Sophocles has Deianeira suddenly sound like a hero?
5. Medea: Why do you think Euripides included the Nurse in his cast list?
6. Hippolytus: Why did Hippolytus die the way he did?
### Course Inventory Change Request

**b. PLSH 104 – GOAL 4.2**

**PLSH 104 : Elementary Polish I**

**Last edit:** 01/25/16 10:30 pm

**Changes proposed by:** sk

#### In The Catalog Prerequisites:
- PLSH 108 : Elementary Polish II
- PLSH 109 : Elementary Polish III, Honors

#### In The Catalog Description:

- Title: Elementary Polish I
- Effective Term: Fall 2016
- Credits: 5
- Course Type: Lecture (Regularly scheduled academic course) (LEC)
- Grading Basis: A-D+,-FI
<table>
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<th>Rationale for Course Proposal</th>
<th>Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.</th>
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**KU Core Information**

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<th>Yes  No</th>
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<tr>
<td>Name of person giving departmental approval</td>
<td>Stephen M. Dickey</td>
</tr>
<tr>
<td>Date of Departmental Approval</td>
<td>01/18/2016</td>
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**Selected Goal(s)**

Goal 4 - Culture and Diversity

- Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
  - Yes
- Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
  - Yes
- Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome:

  PLSH 104 is more than just a first semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and acts, artifacts, etc.) and the practices (beliefs, traditions, attitudes, ways of living) through activities that...
engage learners in comparing how languages conceptualize and express such categories as agency, time, space, motion, gender, etc. and how cultures create their hierarchies of values. Over the course of the semester students deepen their understanding of the other community and become more conscious users of the target language. Furthermore they develop the habit to reflect critically on their own cultural values, attitudes, and assumptions.

Selected Learning Outcome(s):

**Goal 4, Learning Outcome 2**
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)
The Elementary Polish I course PLSH 104 is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (dialogs, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.) Texts are accompanied by various level-appropriate activities that facilitate students' understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 104 students work on structures of the target language that challenge English speakers' ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

**Goal 4, Learning Outcome 2**
Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)
PLSH 104 is organized to encourage students to use the target language actively. Classroom activities regularly include reports on and discussions of authentic Polish "texts" that require students to think from other-perspectives and evaluate other-values. The learner-centered classroom lends itself well to such interactive activities as language games, role-plays, and discussions in which students express their insights into the Polish cultural community.

**Goal 4, Learning Outcome 2**
Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)
We best sensitize students to the differences between US culture and the target culture when they struggle to understand the texts they encounter, when they have to decode the implied meanings and organization of texts, when they have to consider why their choice of words sometimes doesn't permit the expected outcomes. Learning to identify and deal with such areas of divergence between their own culture and Polish culture, students develop skills to competently interpret the specificities of the target culture and successfully facilitate cross-cultural communication.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)
To evaluate students’ grasp of the Polish language and culture I will use 1) a comprehensive final exam which will consist of listening, reading, grammar, and speaking components, 2) an essay written in Polish on a selected topic from the course material, and 3) a cultural presentation delivered in English and comparing Polish and American customs, traditions, and ways of life. Sample assessment instruments, a) Oral test, Exceeds expectations Meets expectations Satisfactory Unacceptable, Completeness, Comprehensibility, Grammatical accuracy, Fluency, b) Polish essay, Exceeds expectations Meets expectations Satisfactory Unacceptable, Coherence, Comprehensibility, Grammatical accuracy, Vocabulary usage
## Course Inventory Change Request

**Viewing:** PLSH 105 : Elementary Polish, Honors

**Last edit:** 01/25/16 10:40 pm

Changes proposed by: pvk

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<tr>
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<tr>
<td>Academic Unit</td>
<td>Slavic Languages &amp; Literatures (SLAV)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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Do you intend to offer any portion of this course online?

Yes

<table>
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<tr>
<th>Title</th>
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<td>Elementary Polish, Honors</td>
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<tr>
<td>Effective Term</td>
<td>Fall 2016</td>
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### Catalog Description

Honors version of PLSH 104, with additional work aimed at accelerating students progress to proficiency and expanding their cultural competence.

### Prerequisites

Open only to students admitted to the University Honors Program, or by permission of instructor.

### Cross Listed Courses

<table>
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<th>Credits</th>
<th>Course Type</th>
<th>Grading Basis</th>
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<td>5</td>
<td>Lecture (Regularity scheduled academic course) (LEC)</td>
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<td>Answer</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>Yes</td>
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<td>Are you proposing this course for KU Core?</td>
<td>Yes-No</td>
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</tr>
<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Fall</td>
<td></td>
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<td>Repeatable for credit?</td>
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<td>Principal Course Designator</td>
<td>U - Undesignated elective</td>
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<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
<td></td>
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<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
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**Rationale for Course Proposal**

Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.

**KU Core Information**

Has the department approved the nomination of this course to KU Core?  

Name of person giving departmental approval: Stephen M. Dickey  
Date of Departmental Approval: 01/18/2016

**Selected Goal(s)**

Goal 4 - Culture and Diversity

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?  
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?  
Yes

Provide an abstract (1900 characters maximum) that summarizes how this course meets the learning outcome:

PLSH 105 is more than just a first semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living) through activities that
COURSE DESCRIPTION

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The Elementary Polish I Honors course PLSH (105) is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (dialogues, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.) Texts are accompanied by various level-appropriate activities that facilitate students' understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 105 students work on structures of the target language that challenge English speakers' ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

PLSH 104 Elementary Polish I (Fall 2015)
PLSH 105 Elementary Polish I Honors

Course Location: 1046 Wescoe
Course Time: MTWRF 12:00-12:50 pm
Instructor: Krzysztof E. Borowski
Office Hours: Tuesday & Thursday 2-3 pm, 2122 Wescoe
E-mail: borowski@ku.edu

Tatra Mountains, southern Poland
(source: https://hague6185.files.wordpress.com/2013/06/tatra_mountains_photography_nature_amazing_view_breathtaking-2013-landscape_146_1.jpg)
PLSH 104 is an introductory course to the basics of Polish language and culture. Students will acquire skills in four main areas: reading, writing, listening and speaking. The course will be concentrated on everyday communicative exchanges. Teaching the language in the context of Polish culture will help students gain cultural competence alongside the language skills.

COURSE OBJECTIVES
By the end of the semester, students should be able to:
- read and write simple texts in Polish,
- initiate, sustain and close a conversation in Polish, on a variety of everyday topics,
- understand how grammar of the language contributes to the clarity of written and spoken communication,
- understand a variety of aspects of Polish culture.

*PLSH 105 Honors students progress faster through the course objectives by completing additional assignments and working individually with the instructor.

COURSE FORMAT
Lecture/discussion/hands-on activities. Active participation and questions are welcome and encouraged.

OFFICE HOURS
Students are encouraged to take advantage of office hours. It is a good time to ask questions about any aspect of the course and practice your reading, writing, speaking, listening skills.

If you find that you are having difficulties with the class, please come to talk to me. If you are unable to meet during regular office hours, please feel free to arrange an appointment after class or via email. Remember—office hours are for students, not for the instructor.

