

Routing Sheet for Review and Approval

Proposed New Academic Plan or Name Change to Existing Academic Plan

Required steps in the review and approval process for proposed new academic plans and name changes to existing academic plans vary depending upon a number of factors. The Provost's Office reviews each concept for a new academic plan or name change in light of UMBC campus governance procedures and USM/MHEC approval guidelines. This online form has been routed by the Provost's Office to each office or governance group that needs to review this particular proposal.

Name of proposed new program OR program action: two new concentrations in MLL BA

Date of PCG review: 12/10/2019

Review by USM: yes

Date of approval initiation: 12/10/2019

Maryland Higher Education

Date Letter of Intent sent to USM:

Commission for: full review

Date RSTARS transfer requested:

Target MHEC Submission Date: April 2020

Proposal and Other Attachments

Proposal

Attachment 1

Attachment 2

Attachment 3

Attachment 4



Attachment(s)
may be viewed
starting on
page 4 of this
document.

INSTRUCTIONS

1. The proposal and this routing form are being sent to each office indicated on this form via DocuSign, in the order in which each appears on the list. Each recipient who needs to review the proposal will receive an email notification when it is his or her turn to sign.
2. If you have a concern regarding the proposed new plan or plan change, please do the following: (1) select "Concern" on the dropdown near your designated signature block, (2) enter a brief description of your concern regarding the proposal in the text box that appears, (3) select "Finish Later" under the "Other Actions" menu option, and (4) e-mail Beth Wells at bwells@umbc.edu with a more detailed description of your concern.

If you have questions about this form or the review process, please contact Beth Wells at bwells@umbc.edu, x5-8907. Thank you very much for your assistance.

Note: After reviewing the entire document, click the "Next" on the left of the page to return to your signature block.

SIGNATURES

Informal Review: **Assistant Vice Provost for Academic Affairs**

Click "Finish" on the top right after signing.

Beth Wells

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bwells@umbc.edu

Reviewed: 12/10/2019 | 1:57:57 PM EST

Department Chair

Ana Oskoz

Ana Oskoz
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12/10/2019 | 2:01:20 PM EST

Approve

In Process

Dean of Arts, Humanities, and Social Sciences

Scott Casper

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12/10/2019 | 2:59:46 PM EST

Approve

Dean of Undergraduate Academic Affairs



Katharine Cole

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12/10/2019 | 3:40:18 PM EST

Approve

Please contact Beth Wells at bwells@umbc.edu with a brief description of your concern regarding the proposal. To end this session please select Finish Later under the "Other Status, Undergraduate Cases" Do Not Decline to Sign.

In Process

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Final Review: **Assistant Vice Provost for Academic Affairs**

In Process
Beth Wells
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Reviewed:

Date Submitted to MHEC:

Date Submitted to USM:

Proof RSTARS Transfer Attached:

--- END OF FORM; ATTACHMENTS BEGIN ON NEXT PAGE ---

Two-Language Concentration

Language and Cultural Studies Concentration

B. A. Modern Languages and Linguistics
University of Maryland, Baltimore County (UMBC)

A. Centrality to Institutional Mission and Planning Priorities:

The Modern Languages and Linguistics (MLL) program occupies a distinct place in the field of foreign languages, because it is the only program in the nation that combines the study of foreign languages with the study of the concepts and practices of intercultural communication and intercultural studies in general. A distinctive aspect of the MLL undergraduate program is the 3-course interdisciplinary core taught in English and taken together by majors in all languages. Beyond the common core, there are approved concentrations in French, German, Russian, Spanish, Linguistics, and Language and Literary Studies. Each of these approved concentrations focuses on developing language proficiency in listening, speaking, reading and writing as well as sophisticated cultural content. Additionally, the program plays an important part in UMBC's General Education Program (GEP).

This proposal is to add two new concentrations: The **Two-language** concentration and the **Language and Cultural studies** concentration.

For the Two-language concentration, the language combinations can be found below. Primary languages are French, German, Russian, or Spanish. Twelve credits are taken in the second language (Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish) above 202.

Therefore, this concentration will have the following combinations.

- French (primary) with one of the following languages as secondary: Arabic, Chinese, German, Japanese, Korean, Russian, or Spanish
- German (primary) with one of the following languages as secondary: Arabic, Chinese, French, Japanese, Korean, Russian, or Spanish
- Russian (primary) with one of the following languages as secondary: Arabic, Chinese, French, German, Japanese, Korean, or Spanish
- Spanish (primary) with one of the following languages as secondary: Arabic, Chinese, French, German, Japanese, Korean, or Russian

For the Language and Cultural studies, there is a focus on Arabic, Chinese, French, German, Japanese, Korean, Russian, or Spanish. Therefore, this concentration will have the following options.

- Language and Cultural studies – Arabic
- Language and Cultural studies – Chinese
- Language and Cultural studies – French
- Language and Cultural studies – German
- Language and Cultural studies –Japanese
- Language and Cultural studies – Korean
- Language and Cultural studies – Russian
- Language and Cultural studies –Spanish

The MLL program is an important part of the liberal arts and sciences core at UMBC. Beyond offering language instruction, the MLL program helps UMBC students to examine cultural differences, to understand their nature and their implications, and to apply their linguistic and intercultural talents and skills in advancing cultural and ethnic diversity and social responsibility. Moreover, the study of

at least one foreign language and culture has always been at the heart of the liberal arts curriculum because in this field students are required to move beyond their immediate environment and “comfort zone” and venture into the worlds of others.

Support for the proposed concentrations from the institution’s strategic goals

This program, like all MLL programs, increases the cultural and global competencies of UMBC students in accordance with Student Experience item #3: strengthening UMBC’s diversity by increasing the cultural and global competencies of all students.

1. Provide a brief narrative of how the proposed concentration(s) will be adequately funded for at least the first five years of program implementation.

All of the courses included in the two new concentrations are already being taught as part of the curriculum, so no additional funding is needed.

