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:** CHI 111: Elementary Chinese I. 4 hours, 3 credits. (For beginners.) Elements of grammar, reading simple texts, practice in speaking and audio-lingual work in the Language Laboratory. Note: CHI 111 is not credited without 112.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of CHI 101.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Chinese) in simple but correct Chinese, demonstrating mastery of the vocabulary and grammatical concepts included in Volumes 1 & 2 of *College Chinese: A First-Year Textbook*.
   - Write in simple but correct Chinese, demonstrating mastery of the vocabulary and grammatical concepts included in Volumes 1 & 2 of *College Chinese: A First-Year Textbook*.
   - Read and understand simple Chinese texts, as in realia hand-outs and the reading selections included in Volumes 1 & 2 of *College Chinese: A First-Year Textbook*.
   - Demonstrate an understanding of appropriate speech and conduct within Chinese-speaking cultures, as well as an understanding of cultural differences and similarities between China and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Chinese-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
LEHM AN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** CHI 112: Elementary Chinese II. 4 hours, 3 credits. Elements of grammar, reading simple texts, practice in speaking and audio-lingual work in the Language Laboratory. PREREQ: CHI 111 or equivalent.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of CHI 102.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Chinese) in simple but correct Chinese, demonstrating mastery of the vocabulary and grammatical concepts included in Volumes 3 & 4 of *College Chinese: A First-Year Textbook*.
   - Write in simple but correct Chinese, demonstrating mastery of the vocabulary and grammatical concepts included in Volumes 3 & 4 of *College Chinese: A First-Year Textbook*.
   - Read and understand simple Chinese texts, as in realia hand-outs and the reading selections included in Volumes 3 & 4 of *College Chinese: A First-Year Textbook*.
   - Demonstrate an understanding of appropriate speech and conduct within Chinese-speaking cultures, as well as an understanding of cultural differences and similarities between China and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Chinese-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
1. **Type of Change**: New Course

2. **Course Description**: FRE 111: Elementary French I. 4 hours, 3 credits. (For beginners.) Elements of grammar, reading of simple modern texts, and practice in speaking. Audio-lingual work in the Language Laboratory. Note: FRE 111 is not credited without 112.

3. **Rationale**: Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of FRE 101.

4. **Learning Objectives**: Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken French) in simple but correct French, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Mais Oui!* textbook.
   - Write in simple but correct French, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Mais Oui!* textbook.
   - Read and understand simple French texts, as in realia hand-outs and the reading selections included midway through the *Mais Oui!* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within French-speaking cultures, as well as an understanding of cultural differences and similarities between France and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in French-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval**: August 6, 2012
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:** FRE 112: Elementary French II. 4 hours, 3 credits. Continuation of French 111. Completion of this course will provide students with basic linguistic elements needed for proficiency. PREREQ: FRE 111. Note: Completion of FRE 112 satisfies the foreign language requirement. Students planning future work in French language or literature must take FRE 201 and/or FRE 202.  

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of FRE 102.  

4. **Learning Objectives:** Students will be expected to:  
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken French) in simple but correct French, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Mais Oui!* textbook.  
   - Write in simple but correct French, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Mais Oui!* textbook.  
   - Read and understand simple French texts, as in realia hand-outs and the reading selections included through to the end of the *Mais Oui!* textbook.  
   - Demonstrate an understanding of appropriate speech and conduct within French-speaking cultures, as well as an understanding of cultural differences and similarities between France and the U.S.  
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.  
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.  
   - Improve their understanding of their own society through comparison with the cultural aspects of people in French-speaking societies (given that a language always expresses a culture).  