TEXTBOOKS

BLACKBOARD
PLSH 104 will depend mostly on Blackboard as a means to relay information and documents for the course. All assignments will be graded, and the grades posted on Blackboard on a regular basis. By checking your grades, you can automatically get a pretty good idea of what your current grade is, and plan your future coursework accordingly. Please note that Blackboard can be used to contact your instructor and fellow students as well.

COURSE EXPECTATIONS
CLASSROOM ETIQUETTE. No food or gum will be allowed in class; (non-alcoholic) beverages are OK. Students should arrive on time. Disruptive behavior during class making it harder or impossible to conduct lesson may be subject to expelling from class. All students expelled from class are still REQUIRED to submit homework and/or any other assignments by their due dates.

ELECTRONIC DEVICES. No cell phones will be allowed in class. All cell phones must be turned off before the class starts. Laptops, notebooks, etc., are allowed in class as long as they are used for note-taking. Using allowed electronic devices for purposes other than studying may negatively affect other students and the instructor, and be subject to expelling from class.

HOMEWORK [30% of the grade]
Regular homework assignments will be distributed in class and/or posted on Blackboard. Learning a language is like riding a bike—the more you practice, the better you are.

That is why completing your homework regularly is crucial if you want to write, read, and speak Polish. The homework will be graded based on its accuracy and level of completion (see the rubric below). All the homework assignments will be checked in class on Mondays, Wednesdays, and Fridays. The purpose is to explain, revise the material, and answer any questions. Please note that homework cannot be checked in class until all students have submitted it to the instructor. If not absolutely necessary, consider emailing your homework instead of printing it. Homework turned in more than 7 days after it was assigned will be considered late and will receive 5 points NO MATTER QUALITY.

<table>
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<th>Points</th>
<th>Comments (for a homework turned in on time)</th>
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<tr>
<td>8–10</td>
<td>Minimal errors, homework shows understanding of the material and effort.</td>
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<tr>
<td>5–7</td>
<td>Minimal or moderate amount of errors.</td>
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</table>
Incomplete homework, errors, no effort and/or understanding of the material.

*PLSH 105 Honors students complete extra reading and writing assignments and hold weekly individual speaking sessions with the instructor on topics of the current lesson. The speaking sessions are scheduled at the student’s convenience and last 20 minutes.

**VOCABULARY QUIZZES [5% of the grade]**
They will take place at the beginning of the class session and won’t be longer than 5 minutes. The instructor will announce the date of each vocabulary test a few days in advance.

The vocabulary quizzes will be based on recently studied words and/or expressions, and the instructor will post the full vocabulary list for each quiz on Blackboard after it is announced.

**WRITTEN TESTS [20% of the grade]**
There will be written tests for each two textbook lessons completed (see the Tentative Class Schedule). They will consist of listening comprehension, grammar, reading comprehension, and/or oral tasks. The tests are meant to check your understanding of the material and keep you on track. The written part of the tests (excluding the final) will take place during class hours, however the oral part will be scheduled individually with the instructor.

**ORAL TESTS [15% of the grade]**
There will be oral tests for each two textbook lessons completed. They will be structured around conversations on topics presented in the textbooks. The goal is to practice your speaking abilities, Polish pronunciation, and vocabulary retention. Surveys show that students who learn foreign languages are mostly interested in speaking it. Oral tests will help you polish your Polish skills and acquire better understanding of the spoken language.

**FINAL EXAM [15% of the grade]**
The final exam is not cumulative in nature. It will cover the material studied in the last lesson(s) not covered by any of the written tests before. It will consist of a written and oral component. The final will be scheduled for the final week (December 14—December 18). Before the final, one or more class periods will be used to review the material.

**CULTURAL PRESENTATIONS [10% of the grade]**
Each student will be required to give four 10-minute presentation on a chosen aspect of Polish culture. The purpose of the presentation is to get students acquainted with Polish culture through individual research. There are no limits as for the media and/or materials used. At the end of the presentation students will take questions from their peers and the instructor. The dates and topics to choose from will be announced by the instructor in advance.

**ATTENDANCE [5% of the grade]**
Because the course is structured around oral exchange and hands–on exercises, your attendance is crucial. More than nine (9) unexcused absences will lower your final grade by one letter (A to A–, A– to B+, etc.). If you need to miss a class for medical reasons, religious holidays, family reasons, or other, please email the instructor BEFORE CLASS. Such absences can be excused. Please note that if you were absent in class, you are STILL required to submit any course assignments by their due dates. The instructor will be more than happy to help you master the material while you were not in class. Attendance will be graded once per week according to the following rubric.

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**ASSESSMENT**
Your final grade will be based on the following components:

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<tbody>
<tr>
<td>Final exam</td>
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<tr>
<td>Written tests (all)</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary quizzes (all)</td>
<td>5</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Oral tests (all)</td>
<td>15</td>
</tr>
<tr>
<td>Homework</td>
<td>30</td>
</tr>
<tr>
<td>Presentations (all)</td>
<td>10</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td>*Extracurricular (EXTRA)</td>
<td>*5</td>
</tr>
</tbody>
</table>

The following scale will be used. The instructor may take into account your overall class participation and/or any class-related extracurricular activities to calculate your final grade.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
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<td>87-84</td>
<td>B</td>
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<tr>
<td>83-80</td>
<td>B-</td>
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<tr>
<td>79-78</td>
<td>C+</td>
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<td>77-74</td>
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<td>C-</td>
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<tr>
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<tr>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 59</td>
<td>F</td>
</tr>
</tbody>
</table>

**EXTRACURRICULAR ACTIVITIES** *(up to 5%)*
For each extracurricular activity attended (Polish language table, screening of a Polish film, Poland-related talk), students receive 1 point. You can earn bonus points up to 5 per cent to your final grade (depending on the number of activities you take part in). Each point counts, so make sure to participate as much as you can! To receive points, your participation must be confirmed by Polish instructor with a signature on a special “passport” you will receive.

**CULTURAL FRIDAYS**
Every two weeks (starting Week 1), Fridays will be mainly dedicated to Polish culture, national traditions, and Polish society through various activities. The topics covered will vary from holidays and traditions through cuisine to the Polish educational system. Students are strongly encouraged to submit their own topics and/or talking points.

**ACADEMIC INTEGRITY**
I will not tolerate cheating of any kind. Students are responsible for the academic integrity of their work. KU Writing Center is a great source of advice on writing, citing, plagiarism, and study strategies. Please make sure to consult their guide at [writing.ku.edu/writing–guides](http://writing.ku.edu/writing–guides).

**DISABILITIES**
If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall. Please contact me privately in regard to your needs in this course.