2. Provide a description of the institution’s commitment to:

a) ongoing administrative, financial, and technical support of the proposed concentration

All the courses are offered already by our current faculty, who also provide the technological support (Blackboard) to participate in the courses. Faculty members in the different areas also advise students to complete the concentration in each specific language.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the concentration

Because the courses in the two new concentrations are already being taught and will be taught in the future, there is no foreseeable challenge to students being able to complete the concentrations they pursue.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following.

a) The need for the advancement and evolution of knowledge

Since the onset of the latest phase of globalization in the 1990s, the necessity of learning about “others,” many of whom are far less economically and socially privileged than the majority of our students, has become more imperative than in the past. The current crises that engulf the planet—economic, environmental, social, political—are global, and the citizens of the new millennium need to think globally, that is, beyond the contours of the monolingualism and ethnocentricity for which U.S. Americans are (in)famous. Foreign language educators are trained to think almost instinctively in global and multilingual ways, and we teach our students to do the same. In sum, we might describe all aspects of the MLL curriculum as intercultural and interdisciplinary.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

UMBC and the MLLI department have a diverse student body, which includes traditionally underrepresented groups among students. The Two-language and the Language and Cultural Studies concentrations provide students educational opportunities (i.e., language knowledge, cultural knowledge, participation in events) that, unless provided in an educational setting, are often out of reach to disadvantaged students and underrepresented groups of students. Participating in these educational curricular experiences will provide these groups knowledge and skills to participate in a globalized world (Success goal, Strategies 4 and 5, 2017-2021 Maryland State Plan for Postsecondary Education¹)

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

Not applicable.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The two new proposed concentrations concur with the last two Maryland State Plans for Postsecondary Education² that diversity is immensely beneficial to learning. Echoing Success goal, Strategy 4³ these concentrations value the diversity of Maryland's student population and acknowledge that cultural competence is best achieved in such a learning environment where students of different backgrounds engage with each other and the stories of others in meaningful ways that appreciate a multitude of values, beliefs, and attitudes (see also Diversity Goal⁴, Culture competence, p. 40). Providing students with knowledge of different languages and cultural backgrounds will allow them to engage successfully and meet the needs of the growing intercultural workplace in Maryland (see Economic Growth and Vitality Goal⁵). This knowledge helps create a competitive workforce that communicate clearly in a diversity of settings and work with diverse people (see Innovation Goal, Strategy 8⁶). As a result, graduates from these programs will contribute to the development of a workforce that will increase the productivity of Maryland business and contribute to the economic activity within and beyond the state (Economic Growth and Vitality).

3. Reference relevant information from the USM strategic plan.

As per the USM Strategic Plan, the two new proposed concentrations are integral to preparing students for the highly competitive global environment and instilling in them a respect for learning and diversity. The courses value the free and open exchange of ideas, and we are dedicated to producing graduates who are well prepared to be contributing members of a democratic, pluralistic society and the larger global community. Aware of the need to combine short term and long economic needs, the two proposed language concentrations provide life-long skills (critical thinking, communications, languages, cultural knowledge) that are crucial to students' long-term success, and ability to adapt to the future economy of Maryland.

¹2017-2021 State Plan Goals and Strategies

² [2017-2021 State Plan Goals and Strategies](#) and [Maryland Ready, 2013 – 2017, Maryland State Plan for Postsecondary Education](#)

³ 2017-2021 State Plan Goals and Strategies

⁴ Maryland Ready, 2013 – 2017, Maryland State Plan for Postsecondary Education

⁵ Maryland Ready, 2013 – 2017, Maryland State Plan for Postsecondary Education

⁶ 2017-2021 State Plan Goals and Strategies

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

As stated in Association of American Colleges and Universities⁷ (2019), students with language majors work in a myriad a professions, including but not limited to education, public relations (marketing communications and press releases), digital marketing (analytics, social media, and search engine optimization), and nonprofit administration (writing, public administration, strategic planning, budgeting, and fundraising).

These two concentrations are part of an approved liberal arts degree.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded. Not required for undergraduate programs in the liberal arts and sciences.

These two concentrations are part of the liberal arts program.

2. Provide justification for the proposed program.

These two proposed concentrations are liberal arts concentrations.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

The proposed concentrations are part of the approved B.A. in Modern Languages and Linguistics at UMBC.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Not applicable for undergraduate liberal arts concentrations.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. Describe how the proposed concentration was established, and also describe the faculty who will oversee the program.

Since the beginnings of the MLL program in the 1960s, students have always had the option of combining studies in two languages. MLLI has also provided students the option of completing language and cultural studies in the different languages offered in the program. Now UMBC seeks approval to formalize these studies as concentrations.

The Undergraduate Program Director and language area coordinators oversee these programs.

⁷ <https://www.aacu.org/aacu-news/newsletter/new-study-finds-similar-job-outcomes-different-degrees>

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The MLL program has crafted these two concentrations to emphasize the concurrent acquisition of language skills and cultural competence. Critical reasoning, effective oral and written communication skills, information literacy, and team-building are other aspects that are an integral part of all programs.

MLL major, Core Courses: Learning outcome goals

1. Understand how language is structured and acquired.
2. Gain a working knowledge of basic sociolinguistic concepts, particularly as they relate to multilingual societies.
3. Acquire analytical strategies to understand texts of various kinds in terms of their structural properties and of their place in social reality.
4. Learn to analyze texts as manifestations of cultures, often in comparison/contrast with US culture(s).

MLL major, two-language concentration: Learning outcome goals

1. Reach a working level of discourse competence in two modern languages: competence in a linguistic code and in the web of social and cultural information that is required for their use.
2. Achieve advanced communicative skills and demonstrate correct oral and written use of their target languages.
3. Demonstrate significant knowledge of the societies and cultural heritage of their target languages.
4. Apply the conceptual and analytical skills developed in the core courses in the major content courses which explore socio-cultural topics in the target languages.

MLL major, Language and Cultural Studies concentration: Learning outcome goals

1. Reach a working level of discourse competence in a modern language: competence in a linguistic code and in the web of social and cultural information that is required for its use.
2. Achieve advanced communicative skills and demonstrate correct oral and written use of their target language.
3. Demonstrate significant knowledge of the societies and cultural heritage of their target language.
4. Apply the conceptual and analytical skills developed in the core courses in the major content courses which explore socio-cultural topics in the target language.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Assessments in the MLL program reflect three of the five learning outcome goals defined by university policy across disciplines: oral and written communication, critical analysis and reasoning, and information literacy. Scientific and quantitative reasoning is not applicable to the language programs although it applies to linguistics, and a fifth goal, technological competency, is not directly assessed. In MLL, learning outcomes are assessed using a variety of techniques: comprehensive course examinations, essays, formal oral presentations, multimedia projects (possibly as group work), in-class essays, and class discussions of assigned materials as ways of assessing oral proficiency.

- For all the primary languages in the Two-language concentration, the courses to assess will be the following: French 340, German 401, Russian 302 or 322, Spanish 421.
- For all the secondary languages in the Two-language concentration, the course to assess will be 302 (Arabic 302, Chinese 302, French 302, German 302, Japanese 302, Korean 302, Russian 302, or Spanish 302).
- For all the Language and Cultural studies concentration options, the courses to be assessed will be Arabic 302, Chinese 319, French 302, German 319, Japanese 302 or Japanese 319, Korean 302, Russian 302 and 321/322, or Spanish 311 or 312.

b) document student achievement of learning outcomes in the program. If this will be done as a part of ongoing assessment, say so and briefly describe that.