5. **Date of Department Approval:** August 6, 2012
LEHMANN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** GER 111: Elementary German I. 4 hours, 3 credits. (For beginners.) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory. Note: GER 111 is not credited without 112.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of GER 101.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken German) in simple but correct German, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Deutsch Heute: Introductory German* textbook.
   - Write in simple but correct German, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Deutsch Heute: Introductory German* textbook.
   - Read and understand simple German texts, as in realia hand-outs and the reading selections included midway through the *Deutsch Heute: Introductory German* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within German-speaking cultures, as well as an understanding of cultural differences and similarities between Germany and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in German-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
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**: GER 112: Elementary German II. 4 hours, 3 credits. Elements of grammar, reading of simple texts, and practice in speaking and writing. Audio-lingual work in the Language Laboratory. PREREQ: Either GER 101, 103, 111, or one year of high school German (or equivalent).

3. **Rationale**: Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of GER 102.

4. **Learning Objectives**: Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken German) in simple but correct German, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the Deutsch Heute: Introductory German textbook.
   - Write in simple but correct German, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the Deutsch Heute: Introductory German textbook.
   - Read and understand simple German texts, as in realia hand-outs and the reading selections included through to the end of the Deutsch Heute: Introductory German textbook.
   - Demonstrate an understanding of appropriate speech and conduct within German-speaking cultures, as well as an understanding of cultural differences and similarities between Germany and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in German-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval**: August 6, 2012
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:** HEB 111: Elementary Hebrew I. 4 hours, 3 credits. (For beginners.) Fundamentals of pronunciation, reading, and grammar. Practice in conversation and reading of simple texts. Note: HEB 111 is not credited without 112.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of HEB 101.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Hebrew) in simple but correct Hebrew, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Routledge Introductory Course in Modern Hebrew* textbook.
   - Write in simple but correct Hebrew, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Routledge Introductory Course in Modern Hebrew* textbook.
   - Read and understand simple Hebrew texts, as in realia hand-outs and the reading selections included midway through the *Routledge Introductory Course in Modern Hebrew* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Hebrew-speaking cultures, as well as an understanding of cultural differences and similarities between Israel and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Hebrew-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
1. **Type of Change:** New Course

2. **Course Description:** HEB 112: Elementary Hebrew II. 4 hours, 3 credits. Continuation of the work in HEB 111. PREREQ: HEB 111.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of HEB 102.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Hebrew) in simple but correct Hebrew, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Routledge Introductory Course in Modern Hebrew* textbook.
   - Write in simple but correct Hebrew, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Routledge Introductory Course in Modern Hebrew* textbook.
   - Read and understand simple Hebrew texts, as in realia hand-outs and the reading selections included through to the end of the *Routledge Introductory Course in Modern Hebrew* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Hebrew-speaking cultures, as well as an understanding of cultural differences and similarities between Israel and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Hebrew-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
LEHMANN 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 111: Elementary Irish I. 4 hours, 3 credits. (For students with no prior knowledge of Irish.) Study of the pronunciation and elements of Irish grammar, reading of simple texts, and oral practice.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of IRI 101.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Irish) in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included through Unit 10 in the *Colloquial Irish* textbook.
   - Write in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included through Unit 10 in the *Colloquial Irish* textbook.
   - Read and understand simple Irish texts, as in realia hand-outs and the reading selections included through Unit 10 in the *Colloquial Irish* textbook.
   - 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 their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Irish-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
LEHMANN 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 112: Elementary Irish II. 4 hours, 3 credits. Study of the pronunciation and elements of Irish grammar, reading of simple texts, and oral practice. PREREQ: IRI 111.  

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of IRI 102.  

4. **Learning Objectives:** Students will be expected to:  
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Irish) in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included through Unit 21 in the *Colloquial Irish* textbook.  
   - Write in simple but correct Irish, demonstrating mastery of the vocabulary and grammatical concepts included through Unit 21 in the *Colloquial Irish* textbook.  
   - Read and understand simple Irish texts, as in realia hand-outs and the reading selections included through Unit 21 in the *Colloquial Irish* textbook.  
   - 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 their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.  
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.  
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Irish-speaking societies (given that a language always expresses a culture).  