**TENTATIVE CLASS SCHEDULE** *(subject to change)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lekcja 0</td>
</tr>
<tr>
<td>2</td>
<td>Lekcja 1</td>
</tr>
</tbody>
</table>

*Labor Day*
| Lekcja 2 | TEST #1 |
| Lekcja 3 |
| Presentation #1 |
| Lekcja 3 |
| TEST #2 |
| Lekcja 4 |
| Lekcja 5 |
| Fall Break |
| Lekcja 5 |
| Presentation #2 |
| TEST #3 |
| Lekcja 6 |
| Lekcja 6 |
| Lekcja 7 |
| Lekcja 7 |
| TEST #4 |
| Lekcja 8 |
| Presentation #3 |
| Lekcja 8 |
| Lekcja 9 |
| Thanksgiving Break |
| Lekcja 9 |
| TEST #5 |
| Presentation #4 |
| Final Review |
| FINALS WEEK |
d. PLSH 108 – GOAL 4.2

Course Inventory Change Request

Date Submitted: 01/25/16 11:13 pm

Viewing: PLSH 108: Elementary Polish II

Last edit: 01/25/16 11:13 pm

Changes proposed by: ask

Other Courses referencing this course:

In The Catalog Prerequisites:
- PLSH 201: Intermediate Polish I
- PLSH 205: Intermediate Polish I, Honors

In The Catalog Description:

Academic Career: Undergraduate, Lawrence
Subject Code: PLSH
Course Number: 108
Academic Unit: Department of Slavic Languages & Literatures (SLAV)
School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?
No

Title: Elementary Polish II
Transcript Title: Elementary Polish II
Effective Term: Spring 2017

Catalog Description: Second semester. A continuation of PLSH 101.
Prerequisites: PLSH 101.
Cross Listed Courses:

Credits: 5
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A.D(+)/FI
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.</td>
</tr>
</tbody>
</table>

### KU Core Information

**Has the department approved the nomination of this course to KU Core?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Name of person giving departmental approval**

| Stephen M. Dickoy |

**Date of Departmental Approval**

| 01/18/2016 |

**Selected Goal(s)**

**Goal 4 - Culture and Diversity**

- **Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?**
  - **Yes**

- **Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcome(s)?**
  - **Yes**

**Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.**

PLSH 108 is more just a second semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living) through
activities that engage learners in comparing how languages conceptualize and express such categories as agency, time, space, motion, gender, etc. and how cultures create their hierarchies of values. Over the course of the semester students deepen their understanding of the other community and become more conscious users of the target language. Furthermore they develop the habit to reflect critically on their own cultural values, attitudes, and assumptions.

**Selected Learning Outcome(s):**

**Goal 2, Learning Outcomes 2**

State what assignments, readings, class discussions, and lectures will be used to demonstrate a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The Elementary Polish II course PLSH 108 is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (diaries, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.) Texts are accompanied by various level-appropriate activities that facilitate students’ understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 108 students work on structures of the target language that challenge English speakers’ ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

PLSH 108 is organized to encourage students to use the target language actively. Classroom activities regularly include reports on and discussions of authentic Polish “texts” that require students to think from other-perspectives and evaluate other-values. The learner-centered classroom lends itself well to such interactive activities as language games, role-plays, and discussions in which students express their insights into the Polish cultural community.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

We best sensitize students to the differences between US culture and the target culture when they struggle to understand the texts they encounter, when they have to decode the implied meanings and organization of texts, when they have to consider why their choice of words sometimes doesn’t permit the expected outcomes. Learning to identify and deal with such areas of divergence between their own culture and Polish culture, students develop skills to competently interpret the specificities of the target culture and successfully facilitate cross-cultural communication.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

To evaluate students’ grasp of the Polish language and culture I will use 1) a comprehensive final exam which will consist of listening, reading, grammar, and speaking components, 2) an essay written in Polish on a selected topic from the course material, and 3) a cultural presentation delivered in English and comparing Polish and American customs, traditions, and ways of life.
### PLSH 109 – GOAL 4.2

#### Course Inventory Change Request

**PLSH 109: Elementary Polish II, Honors II**

- **Academic Career:** Undergraduate, Lawrence
- **Subject Code:** PLSH
- **Course Number:** 109
- **Academic Unit:** Slavic Languages & Literatures (SLAV)
- **School/College:** College of Lib Arts & Sciences

**In The Catalog Prerequisites:**
- PLSH 205: Intermediate Polish I, Honors

**Do you intend to offer any portion of this course online?**
- **No**

**Title:**
- Elementary Polish II, Honors II

**Transcript Title:**
- Elementary Polish II

**Effective Term:**
- Spring 2017

**Catalog Description:**
A continuation of PLSH 105. Honors version of PLSH 108, with additional work aimed at accelerating students progress to proficiency and expanding their cultural competence. Open only to students admitted to the University Honors Program, or by permission of instructor.

**Prerequisites:**
- PLSH 104 or PLSH 105.

**Cross Listed Courses:**

**Credits:**
- 5

**Course Type:**
- Lecture (Regularly scheduled academic course) (LEC)
<table>
<thead>
<tr>
<th><strong>Is this course part of the University Honors Program?</strong></th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are you proposing this course for KU Core?</strong></td>
<td>Yes/No</td>
</tr>
<tr>
<td><strong>Typically Offered</strong></td>
<td>Once a Year, Usually Spring</td>
</tr>
<tr>
<td><strong>Repeatable for credit?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Principal Course Designator</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Designator</strong></td>
<td>U - Undesignated elective</td>
</tr>
<tr>
<td><strong>Are you proposing that the course count towards the CLAS BA degree specific requirements?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Will this course be required for a degree, major, minor, certificate, or concentration?</strong></td>
<td>No</td>
</tr>
</tbody>
</table>

**Rationale for Course Proposal**
Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.

**KU Core Information**

**Has the department approved the nomination of this course to KU Core?**
Yes/No

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen M. Dickey</td>
<td>01/18/2016</td>
</tr>
</tbody>
</table>

**Selected Goal(s)**
Goal 4 - Culture and Diversity

- Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
  Yes
- Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcome(s)?
  Yes
- Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.
  Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.

  PLSH 109 is more than just a second semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and actors,
PLSH 108 Elementary Polish II syllabus (Spring 2016)

PLSH 109 Elementary Polish II Honors

University of Kansas

<table>
<thead>
<tr>
<th>Course Location:</th>
<th>1016 Wescoe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Time:</td>
<td>MTWRF 12:00-12:50 pm</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Krzysztof E. Borowski</td>
</tr>
<tr>
<td>Visiting Hours:</td>
<td>by appointment, 2122 Wescoe</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:borowski@ku.edu">borowski@ku.edu</a></td>
</tr>
</tbody>
</table>

COURSE OVERVIEW

artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living) through activities that engage learners in comparing how languages conceptualize and express such categories as agency, time, space, motion, gender, etc. and how cultures create their hierarchies of values. Over the course of the semester students deepen their understanding of the other community and become more conscious users of the target language. Furthermore they develop the habit to reflect critically on their own cultural values, attitudes, and assumptions.

Selected Learning Outcome(s)

Goal 4. Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The Elementary Polish II Honors course PLSH 109 is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (dialogues, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.) Texts are accompanied by various level-appropriate activities that facilitate students' understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 109 students work on structures of the target language that challenge English speakers' ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

PLSH 109 is organized to encourage students to use the target language actively. Classroom activities regularly include reports on and discussions of authentic Polish “texts” that require students to think from other-perspectives and evaluate other-values. The learner-centered classroom lends itself well to such interactive activities as language games, role-plays, and discussions in which students express their insights into the Polish cultural community.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

We best sensitize students to the differences between US culture and the target culture when they struggle to understand the texts they encounter, when they have to decode the implied meanings and organization of texts, when they have to consider why their choice of words sometimes doesn’t permit the expected outcomes. Learning to identify and deal with such areas of divergence between their own culture and Polish culture, students develop skills to competently interpret the specifics of the target culture and successfully facilitate cross-cultural communication.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis.