The MLL program includes a biennial assessment of key courses in each area program. The same procedure will be followed to assess the Two-language and Language and Culture concentrations.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

For the Two-language concentration, see Appendix A for the list of courses for the primary and second language. For the Language and Cultural studies concentration, see Appendix B for the list of courses. See also Appendix C for descriptions of the courses listed in Appendices A and B.

5. Discuss how general education requirements will be met, if applicable.

General education requirements are not a part of these concentration proposals.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The courses have syllabi with requirements and utilize Blackboard. Course requirements are listed on our website. Students are assigned advisors with whom they should meet every semester. Our programs are part of UMBC's regular offerings.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Our website will detail information about the Two-language and the Language and Cultural studies concentration and our other programs.

H. Adequacy of Articulation

Not applicable

I. Adequacy of Faculty Resources

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

The MLLI faculty in Fall 2019 are comprised of 28 full-time members, 17 of whom are tenured or tenure-track. The MLLI faculty collectively:

- Sustains a national and international reputation for scholarly activities and cutting-edge contributions to our fields of specialization
- Interweaves teaching and research such that each enriches the other
- Demonstrates teaching excellence through evidence-based methodology and innovative technology;
- Bases teaching of the cognitive and social aspects of human communication in interdisciplinarity
- Offers a wide array of languages from the widely spoken to the less commonly taught
- Enables students to develop critical thinking skills by engaging with authentic language and cultural content, using a diversity of texts and media
- Aims at effecting positive social change and promoting social equity by engaging in community-based research and service

For summary list of faculty members, see Appendix D

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in the following. If this will be done as part of what is already underway for a degree program, state that and briefly describe. If resources of the Faculty Development Center are used by the program faculty, indicate this.

a) Pedagogy that meets the needs of the students

By and large, the program adheres to the pedagogical practices of active and interactive learning. Our instructors utilize the services of the Faculty Development Center, whose professionals are experts in the Scholarship of Teaching and Learning (SoTL) (<https://fdc.umbc.edu/home/about/history-and-mission/>). Additionally, faculty gather in the MLLI Teaching Circle regularly throughout each semester to discuss pedagogy specific to the teaching and learning of language, literature, culture, and intercultural communication.

b) The learning management system

MLLI utilizes UMBC's Blackboard.

c) Evidenced-based best practices for distance education, if distance education is offered.

Not applicable

J. Adequacy of Library Resources

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs. If the needs are already being met by the library, state that.

The current resources of the library for the MLL program include materials needed for these concentrations. The President affirms that library resources meet the program's needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The courses are already offered and current facilities and equipment are adequate. The President affirms that current equipment and facilities to meet the program's needs.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system

All UMBC students have access to the UMBC electronic email system

b) A learning management system that provides the necessary technological support for distance education If this is irrelevant, say so.

All UMBC students have access to the UMBC LMS, Blackboard.

L. Adequacy of Financial Resources with Documentation

UMBC does not anticipate attracting any additional students to enroll at the University for these two concentrations. All of the courses are already being taught. No new resources are required for this program.

UMBC estimates that 75 current students will enroll in these two new concentrations in the first year they are offered. These will not be new students coming to UMBC. They will be currently-enrolled students already taking these courses and pursuing the B.A. in MLL. Therefore, we have projected no additional tuition or fee revenue coming to UMBC as a result of offering these two concentrations. No new expenditures are anticipated for this concentration.

M. Adequacy of Provisions for Evaluation of Program

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMBC. Our approach

includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness. Briefly describe existing procedures for this that are in effect for the whole program.

The Modern Languages and Linguistics program conducts biennial reports. The assessment practices are continuously evaluated to ensure that the MLL program reflect the learning outcome goals defined by UMBC policy across disciplines. In the MLL program, learning outcomes are assessed using a variety of direct and indirect assessments such comprehensive course examinations, essays, formal oral presentations, multimedia projects, in-class essays, and class discussions of assigned materials. The Dean's office periodically reviews student and financial data.

N. Consistency with the State's Minority Student Achievement Goals

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives. Discuss the minority enrollment that exists for the related degree program.

UMBC's student enrollment is majority minority (figures below). Providing students with the opportunity to learn two languages increases their chances for professional success.

<https://diversity.umbc.edu>

	2019 Freshman Class Profile	Spring 2018 MLLI undergraduate class profile
Racial/Ethnic Diversity:	White: 39% Asian American: 26% African American: 18% Hispanic: 7% Other/unknown: 7% International: 3%	White: 43.89% Asian American: 15.74% African American: 16.30% Hispanic: 15.93% Other/unknown: 1.30% International: 0%
Student Body	Undergraduate 11,060, graduate 2,542 Full-time: 10,693, part-time: 2,909 Male 7,339, female: 6,203	Undergraduate 540, graduate 14 Full-time: 484, part-time: 56 Male 188, female: 352

The most recent UMBC diversity plan can be found here:

<https://provost.umbc.edu/files/2019/05/rev.-final-2018-19-UMBC-Diversity-Report-05282019.pdf>

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program. If not applicable, say so.

Not applicable

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Not applicable

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program. If not applicable, say so.

Not applicable

In Process

Appendix A. List of courses for the primary language and secondary language

Primary language	Core courses	Primary language courses			Secondary Languages
Spanish	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	13 credits: SPAN 202, 301, 302, 401 (note: SPAN 401 is the capstone course for the major, and must be taken at UMBC) - NO: 401 not required / OR 10 credits like the French and Russian areas	3 credits: SPAN 311 or 312	6 credits of SPAN 300 or 400 level. At least one course must be at the 400 level.	12 credits in a second language above 202, taught in the target language
French	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	6 credits: FREN 301, 302	12 credits Foundation Courses: FREN 310, 320, 330, 340	3 credits of elective FREN courses at the 400 level	12 credits in a second language above 202, taught in the target language
German	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	13 credits: GERM 202, 301, 302, 303	6 credits to select from GERM 375, 421, 309 or 310	3 credits elective German courses	12 credits in a second language above 202, taught in the target language
Russian	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	9 credits from RUSS 301, 302, 401, 402	6 credits: RUSS 321, 322	6 credits of elective RUSS courses at the 300 or 400 level	12 credits in a second language above 202, taught in the target language

Appendix B. List of the courses for the Language & Cultural Studies concentration

