

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

1. **Type of Change:** New Course

2. **Course Description:** **IRI 1170: Elementary Irish: Intensive Course.** 8 hours, 6 credits. Study of pronunciation and the elements of Irish grammar, reading of simple texts, and oral practice. PREREQ: Placement by the Department. Note: IRI 1170 must be taken during two consecutive summer sessions and is not open to students who have completed any of the following courses: IRI 101, IRI 102, IRI 103, IRI 105, IRI 1110, or IRI 1120.

3. **Rationale:** Consistent with changes in curricular structures in the Department and in the pedagogy of language learning, we would like to propose this new course using the 4-hour / 3-credit format, which will equal a total of 8 hours / 6 credits for this summer-intensive two-session course that covers the material normally taught in our regular Elementary Irish I and II courses. The format will be three hours lecture and one hour lab during two consecutive summer sessions.

4. **Learning Objectives:**

- Converse (*i.e.*, speak with acceptable pronunciation and in understandable language) in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included in Units 1-14 of Syllabus A1 and Units 1-7 of Syllabus A2 of the *European Certificate in Irish* (a.k.a. *Colloquial Irish*).
- Write in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included in Units 1-14 of Syllabus A1 and Units 1-7 of Syllabus A2 of the *European Certificate in Irish* (a.k.a. *Colloquial Irish*).
- Read and understand simple Irish texts, as in realia hand-outs and the reading selections included in Units 1-14 of Syllabus A1 and Units 1-7 of Syllabus A2 of the *European Certificate in Irish* (a.k.a. *Colloquial Irish*).
- Demonstrate an understanding of appropriate speech and conduct within Irish-speaking cultures, as well as an understanding of cultural differences and similarities between Ireland and the U.S.
- Improve communication skills and reading strategies in English by learning to understand, speak, read, and write in a language other than English.
- Enhance abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.

- Understand how language always expresses a culture, and thereby improve understanding of own society through comparison with the cultural aspects of people on Irish-speaking societies.

5. **Date of Department Approval:** February 21, 2013

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**CURRICULUM CHANGE**

1. **Type of Change:** New Course
2. **Course Description:** **IRI 3100: Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Irish morphology, basic phonology, and syntax. PREREQ: IRI 201 or Departmental permission.
3. **Rationale:** This course gives students the opportunity to focus on the similarities and differences between the grammars of Irish (a Celtic language) and English (a Germanic language). It also permits students majoring in Comparative Literature to take a course similar to that offered for other languages in the Program.

This course is particularly appropriate for Irish-language students as a result of the historical roles of Irish and English in the Irish homeland. Comparative grammar is a field whose role in intellectual and cultural studies has changed over the years, and it has become increasingly popular in such language-learning fields as the applied linguistic sub-field of “language awareness.” The proposed course gives students the unique opportunity to put their study of comparative grammar in the context of larger theoretical discussions about language, culture, and history.

4. **Learning Objectives:**

- Analyze the morphology, phonology, and syntax of Irish and English through organizing and comparing similarities and differences.
- Evaluate Irish and English morphology, phonology, and syntax. Detect and hypothesize about areas that seem likely to be accessible or challenging for language-learners from the two separate language-communities. Confirm or correct these predictions using language-learning data.
- Construct comparisons of the two grammars, focusing on specific areas in morphology, phonology, and syntax.

5. **Date of Department Approval:** February 21, 2013

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**CURRICULUM CHANGE**

1. **Type of Change:** New Course
  
2. **Course Description:** **JAL 1170: Elementary Japanese: Intensive Course.** 8 hours, 6 credits. Study of pronunciation and the elements of Japanese grammar, reading of simple texts, and oral practice. PREREQ: Placement by the Department. Note: JAL 1170 must be taken during two consecutive summer sessions and is not open to students who have completed any of the following courses: JAL 101, JAL 102, JAL 111, or JAL 112.
  
3. **Rationale:** Consistent with changes in curricular structures in the Department and in the pedagogy of language learning, we would like to propose this new course using the 4-hour / 3-credit format, which will equal a total of 8 hours / 6 credits for this summer-intensive two-session course that covers the material normally taught in our regular Elementary Japanese I and II courses. The format will be three hours lecture and one hour lab during two consecutive summer sessions.
  
4. **Learning Objectives:** Each student will be expected to:
  - Converse (*i.e.*, speak with acceptable pronunciation and in understandable language) in simple but correct Japanese, demonstrating mastery of the vocabulary and grammatical concepts included in the *GENKI 1: An Integrated Course in Japanese 1* textbook.
  - Write in simple but correct Japanese, demonstrating mastery of the vocabulary and grammatical concepts included in the *GENKI 1: An Integrated Course in Japanese 1* textbook.
  - Read and understand simple Japanese texts, as in realia hand-outs and the reading selections included in the *GENKI 1: An Integrated Course in Japanese 1* textbook.
  - Demonstrate an understanding of appropriate speech and conduct within Japanese-speaking cultures, as well as an understanding of cultural differences and similarities between Japan and the U.S.
  - Improve communication skills and reading strategies in English by learning to understand, speak, read, and write in a language other than English.
  - Enhance abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
  - Understand how language always expresses a culture, and thereby improve understanding of own society through comparison with the cultural aspects of people on Japanese-speaking societies.
  
5. **Date of Department Approval:** February 21, 2013