To evaluate students’ grasp of the Polish language and culture I will use 1) a comprehensive final exam which will consist of listening, reading, grammar, and speaking components, 2) an essay written in Polish on a selected topic from the course material, and 3) a cultural presentation delivered in English and comparing Polish and American customs, traditions, and ways of life.
PLSH 108 is a continuation of an introductory course to the basics of Polish language and culture. In that course, students acquire skills in four main areas: reading, writing, listening and speaking. The class is centered on developing students’ speaking and writing skills. Teaching the language in the context of Polish culture will help students gain cultural competence alongside the language skills.

**COURSE OBJECTIVES**

By the end of the semester, students will be able (among other) to retell past events, talk about future plans, ask for directions, book a room in a hotel in Poland, talk about weather, etc.

*PLSH 109 Honors students progress faster through the course objectives by completing additional assignments and working individually with the instructor.*

**OFFICE HOURS**

Students are encouraged to take advantage of the office hours. It is a good time to ask questions about any aspect of the course and practice your reading, writing, speaking, and listening skills. If you find that you are having difficulties with the class, please come to talk to me. Remember—office hours are for the students, not for the instructor.

**COURSE ASSESSMENT**

Your final grade assessment will be based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>15</td>
</tr>
<tr>
<td>Vocabulary quizzes (x15)</td>
<td>15</td>
</tr>
<tr>
<td>Written tests (x4)</td>
<td>20</td>
</tr>
<tr>
<td>Oral tests (x15)</td>
<td>20</td>
</tr>
<tr>
<td>Final exam (cumulative)</td>
<td>10</td>
</tr>
<tr>
<td>Compositions (x5)</td>
<td>5</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Cultural presentations</td>
<td>5</td>
</tr>
</tbody>
</table>

**BOOKS**


**BLACKBOARD**

The course will depend mostly on Blackboard as a means to relay information and handouts. All assignments will be graded, and the grades posted on Blackboard on a regular basis. By checking your grades regularly, you can get a pretty good idea of what your current final grade is, and plan your future coursework accordingly.

**COURSE EXPECTATIONS**

*CLASSROOM ETIQUETTE.* No food or gum will be allowed in class. Students should arrive on time. Disruptive behavior during class making it harder or impossible to conduct lesson may be subject to expelling from class. All students expelled from class are still required to submit homework and/or any other assignments by their due dates.

*ELECTRONIC DEVICES.* No cell phones will be allowed in class. All cell phones must be turned off before the class starts. Laptops, notebooks, etc., are allowed in class as long as they are used for note-taking. Using allowed electronic devices for purposes other than studying may negatively affect other students and the instructor, and be subject to expelling from class.

*HOMEWORK* *(15% of the grade)*

Homework assignments will be assigned in class and/or posted on Blackboard. Once completed, please submit your assignment to the instructor at the beginning of class. **Learning a language is like riding a bike—the more you practice, the better you become.** That is why completing your homework regularly is crucial if you want to write, read, and speak in Polish. The homework will be graded based on its accuracy and level of completion (see the rubric below). If not absolutely necessary, consider emailing your homework instead of printing it out. Homework turned in more than 7 days after it was
due is considered late and will receive 2 points no matter quality.

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments on homework assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>flawless or with minimal errors</td>
</tr>
<tr>
<td>4</td>
<td>some errors</td>
</tr>
<tr>
<td>3</td>
<td>moderate number of errors</td>
</tr>
<tr>
<td>2</td>
<td>incomplete or late</td>
</tr>
<tr>
<td>1</td>
<td>large number of errors</td>
</tr>
<tr>
<td>0</td>
<td>not turned in</td>
</tr>
</tbody>
</table>

*PLSH 109 Honors students complete extra reading and writing assignments and hold weekly individual speaking sessions with the instructor on topics of the current lesson. The speaking sessions are scheduled at the student’s convenience and last 20 minutes.

VOCABULARY QUIZZES (15% of the grade)
Each week, a short vocabulary quiz will take place. The quiz will be based on recently studied words and/or expressions. Its goal is to motivate you to learn new vocabulary on a regular basis, and check your understanding of the new class material.

WRITTEN TESTS (20% of the grade)
After every two lessons, there will be a written test consisting of listening, grammar, reading, and writing exercises. The tests are meant to check your understanding of the material and keep you on track. Each test will be announced by the instructor.

ORAL TESTS (20% of the grade)
Being able to speak is one of the main reasons why people learn foreign languages. During the semester, there will be 15 short (5-10 minutes) in-class oral tests. These will be structured around topics and vocabulary presented in each of the weeks. The oral tests will take place each Friday unless specified otherwise. The goal is to practice speaking Polish and Polish pronunciation as often as possible while developing your ability to talk about everyday topics.

FINAL EXAM (10% of the grade)
At the end of the semester, there will be a final exam which will consist of a writing and speaking part. It will be cumulative in nature and will comprise the most important material from the semester.

COMPOSITIONS (5% of the grade)
After every two lessons, you will write a short essay on a topic from the lessons’ themes. Details will be provided by the instructor.

CULTURAL PRESENTATIONS [5% of the grade]
Each student will be required to give four 10-minute presentation on a chosen aspect of Polish culture. The purpose of the presentation is to get students acquainted with Polish culture through individual research. There are no limits as for the media and/or materials used. At the end of the presentation students will take questions from their peers and the instructor. The dates and topics to choose from will be announced by the instructor in advance.

ATTENDANCE (10% of the grade)
Because the course is structured around oral exchange and hands-on exercises, your attendance is crucial. More than eight (8) unexcused absences will lower your final grade by one letter. If you need to miss a class for medical reasons, religious holidays, family reasons, or other, please email the instructor before class. Such absences can be excused. Please note that if you were absent in class, you still will be held accountable for any assignment(s) from the class period(s) you missed. Attendance will be graded once per week according to the following rubric.

<table>
<thead>
<tr>
<th>Missed classes/week</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

EXTRACURRICULAR ACTIVITIES (up to 5%)
For each extracurricular activity attended (Polish language table, screening of a Polish film, Poland-related talk), students receive 1 point. You can earn bonus points up to 5 per cent to your final grade (depending on the number of activities you take part in). Each point counts, so make sure to participate as much as you can! To receive points, your participation must be confirmed by Polish instructor with a signature on a special “passport” you will receive.

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Every two weeks (starting Week 1), Fridays will be mainly dedicated to Polish culture, national traditions, and Polish society through various activities. The topics covered will vary from holidays and traditions through cuisine to the Polish educational system. Students are strongly encouraged to submit their own topics and/or talking points.