Language	Core courses (12 credits)	Language courses (12 credits)	Language/Culture courses (15 credits)
Arabic	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL 230 and 301 must be taken at UMBC)	ARBC 301, 302, and two courses from ARBC 325, ARBC 350, ARBC 355.	Three additional MLL, LING, and/or modern language courses. Up to two courses relevant to the ARBC studies may be applied with the approval of the Arabic advisor.
Chinese	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL 230 and 301 must be taken at UMBC)	CHIN 301, 302, and two courses to choose from CHIN 300, 309 and 319.	To choose from MLL 220, 300, 328 and/or additional Chinese language courses. Up to two courses relevant to the CHIN studies may be applied with the approval of the Chinese advisor.
French	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL 230 and 301 must be taken at UMBC)	FREN 301, 302 and two courses to choose from FREN 310, 320, 330, or 340.	To choose from MLL 219, 240, 250 and/or additional French language courses. Up to two courses relevant to FREN studies may be applied with the approval of the French advisor.
German	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL 230 and 301 must be taken at UMBC)	GERM 301, 302 and two courses to choose from GERM 303, 309, 310, 375 or 421	MLL 331, MLL261 and/or additional language courses. Up to two courses relevant to GERM studies may be applied with the approval of the German advisor.
Japanese	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL 230 and 301 must be taken at UMBC)	JPAN 301, 302, 309 and 319.	MLL 317 and 333 and/or additional language courses. Up to two courses relevant to JPAN studies may be applied with the approval of the Japanese advisor.
Korean	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL	KORE 301, 302 309 and 310.	MLL 311 and MLL 315 and/or additional language courses. Up to

	230 and 301 must be taken at UMBC)		two courses relevant to the Korean studies may be applied with the approval of the Korean advisor.
Russian	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL 230 and 301 must be taken at UMBC)	RUSS 301, 302, and two courses from RUSS 321, 322, 401, 402 or another Russian elective	To select among offered Russian language courses Up to two courses relevant to RUSS studies may be applied with the approval of the Russian advisor.
Spanish	MLL 190, MLL 191, MLL 230, MLL 301 (Note: MLL 230 and 301 must be taken at UMBC)	SPAN 301, 302, and two courses to choose from 307, 308, 309, 311, 312, 421, 472.	To select from MLL 280, MLL 213, MLL 21 and/or additional language courses. Up to two courses relevant to the SPAN studies may be applied with the approval of the Spanish advisor.

Appendix C. Descriptions of the courses for the Two Language and the Language and Cultural studies concentrations.

	Course Number	Course Description
CORE	MLL190 The World of Language: Structural and Biological Aspects	Language as a distinctive characteristic of the human species. In this course, we examine the structure of both written and spoken forms of language across cultures, comparing them with animal communication and human gestural systems. We explore language's neurological basis, theories of origin, and first-and second-language learning.
	MLL 191 The World of Language: Cultural and Social Aspects	Language as both a reflection and a determiner of social relationships. In this course, we examine the varying idioms of the scientist, the politician, the media, the poet, the child and the magician, and we investigate how language changes and how it marks social groups. Communication strategies and social taboos reflected in language are discussed for various cultures.
	MLL230 World Language Communities	A course designed to expand the cultural awareness of students by introducing them to the study of language in a broad context of historical, political and social issues. Special emphasis is placed on the question of bi- or multi-lingual states and on the explosiveness of the language issue in many regions. Taught in English.
	MLL301 Textual Analysis: Words, Images, Music	This course introduces techniques of analytical reading and reader response that apply to a broad range of texts, including verbal, visual, musical and multi-media, such as cinematic and electronic discourse. Students interact with various forms of communication from popular and high culture by examining their structural and stylistic/aesthetic properties; the cultural assumptions and values that they convey; and the texts' performative effects on emotions, action and thought. Emphasized are the properties of texts that make them effective, pleasing or dangerous and the social context of communication. Recommended Preparation: MLL 190, MLL 191 or another linguistics course
ARABIC	ARBC202 Intermediate Arabic II	This course develops a more precise and coherent use of the Modern Standard Arabic language. It develops the speaking, reading, writing, and listening skills, with more focus on syntax, morphology and grammar. Students will be involved in meaningful, functional communication through interactive activities that might be encountered in real life complex situations. The course will include a variety of reading and writing activities taken from materials representative of cultural topics. Prerequisite: ARBC 201 with a grade of C or better.
	ARBC301 Advanced Modern Standard Arabic I	Arabic 301 is the first part of a third-year sequence in Modern Standard Arabic. This course is designed to help students reach a high standard of proficiency in Arabic, by strengthening their reading-comprehension skills, expanding their vocabulary repertoire in media and poetry, enhancing their translation skills

		from Arabic to English and vice versa, refining and rebuilding their knowledge of sentence construction, and finally broadening their knowledge about the history of the Arabic poetry and literature. Prerequisite: ARBC 202 with a grade of C or better.
	ARBC302 Advanced Modern Standard Arabic II	Arabic 302 is the second part of a third-year sequence in Modern Standard Arabic. This course is a continuation to what was learned in the previous semester (Arabic 301). It is designed to help students reach a high standard of proficiency in Arabic, by strengthening their reading-comprehension skills, expanding on their vocabulary repertoire, refining and expanding their knowledge of sentence construction and the Arabic verb system, and finally broadening their knowledge of Arabic and Islamic culture. Prerequisite: ARBC 301 with a grade of C or better.
	ARBC325 Introduction to Arabic Dialects	This course gives students a basic understanding of the linguistics of the Arabic dialects, and of the theory and practice of Arabic dialectology; to give them a solid foundation for future in-depth study of Egyptian (masri), Levantine (shami), or Moroccan (darija) Arabic; and to give them the tools to enable them to independently acquire communicative competence in other Arabic dialects they might encounter in the course of their studies and beyond. Prerequisite: ARBC 202 with a grade of C or better.
	ARBC 350 Arabic Media	This course introduces the language of print and Internet media to students of Arabic aiming to reach the advanced Arabic level. It familiarizes students with media vocabulary and text construction. Students will read and discuss media texts and will focus on meaning and text structure. Activities will include learning vocabulary, discussing text meaning, speaking on topics discussed, presentations, and listening and reading of up-to-date texts.
	ARBC 355 Introduction to Arabic Culture and Civilization	This course is an introductory survey of Arabic culture and civilization representing works from pre-Islamic to later thinkers and scholars. The course will trace the origins of the Arab people, their distinctive culture and their literature. Specific emphasis will be given to the revelation of the Qur'an to the Prophet Muhammad and to the spread of Islamic civilization during and after his death. Attention will also be given to Islam's interactions with other cultures and its contributions to literature, art, music, and architecture.