5. **Date of Department Approval:** August 6, 2012
LEHMANN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF LANGUAGES AND LITERATURES
CURRICULUM CHANGE

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

2. **Course Description:** ITA 111: Elementary Italian I. 4 hours, 3 credits. (For beginners.) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory. Note: ITA 111 is not credited without 112.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of ITA 101.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Italian) in simple but correct Italian, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Percorsi: L’Italia attraverso la lingua e la cultura* textbook.
   - Write in simple but correct Italian, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Percorsi: L’Italia attraverso la lingua e la cultura* textbook.
   - Read and understand simple Italian texts, as in realia hand-outs and the reading selections included midway through the *Percorsi: L’Italia attraverso la lingua e la cultura* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Italian-speaking cultures, as well as an understanding of cultural differences and similarities between Italy and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Italian-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
LEHMANN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  

DEPARTMENT OF LANGUAGES AND LITERATURES  

CURRICULUM CHANGE  

1. **Type of Change:** New Course  
2. **Course Description:** ITA 112: Elementary Italian II. 4 hours, 3 credits. Elements of grammar, reading of ordinary Italian prose, and training in oral and written exercises. Audio-lingual work in the Language Laboratory. PREREQ: ITA 111. Note: Completion of ITA 112 satisfies the foreign language requirement. Students planning future work in Italian language or literature must take ITA 201 and/or 202.  
3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of ITA 102.  
4. **Learning Objectives:** Students will be expected to:  
   • Converse (i.e., speak with acceptable pronunciation and understandable spoken Italian) in simple but correct Italian, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Percorsi: L'Italia attraverso la lingua e la cultura* textbook.  
   • Write in simple but correct Italian, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Percorsi: L'Italia attraverso la lingua e la cultura* textbook.  
   • Read and understand simple Italian texts, as in realia hand-outs and the reading selections included through to the end of the *Percorsi: L'Italia attraverso la lingua e la cultura* textbook.  
   • Demonstrate an understanding of appropriate speech and conduct within Italian-speaking cultures, as well as an understanding of cultural differences and similarities between Italy and the U.S.  
   • Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.  
   • Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.  
   • Improve their understanding of their own society through comparison with the cultural aspects of people in Italian-speaking societies (given that a language always expresses a culture).  
5. **Date of Department Approval:** August 6, 2012
LEHMANN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF LANGUAGES AND LITERATURES  
CURRICULUM CHANGE

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

2. **Course Description**: JAL 111: Elementary Japanese I. 4 hours, 3 credits. Elements of grammar, reading simple texts, practice in speaking, and audio-lingual work in the Language Laboratory. Note: JAL 111 is not credited without 112.

3. **Rationale**: Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of JAL 101.

4. **Learning Objectives**: Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Japanese) in simple but correct Japanese, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *GENKI 1: An Integrated Course in Japanese* textbook.
   - Write in simple but correct Japanese, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *GENKI 1: An Integrated Course in Japanese* textbook.
   - Read and understand simple Japanese texts, as in realia hand-outs and the reading selections included midway through the *GENKI 1: An Integrated Course in Japanese* 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 their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Japanese-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval**: August 6, 2012
LEHMANN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** JAL 112: Elementary Japanese II. 4 hours, 3 credits. Elements of grammar, reading simple texts, practice in speaking, and audio-lingual work in the Language Laboratory. PREREQ: JAL 111 (or equivalent).

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of JAL 102.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Japanese) in simple but correct Japanese, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of 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 through to the end of 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 through to the end of 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 their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Japanese-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
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:** RUS 111: Elementary Russian I. 4 hours, 3 credits. Elements of grammar, reading of simple texts, practice in speaking, and audio-lingual work in the Language Laboratory. Note: RUS 111 is not credited without 112.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of RUS 101.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Russian) in simple but correct Russian, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Golosa: A Basic Course in Russian, Book I* textbook.
   - Write in simple but correct Russian, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Golosa: A Basic Course in Russian, Book I* textbook.
   - Read and understand simple Russian texts, as in realia hand-outs and the reading selections included midway through the *Golosa: A Basic Course in Russian, Book I* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Russian-speaking cultures, as well as an understanding of cultural differences and similarities between Russia and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Russian-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
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:** RUS 112: Elementary Russian II. 4 hours, 3 credits. Elements of grammar, reading of simple Russian prose, and audio-lingual work in the Language Laboratory. PREREQ: RUS 111 (or equivalent).