**ACADEMIC INTEGRITY**
I will not tolerate cheating of any kind. Students are responsible for the academic integrity of their work. KU Writing Center is a great source of advice on writing, citing, plagiarism, and study strategies. Please make sure to consult their guide: writing.ku.edu/writing-guides.

**DISABILITIES**
If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall. Please contact me privately in regard to your needs in this course.

**ASSESSMENT**
The following scale will be used. The instructor will take into account your overall class participation and/or any class-related extracurricular activities to calculate your final grade.

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93</td>
<td>Grade</td>
<td>100-93</td>
<td>92-90</td>
<td>89-88</td>
<td>87-84</td>
<td>83-80</td>
<td>79-78</td>
</tr>
<tr>
<td>92-90</td>
<td>Grade</td>
<td>92-90</td>
<td>89-88</td>
<td>87-84</td>
<td>83-80</td>
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<tr>
<td>89-88</td>
<td>Grade</td>
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<td>87-84</td>
<td>83-80</td>
<td>79-78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87-84</td>
<td>Grade</td>
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<td>83-80</td>
<td>79-78</td>
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<td></td>
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</tr>
<tr>
<td>83-80</td>
<td>Grade</td>
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<td>79-78</td>
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<td>Grade</td>
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</tr>
<tr>
<td>77-74</td>
<td>Grade</td>
<td>77-74</td>
<td>73-70</td>
<td>69-68</td>
<td>67-64</td>
<td>63-60</td>
<td>&lt; 59</td>
</tr>
</tbody>
</table>

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**f. PLSH 204 – GOAL 4.2**

**Course Inventory Change Request**

Viewing: **PLSH 204 : Intermediate Polish I**

Last edit: 01/16/18 10:46 pm

Changes proposed by: suk

Other Courses referencing this course

In The Catalog Prerequisites:
PLSH 203 - Intermediate Polish II
PLSH 203 - Intermediate Polish II, Honors

In The Catalog Description:
Course Description:
Are you proposing this course for KU Core? Yes

Typically Offered: Once a Year, Usually Fall

Repeatable for credit? No

Principal Course Designator: U - Undesignated elective

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? Yes

<table>
<thead>
<tr>
<th>Program Code</th>
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</thead>
<tbody>
<tr>
<td>SLAV MIN</td>
<td>Slavic Languages and Literatures, Minor</td>
</tr>
</tbody>
</table>

Describe how: PLSH 264 satisfies a requirement for the Polish emphasis of the Slavic Languages and Literatures Minor.

Rationale for Course Proposal: Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.

**KU Core Information**

Has the department approved the nomination of this course to KU Core? Yes

Name of person giving departmental approval: Stephen M. Dickey

Date of Departmental Approval: 01/10/2016

Selected Goal(s): Goal 4 - Culture and Diversity

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? Yes
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcomes:

PLSH 204 is more than a third semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living) through activities that engage learners in comparing how languages conceptualize and express such categories as agency, time, space, motion, gender, etc. and how cultures create their hierarchies of values. Over the course of the semester students deepen their understanding of the other community and become more conscious users of the target language. Furthermore they develop the habit to reflect critically on their own cultural values, attitudes, and assumptions.

Learning Outcomes:

Goal 4. Learning Outcome 2
State what assignments, readings, class discussions, and lectures will denote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The Intermediate Polish I course PLSH 204 is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (dialogues, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.). Texts are accompanied by various level-appropriate activities that facilitate students' understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 204 students work on structures of the target language that challenge English speakers' ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items, and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students' own value assumptions. (Please limit responses to 1000 characters.)

PLSH 204 is organized to encourage students to use the target language actively. Classroom activities regularly include reports on and discussions of authentic Polish "texts" that require students to think from other perspectives and evaluate other-values. The learner-centered classroom lends itself well to such interactive activities as debates, role-plays, and competitions for creative responses to assigned readings in which students express their insights into the Polish cultural community.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

We best sensitize students to the differences between US culture and the target culture when they struggle to understand the texts they encounter, when they have to decode the implied meanings and organization of texts, when they have to consider why their choice of words sometimes doesn't permit the expected outcomes. Learning to identify and deal with such areas of divergence between their own culture and Polish culture, students develop skills to competently interpret the specifics of the target culture and successfully facilitate cross-cultural communication.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

To evaluate students' grasp of the Polish language and culture I will use 1) a comprehensive final exam which will consist of listening, reading, grammar, and speaking components, 2) an essay written in Polish on a selected topic from the course material, and 3) a cultural essay written in English and comparing Polish and American customs, traditions, and ways of life. Sample assessment instruments: a) Oral test, Exceeds expectations, Meets expectations Satisfactory, Unacceptable, Completeness, Comprehensibility, Grammatical accuracy, Fluency. b) Polish essay, Exceeds expectations, Meets expectations satisfactory, Unacceptable, Coherence, Comprehensibility, Grammatical accuracy, Vocabulary usage.
### Course Inventory Change Request

**PLSH 205: Intermediate Polish I, Honors**

**Date Submitted:** 01/18/16 11:02 pm  
**Last edit:** 01/18/16 11:02 pm  
**Changes proposed by:** pk

**Academic Career:** Undergraduate, Lawrence  
**Subject Code:** PLSH  
**Course Number:** 205  
**Academic Unit:** Slavic Languages & Literatures (SLAV)  
**School/College:** College of Lib Arts & Sciences

**Title**  
Intermediate Polish I, Honors  
**Transcript Title:** Intermediate Polish I, Honors  
**Effective Term:** Fall 2016

**Catalog Description:** Honors version of PLSH 204, with additional work aimed at accelerating students' progress to proficiency and expanding their cultural competence.  
**Prerequisites:** Open only to students who have received an A in PLSH 168 or a B or better in PLSH 169, and who are admitted to the University Honors Program, or by permission of instructor.

**Credits:** 3  
**Course Type:** Lecture (Regularly scheduled academic course) (LEC)
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<tr>
<td>Course Type</td>
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<td>Grading Basis</td>
<td>A-D/F/J/FI</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>Yes</td>
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<td>Are you proposing this course for KU Core?</td>
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<td>Typically Offered</td>
<td>Once a Year, Usually Fall</td>
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<td>Repeatable for credit?</td>
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<td>Principal Course Designator</td>
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<td>Course Designator</td>
<td>U - Undesignated elective</td>
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<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>Yes</td>
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**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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</thead>
<tbody>
<tr>
<td>(SLAV.MIN) Slavic Languages and Literatures, Minor</td>
</tr>
</tbody>
</table>

**Describe how:**

As the honors version of PLSH 204, PLSH 205 satisfies a requirement for the Polish emphasis of the Slavic languages and Literatures Minor.

**Rationale for Course Proposal**

Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.

**KU Core Information**

Has the department approved the nomination of this course to KU Core?  Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen M. Dickey</td>
<td>01/10/2016</td>
</tr>
</tbody>
</table>
Selected Goal(s)

Goal 4 - Culture and Diversity

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcome(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

PLSH 205 is more just a third semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living) through activities that engage learners in comparing how languages conceptualize and express such categories as agency, time, space, motion, gender, etc. and how cultures create their hierarchies of values. Over the course of the semester students deepen their understanding of the other community and become more conscious users of the target language. Furthermore they develop the habit to reflect critically on their own cultural values, attitudes, and assumptions.