CHINESE	CHIN202 Intermediate Chinese II	Continuation of CHIN 201. Prerequisite: CHIN 201 with a grade of C or better.
	CHIN301	Readings in Chinese television and radio plays, newspapers,

	Advanced Chinese I	business and fiction, with conversation and composition. Prerequisite: CHIN 202 with a grade of C or better.
	CHIN302 Advanced Chinese II	A continuation of CHIN 301, with focus on listening, reading, speaking and writing. Readings in literature, science and business.
	CHIN309 Business Chinese	A course designed for students who wish to study business or who wish to become acquainted with the language of business in China. This course introduces business terminology and concepts particular to China as well as essential tools for researching company stocks and the import and export trade. Prerequisite: CHIN 301 with a grade of C or better.
	CHIN319 Chinese Translation	Instruction and practice in translating from Chinese into English. Students work with various written material covering many fields. Prerequisite: CHIN 301 with a grade of C or better.
	MLL 328 - Traditional Chinese Fiction and Drama	A survey of representative Chinese short stories, novels and plays from the third to the 19th centuries. Focus is placed on the study of T'ang, Sung, Ming dynasty novels and Yuan dynasty drama. Taught in English; no knowledge of Chinese required.
	MLL 220 - Film and Society in China	This course introduces students to Chinese society during the last 100 hundred years through the viewing and analysis of major films from China, Taiwan, and Hong Kong. Taught in English; no knowledge of Chinese required.
FRENCH	FREN301 Advanced French I	Advanced French I An advanced French language course offering practice in the four language skills (listening, reading, speaking and writing) primarily through the use of French films. In addition to regular speaking practice, the course will include formal oral presentations and expository writing. Prerequisite: FREN 202 with a grade of "C" or higher.
	FREN302 Advanced French II	A continuation of FREN 301, with more attention devoted to the development of reading and writing skills. Prerequisite: FREN 301 with a grade of "C" or higher.
	FREN310 Interconnections: Language	This course is an introduction to language history and use in the French-speaking world. Among the topics covered are style and register, the origins of French, dialect diversity, language attitudes, and language policy. Lectures, readings, and activities will focus on a number of different Francophone societies and will emphasize connections and contrasts with North American habits and practices. Taught in French. Prerequisite: FREN 302 and MLL 190, both with a grade of "C" or higher.

FREN320 Interconnections: Trade, Technology, and Globalization	This course focuses on France's role within the European Union and in the world economy. It will examine how economic and technological developments are shaping France's socio-political landscape while raising new questions about French identity. Globalization trends and the anti-globalization movement will be studied from a French point of view. Taught in French. This course is repeatable for credit. Prerequisite: FREN 302 with a grade of "C" or higher.
FREN330 Interconnections: Ideas, Literature, and the Arts	This course examines major moments in French intellectual, literary, and artistic history and their interactions with other cultures. Emphasis will be on those movements that have left their mark on present-day cultures, such as medieval religious, courtly, and architectural ideals; renaissance humanism, rationalist and classical appeals to moral and aesthetic balance; the Enlightenment belief in progress and human rights; romantic and realist concerns with the environment and social justice; impressionism; surrealism; existentialist and post-structuralist thought; feminisms; and francophone post-colonialism and post-modernism. Taught in French. Prerequisite: FREN 302 with a grade of "C" or higher.
FREN340 Interconnections: Social and Historical Confluences	This course treats key historical events and social movements in France and French-speaking lands and their connections with the rest of the world. These include, among others: exploration in the New World, the Great Revolution of 1789, nationalism, the Napoleonic legacy, socialism and communism, the World Wars, imperialism and decolonization. Prerequisite: FREN 302 with a grade of C or higher.
FREN315 French Phonetics	Detailed analysis of problems in diction; the use of the international phonetic alphabet; functions of the human vocal apparatus; the essentials of an authentic French accent through systematic exercises in pronunciation, intonation and rhythm. Extensive use of the Media Center. Prerequisite: FREN 202.
FREN329 Business French	A course designed for students who wish to learn about French business language and practices. The course aims to be both theoretical (academic study of French work culture) and practical (introduction of business terminology, correspondence and public speaking skills). Prerequisite: FREN 302 or equivalent. Highly recommended: French 320.
FREN339 Explorations in Ideas, Literature, and the Arts	This course will examine a selected topic in French and Francophone literature, arts, and ideas. Topics could include a movement, such as classicism, romanticism, post-colonialism; a genre, such as drama or the novel; a theme; or individual authors. Emphasis will be placed on artistic and intellectual interconnections between French-speaking countries and other cultures. May be repeated for credit. Prerequisite: FREN 330 or permission of instructor.

	FREN349 Modern French Civilization	An examination of modern French society and culture. Topics include French politics, youth and the educational system, feminism, immigration issues, cultural practices and policies, and intellectual and daily life. It is recommended that students take this course before studying abroad. Prerequisite: FREN 340 or permission of instructor. Highly recommended: FREN 320.
	FREN319 French Translation	Instruction and practice in translating from French to English. Students work with various written materials covering many fields. Prerequisite: FREN 302 or equivalent. Highly recommended: FREN 310.
	FREN339 Experiential Learning in French	Intensive language practice in a French-speaking environment. This course is most effectively completed through study abroad, or through a work or community service placement in a French-speaking milieu. Prerequisite: FREN 302 and advisor's permission
	FREN410 Studies in French Language and Linguistics	Advanced work in French language and linguistics. Topics may include intensive work on prose style, study of a particular sociolinguistic problem, or analysis of some aspect of the French language. Prerequisite: FREN 310 or permission of instructor.
	FREN430 Studies in French Literature	Selected topics in French and Francophone literature may include the study of a century, movement, genre, theme or individual author. Topics will be announced each semester offered. May be repeated for credit. Prerequisite: FREN 339 or permission of instructor.
	FREN440 Studies in French-Speaking Culture and Society	Selected topics will deal with French-speaking societies of the present or past, both in Europe and elsewhere. Topics will be announced each semester offered. Among the recent offerings: contemporary French cinema, the dark side of the Classical period, Senegal and the French experience, and French public memory and national identity. Note: May be repeated for credit. Prerequisites: FREN 340 and FREN 349, or permission of the instructor.
	FREN450 Seminar in French	Topics will cover some aspect of French language, literature or civilization. Topics will be announced each semester offered. Note: May be repeated for credit. Prerequisite: 12 credits in French courses above 302 and senior standing, or permission of instructor.
	MLL 219 - Contemporary French Cinema	Contemporary French cinema is an introduction to popular French films of the last 25 years. It charts recent developments in all genres of French cinema. Reflecting the diversity of French film production since the new wave, this course will examine a variety of genres from the thriller to the war movie alongside the cinema du look and the work of women filmmakers. Directors will include Luc Besson, Jean-Jacques Beineix, Claude Berri, Yves Robert, Diane Kurys, Agnès Varda, Maurice Pialat, Jean-Marie Poiré and Coline Serreau. Taught in English.