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of RUS 102.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Russian) in simple but correct Russian, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Golosa: A Basic course in Russian, Book I* textbook.
   - Write in simple but correct Russian, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Golosa: A Basic course in Russian, Book I* textbook.
   - Read and understand simple Russian texts, as in realia hand-outs and the reading selections included through to the end of the *Golosa: A Basic course in Russian, Book I* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Russian-speaking cultures, as well as an understanding of cultural differences and similarities between Russia and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Russian-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
LEHMANN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description**: SPA 111: Elementary Spanish I. 4 hours, 3 credits. (For students with no prior knowledge of Spanish.) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory. Note: SPA 111 is not credited without 112.

3. **Rationale**: Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of SPA 101.

4. **Learning Objectives**: Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Spanish) in simple but correct Spanish, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Panorama* textbook.
   - Write in simple but correct Spanish, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Panorama* textbook.
   - Read and understand simple Spanish texts, as in realia hand-outs and the reading selections included midway through the *Panorama* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Spanish-speaking cultures, as well as an understanding of cultural differences and similarities between Spanish-speaking countries and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Spanish-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval**: August 6, 2012
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**: SPA 112: Elementary Spanish II. 4 hours, 3 credits. Elements of grammar, reading of ordinary Spanish prose, and training in oral and written expression. Audio-lingual work in the Language Laboratory. PREREQ: SPA 111.

3. **Rationale**: Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of SPA 102.

4. **Learning Objectives**: Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Spanish) in simple but correct Spanish, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Panorama* textbook.
   - Write in simple but correct Spanish, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Panorama* textbook.
   - Read and understand simple Spanish texts, as in realia hand-outs and the reading selections included through to the end of the *Panorama* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Spanish-speaking cultures, as well as an understanding of cultural differences and similarities between Spanish-speaking countries and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Spanish-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval**: August 6, 2012
LEHMANN COLLEGE
OF THE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** SPA 113: Elementary Spanish for Heritage Speakers I. 4 hours, 3 credits. (For students with aural comprehension of Spanish.) An intensive beginning course, with emphasis on basic elements of grammar, vocabulary, reading, and conversation. Note: Placement by Departmental examination.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of SPA 103.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Spanish) in Spanish, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Nuevos Mundos* textbook.
   - Write in Spanish, demonstrating mastery of the vocabulary and grammatical concepts included midway through the *Nuevos Mundos* textbook.
   - Read and understand Spanish texts, as in realia hand-outs and the reading selections included midway through the *Nuevos Mundos* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Spanish-speaking cultures, as well as an understanding of cultural differences and similarities between Spanish-speaking countries and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Spanish-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012
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:** SPA 114: Elementary Spanish for Heritage Speakers II. 4 hours, 3 credits. (For students with aural comprehension of Spanish.) A beginning course, with emphasis on elements of grammatical structures and practice in reading, writing, and oral exposition. PREREQ: SPA 113 or placement by Departmental examination.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab. This course will be offered as of Fall 2013 for incoming students in place of SPA 104.

4. **Learning Objectives:** Students will be expected to:
   - Converse (i.e., speak with acceptable pronunciation and understandable spoken Spanish) in Spanish, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Nuevos Mundos* textbook.
   - Write in Spanish, demonstrating mastery of the vocabulary and grammatical concepts included through to the end of the *Nuevos Mundos* textbook.
   - Read and understand Spanish texts, as in realia hand-outs and the reading selections included through to the end of the *Nuevos Mundos* textbook.
   - Demonstrate an understanding of appropriate speech and conduct within Spanish-speaking cultures, as well as an understanding of cultural differences and similarities between Spanish-speaking countries and the U.S.
   - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
   - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
   - Improve their understanding of their own society through comparison with the cultural aspects of people in Spanish-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** August 6, 2012