Selected Learning Outcome(s)

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The Intermediate Polish I course PLSH 205 is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (dialogs, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.) Texts are accompanied by various level-appropriate activities that facilitate students' understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 205 students work on structures of the target language that challenge English speakers' ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

PLSH 205 is organized to encourage students to use the target language actively. Classroom activities regularly include reports on and discussions of authentic Polish "texts" that require students to think from other-perspectives and evaluate other-values. The learner-centered classroom lends itself well to such interactive activities as debates, role-plays, and competitions for creative responses to assigned readings in which students express their insights into the Polish cultural community.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

We best sensitize students to the differences between US culture and the target culture when they struggle to understand the texts they encounter, when they have to decode the implied meanings and organization of texts, when they have to consider why their choice of words sometimes doesn't permit the expected outcomes. Learning to identify and deal with such areas of divergence between their own culture and Polish culture, students develop skills to competently interpret the specificities of the target culture and successfully facilitate cross-cultural communication.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

To evaluate students' grasp of the Polish language and culture I will use 1) a comprehensive final exam which will consist of listening, reading, grammar, and speaking components, 2) an essay written in Polish on a selected topic from the course material, and 3) a cultural essay written in English and comparing Polish and American customs, traditions, and ways of life. Sample assessment instruments: a) Oral test, Exceeds expectations Meets expectations Satisfactory Unacceptable Completeness, Comprehensibility, Grammatical accuracy, Fluency, b) Polish essay, Exceeds expectations Meets expectations Satisfactory Unacceptable, Coherence, Comprehensibility, Grammatical accuracy, Vocabulary usage,
Class meetings: MWF 10:00-10:50  Instructor: Svetlana Vassileva-Karagyozova
Office: Wescoe 2141
Room: Wescoe 2120  Office hours: MW, 2:00-3:00 or by appointment
Office phone: (785) 864-2351
E-mail: svk@ku.edu

CLASS DESCRIPTION
This class is designed for students who have successfully completed the Elementary Polish course. It continues to introduce the basic concepts of the Polish grammar and develop students’ listening, reading, speaking and writing skills. The course also aims at expanding students’ vocabulary and improving their communicative competence in Polish.

*PLSH 205 Honors students progress faster through the course objectives by completing additional assignments and working individually with the instructor.*

Upon successful completion of this course, you should be able to:
1) Describe someone’s personality
2) Discuss job related issues
3) Relate the history of your family
4) Talk about your future plans
5) Compare the educational systems in Poland and America
6) Describe and discuss city life
7) Describe and discuss life in the country

TEXTBOOKS
- Agnieszka Burkat, Agnieszka Jasinska - Hurra!!! Po polsku 2: Podręcznik studenta (textbook), Kraków: Prolog, 2006 (required)
- Janecki, K., 301 Polish Verbs, Hauppauge, NY: Barron’s, 2000 (recommended)
- Pocket Polish-English/English-Polish dictionary (recommended)

CLASS ATTENDANCE, PREPARATION AND PARTICIPATION
This course is designed to have students acquire communicative competence in Polish. Since communication presumes both speakers and listeners and interaction between them, all students benefit when everyone comes to class, is prepared, and participates actively in class activities. Therefore, your regular attendance, preparation and active participation will be evaluated as part of your course grade. If you need to miss a class for medical reasons, religious holidays, or an emergency, notify your instructor (preferably in advance by e-mail) and provide official documentation. These absences may be excused, and therefore not affect your grade. More than five unexcused absences will lower your course grade by one letter (e.g. from an A to a B). More than eight unexcused absences will result in failing the course regardless of your prior work or test grades. Absent students are responsible for acquiring the information and instructional materials for the missed classes. Students are expected to be in class for the tests and the exam.

HOMEWORK
Regular homework assignments will be distributed in class and/or posted on Blackboard. Students must submit their homework at the beginning of every class session. Like attendance and participation, homework is an important part of learning Polish. It gives you an
opportunity for additional practice of the material studied in class. The homework will be graded on a 10-point scale. You have to turn in complete assignments in order to receive full credit. Late homework will receive half credit.

8-10 Homework is completed with minimal errors and exceptional creativity or effort; student clearly understands the material.

4-7 Homework is completed with minimal or moderate amount of errors.

0-3 Homework is incomplete or student shows lack of effort or understanding of the material.

*PLSH 205 Honors students complete extra reading and writing assignments and hold weekly individual speaking sessions with the instructor on topics of the current lesson. The speaking sessions are scheduled at the student’s convenience and last 20 minutes.

VOCABULARY QUIZZES
5-minute vocabulary quizzes will be given at the beginning of every class session. The vocab list for each test will be compiled from the words and expressions studied in the previous lesson and will be posted on Blackboard. Expanding your Polish lexicon is one of the primary goals of this class and this test will encourage you to keep track of the new vocabulary and study it consistently.

COMPOSITIONS
You will write 3 short essays (one after every two lessons) on topics from the covered lessons. The essays will be graded on a 10-point scale (a grading rubric will be provided along with the prompt). If you are dissatisfied with your grade, you can earn extra points by submitting your re-worked essay within a week.

TESTS
There will be three tests in this course (check the schedule for details). They will consist of listening comprehension, grammar, reading comprehension, and oral tasks. The tests are meant to check your understanding of material and keep you on track. They also will give you an opportunity to gauge your progress.

CULTURAL ESSAY
You will write a two-page essay on a topic of your choosing (feel free to consult with me) that demonstrates your understanding of Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living). The essay should be written in English, in a 12-point font size, and double spaced.

EXTRA CREDIT (5 points)
- Regular attendance of the bi-weekly Polish Conversation Table
- Attendance of the Polish film nights and a short report the day after the screening

GRADING
The grade for this course will be based on the following components:

- Class attendance, preparation and participation – 10%
- Homework – 15%
- Vocabulary Quizzes – 5%
- Compositions – (3x10%) – 30%
- Written Tests (3x 10%) – 30%
- Cultural essay – 10%

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>B+</td>
<td>89-88</td>
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<tr>
<td>C+</td>
<td>79-78</td>
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<tr>
<td>D+</td>
<td>69-68</td>
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<tr>
<td>A-</td>
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<td>B</td>
<td>87-84</td>
</tr>
<tr>
<td>C</td>
<td>77-74</td>
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<tr>
<td>D</td>
<td>67-64</td>
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<td>B-</td>
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<td>D-</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</table>
OFFICE HOURS
Feel free to take advantage of the office hours. It is a good time to practice speaking or reading Polish and to ask questions about assignments and upcoming tests and exams.

The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY).

Information about their services can be found at http://disability.ku.edu. Please contact me privately in regard to your needs in this course.