	MLL 250 - Introduction to the French-speaking World	A historical and cultural presentation of societies in which French plays a major role, including France, Belgium, Switzerland, Quebec, North and West Africa, Asia and the Caribbean. The points of view of French speakers from around the world will be on such themes as political and cultural conflict, literary creativity and music. Readings and discussions are in English.
GERMAN	GERM202 Gateway to Advanced German Studies	Focus is on reading ability, writing skills, and discussion in German about topics from German society and culture. Expansion of language principles taught in GERM 101-201, intercultural competency, and practical applications to a global society are expanded and emphasized.
	GERM301 Advanced German Studies I	This advanced German Studies course further develops language skills (listening, speaking, reading, and writing) in various modes of communication (interpersonal, presentational and interpretive). Intercultural competency and practical applications in a global context are emphasized and expanded. Expository writing and a final project are required.
	GERM302 Advanced German Studies II	The course is a continuation of GERM 301 and will further develop all four language skills, but with a clear focus on the written and oral modes of communication from an intercultural perspective. Students will study the course material in a global context and be required to do contrastive analyses to expand their cultural competency. Regular expository writing assignments, regular oral presentations, and intensive reading of authentic texts and discussion are an integral part. A final project and a formal oral presentation are required.
	GERM303 Topics in German	Intensive work in the development of advanced language skills in German. Emphasis will be on the reading, discussion, and analysis of authentic cultural and literary texts relevant to the topic. Active use of German involving carefully thought-out communication in appropriate style is stressed in speaking and writing. Topics will reflect the wide range of the cultural and intellectual history of Germany but the emphasis will be on current issues and concerns in the German-speaking world. Notes: May be repeated for credit as topics change.
	GERM309 German for Professional Purposes	Professional situations in a global environment. Development of language and intercultural skills in various professional fields is emphasized. Topics include everyday business life, including correspondence, telephone and email communication, and specialized terminology in commercial, legal, and/or scientific fields, depending on the needs of the students.
	GERM310 Advanced Grammar and Style in Context	This course presents an intensive review and expansion of major grammatical and stylistic topics in a meaningful, communicative practice context.

GERM311 Introduction to German Literature and Culture I	A study of German culture reflected in literature from the Middle Ages to the 18th century.
GERM312 Introduction to German Literature and Culture II	A study of German culture reflected in literature from the 18th century to the present.
GERM313 The Contemporary German-Speaking World	This course is an introduction to the contemporary German-speaking world from an intercultural perspective. The focus will be on current issues such as immigration and integration, diversity and the changing nature of German society, and the public discourse about Islam in German within a global context. Switzerland, Austria, and Luxemburg will also be studied.
GERM315 Experiential Learning in German	Intensive language practice and cultural immersion in a German-speaking environment. This course can be completed through study abroad or a community project in a German-speaking setting or with a German cultural background. Recommended Course Preparation: MLL 230.
GERM319 German Translation	Instruction and practice in translating from German to English. Students work with various written material covering many fields.
GERM321 Studies in German Literature	Selected topics in German Literature may include the study of a century, movement, genre, theme or individual author. Topics will be announced each semester offered. Notes: May be repeated for credit as topics change.
GERM322 The Structure of German	An investigation of the morphophonological and syntactic organization and processes of German, including dialectal variation. Highly recommended: LING 210.
GERM350 German Complementary Reading	A course with readings and discussion in German to be offered in conjunction with a Germanic literature or culture course taught in English (e.g., MLL 216, 261, 332 or HIST 483 or 484). This course may be repeated for credit, with permission, in conjunction with different courses.
GERM375 Germany Then and Now: Explorations of German Cultural and Intellectual History	This topics course provides an introduction to the cultural and intellectual history of Germany throughout the ages. It is subdivided into three segments: a general overview; an in-depth study of defining moments in German intellectual life and thinking (movements, genres, individual writers, philosopher, historical events, etc.); and an exploration of interconnections between past and present in German cultural life and of the commonalities and divergences between German intellectual history and that of other cultures. May be repeated when topics change. Taught in German. Recommended Course Preparation: GERM 303 and 401.

	GERM401 German then and now: Studies in German Language	Writing intensive course with focus on the history and development of the German language and German language usage in a global context. Among the topics to be covered are communication theories, style and register, language and identity, dialectal diversity, political language, Sprachverfall, and feminist linguistics. Emphasis on development of advanced writing skills, formal oral presentations, and intercultural competency. A final research project is required.
	GERM420 German Culture in Global Context	Students will study German discourses on one major international issue (e.g., environment, immigration, security/terrorism, religion) during the semester and compare these with similar discourses in the US and in international organizations on the same issue. Sources of study will be debates in the media, political institutions both inside and outside the countries (Bundestag, EU, UN, NATO for Germany, and the corresponding ones in the US), and non-governmental organizations. Students will discuss how divergent and convergent positions emerge on the basis of historical and cultural traditions and experiences, and are conditioned by particular economic and political interests and power relationships. Repeatable for credit, to a maximum of 9 credits, as topics change. Prerequisite: GERM 303 and MLL 301.
	GERM421 Intercultural Studies in German Popular Culture	This course is offered on a rotating basis with changing topics. Each topic is a study of one aspect of German popular culture, e.g. popular literature, music, mass media (TV, radio, print media), popular film and popular music which are embedded within a highly globalized context. Texts and institutions, values, behaviors and practices relating to power, hegemony, gender, and nation will be included in intercultural and transcultural analyses drawing on cultural concepts underlying various disciplines. All aspects of the course will be done entirely in German. May be repeated for credit as topics change.
	GERM481 Seminar in Intercultural German Studies	Topics will cover some aspect of German language, literature or civilization from an intercultural or transcultural perspective. Topics will be announced each semester offered. Students will be assessed for language competency with a comprehensive exam and completion of a final project.
	MLL 332 - Topics in German Culture	The Structure of German An investigation of the morphophonological and syntactic organization and processes of German, including dialectal variation. Highly recommended: LING 210.
JAPANESE	JPNS202 Intermediate Japanese II	This is the second sequence in the Intermediate Japanese. Continued emphasis on complex sentence structures to prepare the students for expressing their opinions in Japanese. Students' critical thinking is encouraged to understand Japanese culture and society deeply by introducing authentic materials on specific

		topics.
	JPNS301 Advanced Japanese I	This is the first of a two-course sequence for Advanced Japanese. This course focuses on further developing four language skills (listening, speaking, reading, and writing) with emphasis on expressing their views on a range of topics, including socio-cultural issues and current events. The course includes such activities as formal presentations, discussions, intensive readings, and report writings in Japanese as well as kanji practice.
	JPNS302 Advanced Japanese II	This is the second of a two-course sequence for Advanced Japanese. This course focuses on continuing development of four language skills (listening, speaking, reading and writing) with emphasis on expressing their views on a range of topics, including socio-cultural issues and current events. In addition to regular oral practice, this course has an increasing emphasis on cultural aspect of the language use. The course includes such activities as formal presentations, discussions, intensive readings, and report writings in Japanese as well as kanji practice.
	JPNS309 Business Japanese	Students acquire advanced oral and writing skills along with specific terminology used in a diverse range of business fields in Japan. In addition to language use, students learn proper business etiquette and culture in specific situations by role-playing, mock interviews, formal presentations , intensive reading and descriptive writing. They are also required to think critically about the relationship between practice and perspective in Japanese business culture.
	JPNS319 Japanese Translation	This course prepares students for translating materials from Japanese into English. After learning translating techniques and terminology, students practice translating short documents covering many fields and disciplines. For their Final Project, they will choose a document in the discipline of their choice to translate.
	MLL 317 - Images of Society in Contemporary Japanese Films	This course examines various contemporary Japanese films by focusing on the relationship between the films and Japanese culture and society. It includes diverse genres and styles to enhance students' critical thinking skills. Taught in English. No Knowledge of Japanese required. Recommended preparation: MLL190, 191, 230 or 301.