TENTATIVE CLASS SCHEDULE
PLSH 204/205 – INTERMEDIATE POLISH I

August 24- Sept. 4
Lekcja 1: Osobowość

Sept. 7 Labor day – no class

Sept. 9-21
Lekcja 2: Praca

Sept. 23 Review

Sept. 25 Test # 1

Sept. 28-Oct. 9
Lekcja 3: To już historia

Oct. 12 Fall break – no class

Oct. 14-26
Lekcja 4: Plany na przyszłość

Oct. 28 Review

Oct. 30 Test # 2

Nov. 2-Nov. 13
Lekcja 6: Miasto

Nov. 16 – Dec. 2
Lekcja 7: Wieś i przyroda

Nov. 25-27 – Thanksgiving break – no class

Dec. 2 Review

Dec. 4 Test # 3

Dec 7 - Dec 9
Lekcja 8: Relacje z ludźmi

Final exam: December 17 Thursday, 7:30-10:00 a.m.
Course Inventory Change Request

**PLSH 208 – GOAL 4.2**

**Viewing:** PLSH 208 : Intermediate Polish II

**Last edit:** 01/18/16 6:55 pm

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<th>Changes proposed by: suk</th>
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### Academic Career
- Undergraduate, Lawrence

### Subject Code
- PLSH

### Academic Unit
- Department: Slavic Languages & Literatures (SLAV)
- School/College: College of Lib Arts & Sciences

### Do you intend to offer any portion of this course online?
- No

### Title
- Intermediate Polish II

### Transcript Title
- Intermediate Polish II

### Effective Term
- Spring 2017

### Catalog Description
- A continuation of PLSH 204.

### Prerequisites
- PLSH 204.

### Cross Listed Courses:

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<thead>
<tr>
<th>Credits</th>
<th>Course Type</th>
<th>Grading Basis</th>
<th>Is this course part of the</th>
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<td>3</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
<td>A (DF+)</td>
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Are you proposing this course for KU Core? Yes
Typically Offered: Once a Year, Usually Spring
Repeatability for credit? No

Principal Course Designator
Course Designator: U - Undesignated elective

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? Yes

Which Program(s)?
Program Code - Name
(SLAV BA) Slavic Languages and Literatures, B.A.

Describe how:
PLSH 200 is a required course for the Polish Emphasis of the Slavic Languages and Literatures BA major.

Rationale for Course Proposal
Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.

KU Core Information
Has the department approved the nomination of this course to KU Core? Yes

Name of person giving departmental approval: Stephan M. Dickey
Date of Departmental Approval: 01/18/2016

Selected Goal(s)
Goal 4 - Culture and Diversity

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcome(s)?
Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

PLSH 208 is more just a fourth semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living) through activities that engage learners in comparing how languages conceptualize and express such categories as agency, time, space, motion, gender, etc. and how cultures create their hierarchies of values. Over the course of the semester students deepen their understanding of the other community and become more conscious users of the target language. Furthermore they develop the habit to reflect critically on their own cultural values, attitudes, and assumptions.

Selected Learning Outcome(s):

**Goal 4, Learning Outcome 2**
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The Intermediate Polish II course PLSH 208 is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (dialogues, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.) Texts are accompanied by various level-appropriate activities that facilitate students understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 208 students work on structures of the target language that challenge English speakers’ ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

PLSH 208 is organized to encourage students to use the target language actively. Classroom activities regularly include reports on and discussions of authentic Polish “texts” that require students to think from other-perspectives and evaluate other-values. The learner-centered classroom lends itself well to such interactive activities as debates, role-plays, and competitions for creative responses to assigned readings in which students express their insights into the Polish cultural community.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

We best sensitize students to the differences between US culture and the target culture when they struggle to understand the texts they encounter, when they have to decode the implied meanings and organization of texts, when they have to consider why their choice of words sometimes doesn’t permit the expected outcomes. Learning to identify and deal with such areas of divergence between their own culture and Polish culture, students develop skills to competently interpret the specificities of the target culture and successfully facilitate cross-cultural communication.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

To evaluate students’ grasp of the Polish language and culture I will use 1) a comprehensive final exam which will consist of listening, reading, grammar, and speaking components, 2) an essay written in Polish on a selected topic from the course material, and 3) a cultural essay written in English and comparing Polish and American customs, traditions, and ways of living. Sample assessment instruments: a) Oral test, Exceeds expectations Meets expectations Satisfactory Unacceptable Completeness Comprehensibility Grammatical accuracy Fluency b) Polish essay, Exceeds expectations Meets expectations Satisfactory Unacceptable Coherence Comprehensibility Grammatical accuracy Vocabulary usage.
PLSH 209 – GOAL 4.2

## Course Inventory Change Request

**Date Submitted:** 01/18/16 8:21 pm  
**Last edit:** 01/18/16 8:21 pm  
**Changes proposed by:** svk

### Viewing: PLSH 209: Intermediate Polish II, Honors

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<thead>
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<th>Undergraduate, Lawrence</th>
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<tr>
<td>Subject Code</td>
<td>PLSH</td>
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<tr>
<td>Academic Unit</td>
<td>Slavic Languages &amp; Literatures (SLAV)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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**Do you intend to offer any portion of this course online?**  
No

<table>
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<tr>
<th><strong>Title</strong></th>
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<tr>
<td><strong>Transcript Title</strong></td>
<td>Intermediate Polish II, Honors</td>
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<tr>
<td><strong>Effective Term</strong></td>
<td>Spring 2017</td>
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**Catalog Description**  
Honors version of PLSH 209, with additional work aimed at accelerating students progress to proficiency and expanding their cultural competence. Open only to students admitted to the University Honors Program, or by permission of instructor.

**Prerequisites**  
PLSH 204 or PLSH 265.

**Cross Listed Courses:**

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<td><strong>Grading Basis</strong></td>
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**Is this course part of the University Honors Program?**  
Yes

**Are you proposing this course for KU Core?**  
Yes, No
Typically Offered: Once a Year, Usually Spring
Repeatable for credit? No
Principal Course Designator: U - Undesignated elective
Course Designator: U - Undesignated elective
Are you proposing that the course count towards the CLAS BA degree specific requirements? No
Will this course be required for a degree, major, minor, certificate, or concentration? Yes

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<tr>
<th>Program Code</th>
<th>Name</th>
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<tbody>
<tr>
<td>(SLAV/BA)</td>
<td>Slavic Languages and Literatures, B.A.</td>
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Describe how:
PLSH 209 as an honors version of PLSH 208 is a required course for the Polish Emphasis of the Slavic Languages and Literatures B.A.

Rationale for Course Proposal
Polish is a less commonly taught language and its inclusion in the CORE could help boost its enrollments.

KU Core Information
Has the department approved the nomination of this course to KU Core? Yes

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<tr>
<th>Name of person giving departmental approval</th>
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<tr>
<td>Stephen M. Dickey</td>
<td>01/18/2016</td>
</tr>
</tbody>
</table>

Selected Goal(s)
Goal 4 - Culture and Diversity
Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes
Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes
Provide an abstract (1000 characters maximum) that summarizes how this course
PLSH 208/209 is more just a fourth semester of Polish grammar and vocabulary. It introduces students to the products of the Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living) through activities that engage learners in comparing how languages conceptualize and express such categories as agency, time, space, motion, gender, etc. and how cultures create their hierarchies of values. Over the course of the semester students deepen their understanding of the other community and become more conscious users of the target language. Furthermore they develop the habit to reflect critically on their own cultural values, attitudes, and assumptions.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The Intermediate Polish II course PLSH 209 is designed to raise student awareness of and engagement with the culture of Poland. Students learn about Polish society through texts in the broadest sense (dialogues, stories, websites, articles, videos, songs, photographs, advertisements, menus, etc.) Texts are accompanied by various level-appropriate activities that facilitate students’ understanding of how language forms shape meaning and structure narratives. The formal analysis is always followed by an examination of the cultural values and beliefs explicitly or implicitly embedded in the texts. In Polish 209 students work on structures of the target language that challenge English speakers’ ways of thinking about quantity, motion, agency, gender, possession, and politeness. In the written and oral language activities students practice selecting grammar forms, lexical items and syntactic structures that accurately represent the Polish way of conceptualizing cultural categories.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

PLSH 209 is organized to encourage students to use the target language actively. Classroom activities regularly include reports on and discussions of authentic Polish “texts” that require students to think from other perspectives and evaluate others’ values. The learner-centered classroom lends itself well to such interactive activities as debates, role-plays, and competitions for creative responses to assigned readings in which students express their insights into the Polish cultural community.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

We best sensitize students to the differences between US culture and the target culture when they struggle to understand the texts they encounter, when they have to decode the implied meanings and organization of texts, when they have to consider why their choice of words sometimes doesn’t permit the expected outcomes.

Learning to identify and deal with such areas of divergence between their own culture and Polish culture, students develop skills to competently interpret the specificities of the target culture and successfully facilitate cross-cultural communication.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

To evaluate students’ grasp of the Polish language and culture I will use 1) a comprehensive final exam which will consist of listening, reading, grammar, and speaking components, 2) an essay written in Polish on a selected topic from the course material, and 3) a cultural essay written in English and comparing Polish and American customs, traditions, and lifestyle. Sample assessment instruments: a) Oral test. Exceeds expectations Meets expectations Satisfactory Unacceptable Completion. b) Comprehension, Grammatical accuracy, Fluency. b) Polish essay. Exceeds expectations Meets expectations Satisfactory Unacceptable, Coherence, Comprehensibility, Grammatical accuracy, Vocabulary usage.
COURSE DESCRIPTION
This class is intended for students who have successfully completed PLSH 204/205. It continues to introduce new basic concepts of the Polish grammar and develop students’ listening, reading, speaking and writing skills. The course also has a strong emphasis on vocabulary building and developing students’ communicative and cultural competence in Polish.

*PLSH 209 Honors students progress faster through the course objectives by completing additional assignments and working individually with the instructor.

Upon successful completion of this course, you should be able to:

- Talk about your relationships with other people
- Make conditional statements
- Express spatial relations
- Name kitchen appliances and utensils
- Make requests and complaints
- Talk about technical inventions
- Express satisfaction/dissatisfaction
- Ask questions and talk about health problems
- Talk about tourism
- Talk about the celebration of national and family holidays in Poland
- Discuss Internet related topics

TEXTBOOKS
- Agnieszka Burkat, Agnieszka Jasinska - Hurra!!! Po polsku 2: Podręcznik studenta (textbook), Kraków: Prolog, 2006 (required)
- Janecki, K., 301 Polish Verbs, Hauppauge, NY: Barron’s, 2000 (recommended)
- Pocket Polish-English/English-Polish dictionary (recommended)

CLASS ATTENDANCE, PREPARATION AND PARTICIPATION
This course is designed to have students acquire communicative competence in Polish. Since communication presumes both speakers and listeners and interaction between them, all students benefit when everyone comes to class, is prepared, and participates actively in class activities. Therefore, your regular attendance, preparation and active participation will be evaluated as part of your course grade. If you need to miss a class for medical reasons, religious holidays, or an emergency, notify your instructor (preferably in advance by e-mail) and provide official documentation. These absences may be excused, and therefore not affect your grade. More than five unexcused absences will lower your course grade by one letter (e.g. from an A to a B). More than eight unexcused absences will result in failing the course regardless of your prior work or test grades. Absent students are responsible for acquiring the information and instructional materials for the missed classes. Students are expected to be in class for the tests and the exam.

HOMEWORK
Regular homework assignments will be distributed in class and/or posted on Blackboard. Students must submit their homework at the beginning of every class session. Like attendance and participation, homework is an important part of learning Polish. It gives you an opportunity for additional practice of the material studied in class. The homework will be graded on a 10-point scale. You have to turn in complete assignments in order to receive full credit.

*PLSH 209 Honors students complete extra reading and writing assignments and hold weekly individual speaking sessions with the instructor on topics of the current lesson. The speaking sessions are scheduled at the student’s convenience and last 20 minutes.

VOCABULARY QUIZZES
5-minute vocabulary quizzes will be given at the beginning of every class session. The vocab list for each test will be compiled from the words and expressions studied in the previous lesson and will be posted on Blackboard. Expanding your Polish lexicon is one of the primary goals of this class and this test will encourage you to keep track of the new vocabulary and study it consistently.

**COMPOSITIONS**
You will write 3 short essays (one after every two lessons) on topics covered in the lessons. The essays will be graded on a 10-point scale (a grading rubric will be provided along with the prompt). If you are dissatisfied with your grade, you can earn extra points by submitting your re-worked essay within a week.

**TESTS**
There will be three tests in this course (check the schedule for details). They will consist of listening comprehension, grammar, reading comprehension, and oral tasks. The tests are meant to check your understanding of material and keep you on track. They also will give you an opportunity to gauge your progress.

**CULTURAL ESSAY**
You will write a two-page essay on a topic of your choosing (feel free to consult with me) that demonstrates your understanding of Polish culture (historical facts and actors, artifacts, etc.) and its practices (beliefs, traditions, attitudes, ways of living). The essay should be written in English, in a 12-point font size, and double spaced.

**EXTRA CREDIT (5 points)**
- Regular attendance of the bi-weekly Polish Conversation Table
- Attendance of the Polish film nights and a short report the day after the screening

**GRADING**
The grade for this course will be based on the following components:

- Class attendance, preparation and participation – 10%
- Homework – 15%
- Vocabulary Quizzes – 5%
- Compositions (3x5%) – 15%
- Tests (3x 15%) – 45%
- Cultural essay – 10%

Total 100%

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**OFFICE HOURS**
Feel free to take advantage of the office hours. It is a good time to practice speaking or reading Polish and to ask questions about assignments and upcoming tests and exams.
TENTATIVE CLASS SCHEDULE
Jan 21-Feb.2
Lekcja 8: Relacje z ludźmi

Feb. 4-23
Lekcja 9: Przyjaźni

Feb. 25
Review for Test # 1

March 2
Tests # 1

March 2-11
Lekcja 11: Sprzęt domowy

March 16-22: Spring break

March 23-30
Lekcja 12: Technika i wynalazki

April 1
Review for Test # 2

April 6
Test # 2

April 6-20
Lekcja 13: Samopoczucie

April 22- May 4
Lekcja 14: Turystyka

May 6
Review for Final

May 11, 10:30-1:00 p.m.
Final exam

4. Other
   N/A