	MLL 333 - Japanese Food Culture	This course examines many aspects of Japanese food culture, including history, cultural rules, special/religious events, environment, globalization, etc. The students will investigate how Japanese food illustrates the society and culture by critically analyzing various forms of food related texts. Throughout the semester the students will explore their own food cultures then compare and contrast them to Japanese food culture to hypothesize reasons for the similarities/differences among them. Recommended preparation: ASIA100 or any 100, 200 level of culture course.
KOREAN	KORE301 Advanced Korean I	An advanced Korean language course in the four language skills (listening, speaking, reading, and writing) with focus on socio-cultural issues and current events. In addition to regular oral practice, the course will include such activities as formal presentations, intensive reading and some expository writing. Prerequisites: KORE 202 with a grade of C or higher.
	KORE302 Advanced Korean II	An advanced Korean language course in the four language skills (listening, speaking, reading and writing) with focus on socio-cultural issues and current events. In addition to regular oral practice, the course will include such activities as formal presentations, intensive reading and some expository writing. Prerequisite: KORE 301 with a grade of C or higher.
	KORE309 Business Korean	A further advanced Korean language course that emphasizes advanced oral skills in formal situations and specialized vocabulary used in a wide range of Korean business. Korean business etiquette and Korean customs and culture will also be taught. The course will include such activities as oral practices including formal presentations, intensive reading and expository writing. Prerequisite: KORE 301 or KORE 302 with a grade of C or higher.
	KORE310 Korean Language in Social and Cultural Context	An advanced Korean language course that deals with the content of Korean linguistics in relation to the culture and society. It will help students understand how language, culture, and society are interrelated. More specifically, students will study how the Korean language reflects and affects the culture and society by learning the history of the language, cultural terms, and other sociolinguistic aspects. This course will also help students extend their listening comprehension, speaking, and writing skills in Korean. Students will be trained not only to understand lectures, but also to participate in discussions, and write short papers in Korean. Prerequisite: KORE 301 or KORE 302 with a grade of C or higher.

	MLL 311 - Introduction to Korean Culture	This course introduces students to Korean culture. It will help students understand the values, attitudes and norms that constitute Korean culture and lead students to get the feel of the dynamic vitality of Korean culture. The course will broaden their understanding of culture in general, and Korean culture in particular. Taught in English. Knowledge of Korean is not required. Recommended Preparation: MLL 190, 191, 230, or 301.
	MLL 315 - Images of Society in Contemporary Korean Films	Study of major works of Korean cinema, encompassing a range of genres and styles. Emphasis on the film as an art form and a mirror of society. Taught in English. No knowledge of Korean required. Recommended Preparation: MLL 190, 191, 230, or 301.
RUSSIAN	RUSS301 Continuing Russian II	Class discussion and written composition on the basis of thematically arranged topics; emphasis on complex grammatical structures, composition and vocabulary building.
	RUSS302 Continuing Russian III	Continuation of RUSS 301.
	RUSS321 The Russians' World – I	This intermediate-level course aims to increase students' abilities in reading comprehension, conversational and cultural competence, and grammatical accuracy. Special emphasis is placed on expanding vocabulary, through a study of the customs, interests, and traditions of the Russian people. Taught in Russian.
	RUSS322 The Russians' World – II	RUSS 322 is a continuation of RUSS 321. As such, it aims to increase students' abilities in reading comprehension, conversational and cultural competence, and grammatical accuracy. There is continued emphasis on expanding vocabulary through a study of the customs, interests, and traditions of the Russian people. Taught in Russian.
	RUSS332 Structure of Russian	An investigation of the phonological and morphological structure of Russian, with special emphasis on noun and verb inflection. Notes: Highly recommended: LING 210.
	RUSS350 Russian Complementary Reading	Russian texts read and discussed (orally and in writing) in Russian, in conjunction with a 200- or 300-level course taught in English (e.g., RUSS 270-271, 310-311, 315, 332, 340 and 460). The particular topic will be announced each time the course is offered. Notes: Repeatable for credit as topics change. Recommended Preparation: RUSS 202 with a grade of C or higher.
	RUSS401 Advanced Russian I	An advanced Russian language course in the four language skills (listening, reading, speaking and writing) with focus on sociocultural issues and current events in Russia. In addition to regular oral practice, the course will include such activities as formal oral presentations and expository writing.
	RUSS402	Continuation of RUSS 401, with more attention to the

	Advanced Russian II	development of writing skills.
	RUSS415 Political Russian	The course is intended for advanced students of Russian who wish to acquire, on the basis of authentic texts, the specialized vocabulary of international relations, economics, trade, and national security. The course also emphasizes the more complex grammatical constructions typical of these registers and introduces techniques of translation.
	RUSS419 Theory and Practice of Translation	Introduction to methods and techniques of translation (English to Russian and Russian to English). Discussion of selected problems of contrastive grammar and comparative stylistics and lexicon, with practical exercises in translation. Students work with materials from their individual fields of specialization (e.g., politics, science, medicine, business).
	RUSS425 Advanced Russian through Song	An advanced culture course, taught in Russian, structured around a richly annotated corpus of songs, from 1930s popular music to bards, rock and other contemporary forms. The songs are supplied with a full pedagogical apparatus and a broad range of contextual content in various media.
SPANISH	SPAN202 Intermediate Spanish II	A content-based language course dealing with current topics related to the Spanish-speaking world. Topics may include ecology, politics and government, education, science, health and nutrition, economics, culture and geography. Emphasis on reading and listening comprehension of authentic printed materials and videos and in-class oral discussions. A review of selected grammar is woven into the course activities.
	SPAN301 Advanced Spanish I	An advanced Spanish language course in the four language skills (listening, reading, speaking and writing) with focus on sociocultural issues in the Spanish-speaking world. In addition to regular oral practice, the course will include such activities as formal oral presentations, intensive and extensive reading, and a fair amount of expository writing.
	SPAN302 Advanced Spanish II	A continuation of SPAN 301 with more attention devoted to the development of writing skills. A formal final expository essay is required.
	SPAN304 Spanish for Heritage Spanish Speakers I (Exclusively for heritage speakers of Spanish)	A course specially designed for heritage speakers of Spanish with no formal training in the language on the college level. The course will focus on Spanish grammar, reading and writing, and Latino/Hispanic culture and current events in the Spanish-speaking world. Notes: This course may be used in lieu of SPAN 301 toward the MLL major or minor with concentration in Spanish. Recommended Preparation: Permission of instructor.

SPAN305 Spanish for Heritage Spanish Speakers II	This course provides language instruction that is specific to the linguistic needs of heritage Spanish speakers. The focus is on vocabulary development, orthography, and grammar through reading and writing. Topics addressed include issues relating to Hispanics/Latinos in the U.S. and their cultural and historic roots in Latin America and Spain. Note: This course may be taken as a continuation of SPAN 304 or by heritage Spanish speakers who have more extensive experience with the language. It may be used in lieu of SPAN 302 toward the MLL major or minor with concentration in Spanish.
SPAN307 España y sus culturas I	This course is organized around a historical focus on Spain and its diverse cultures. Through readings and discussion, the course explores aspects of the country's history, politics, cultural achievements and current life. It also seeks to develop students' reading, writing, speaking and listening comprehension. For non-native speakers, SPAN 302 should be taken prior to or at the same time as this course.
SPAN308 Latinoamérica y sus culturas I	This course is organized around a historical focus on Latin America and its diverse cultures. Through readings and discussion, the course explores aspects of the region's history, politics, cultural achievements and contemporary life. It also seeks to develop students' reading, writing, speaking and listening comprehension. For non-native speakers, SPAN 302 should be taken prior to or at the same time as this course.
SPAN309 Business Spanish	A course designed for students with an intermediate knowledge of Spanish who wish to study business or who wish to become acquainted with the language of business. The course introduces business terminology and concepts and covers basic letter reading and writing.
SPAN311 España y sus culturas II	This course is organized around a literary focus on Spain and its diverse cultures. The course stresses the skill of close critical reading and the relations among literary texts, their social contexts, and other cultural manifestations. It also seeks to develop students' reading, writing, speaking and listening comprehension.
SPAN312 Latinoamérica y sus culturas II	This course is organized around a literary focus on Latin America and its diverse cultures. The course stresses the skill of close critical reading and the relations among literary texts, their social contexts, and other cultural manifestations. It also seeks to develop students' reading, writing, speaking and listening comprehension.
SPAN319 Spanish Translation	Spanish translation. An introduction to the practice and techniques of translation between Spanish and English. Students work with various written materials covering many fields.

SPAN331 The Structure of Spanish	An investigation of the sound system and phonological processes of Spanish, including dialectal variation. Notes: Highly recommended: LING 210.
SPAN341 Theatre in Spanish	The rehearsal and performance in Spanish of a full-length play (or several shorter works). Students participate as actors and/or assist in tasks of production. They also investigate areas pertinent to the play, such as the life and work of the playwright, historical and cultural milieu depicted, theories and techniques of staging.
SPAN401 Studies in Spanish Language	Advanced training in oral and written communication in Spanish. Recommended Preparation: Three courses beyond SPAN 302 or 305 or permission of the instructor. Notes: It is recommended that majors take this course during their senior year.
SPAN421 Studies in Hispanic Literature	A seminar on a selected topic in Hispanic/Spanish literature. Past offerings include modern Cuban literature, Latinx literature in the U.S., Latin American women writers, contemporary Latin American narrative, the Generations of '98 and '27, Galdos, and Don Quijote. Topics will be announced each semester offered. Consult schedule of classes for full description of specific topics. May be repeated for up to nine credits as topics change.
SPAN471 Topics in Spanish Society	A seminar on a selected topic in Spanish society. Past offerings include post-Franco Spain, the Spanish Civil War, modernization and tradition, nationalism and regionalism. Topics will be announced each semester offered. Consult schedule of classes for full description of specific topics. Notes: May be repeated for up to nine credits as topics change.
SPAN472 Topics in Latin American Society	A seminar on a selected topic in Latin-American society. Past offerings include Afro Latinoamérica, social movements, human rights, indigenous populations, globalization, immigration and transnational families, gender relations, women in politics, contemporary Mexico, and the Latin diaspora in the U.S. Topics will be announced each semester offered. Consult schedule of classes for full description of specific topics. Notes: May be repeated for up to nine credits as topics change.
MLL 213 Film and Society in Spain	An examination of recent Spanish films and of social questions they reflect and address. Taught in English. No knowledge of Spanish is required.
MLL 218 Film and Society in Latin America	An examination of recent Latin-American films and of social questions they reflect and address. Taught in English. Knowledge of Spanish is not required.
MLL 280 Introduction to the Spanish-Speaking World	An historical overview and cultural analysis of societies in which Spanish is the dominant language, including Spain, Latin America and Hispanic communities in the United States. Intended primarily to provide greater insights into the realities experienced by speakers of Spanish.

In Process

Appendix D. MLLI faculty, specializations and courses taught

Faculty	Specialization	Course(s) taught
Amina Didich, MA. Adjunct I	Arabic language	ARBC 202 - Intermediate Arabic II
ARÉVALO-GUERRERO, ELISABETH, Ph.D., Lecturer	Spanish language, Intercultural Communication	SPAN 301: Advanced Spanish I SPAN 302: Advanced Spanish II SPAN 307 - España y sus Culturas I SPAN 311 - España y sus culturas II
BARAHOUIEPASANDI, HANIYEH, Ph.D., Assistant Professor	Francophone Bande dessinée, 20th- & 21st- century French Literature and Culture, Middle Eastern Studies, Transnationalism and Cross-cultural Exchange, Digital Humanities.	FREN 310 - Interconnections: Language FREN 340 - Interconnections: Social and Historical Confluences FREN 440 - Studies in French Speaking Culture and Society
BAZGAN NICOLETA, Ph.D., Associate Professor	Film and media studies, French film studies, French 20th- and 21st-century French literature and culture, political economy of culture	FREN 340 - Interconnections: Social and Historical Confluences FREN 440 - Studies in French Speaking Culture and Society MLL301 - Textual Analysis MLL 219 - Contemporary French Cinema
BEARD, DAVID, Ph.D., Assistant Professor	Second language acquisition and bilingualism, Spanish linguistics, psycholinguistics	SPAN 302 - Advanced Spanish II SPAN 331 - The Structure of Spanish MLL 190 - The World of Language: Structural and Biological Aspects LING 470 - Language and Cognition
BROWN, WILLIAM, Ph.D., Senior Lecturer	Chinese language, literature and culture	CHIN 202 - Intermediate Chinese II CHIN 300 - Special Projects in the Chinese Language and Culture CHIN 301 - Advanced Chinese I CHIN 302 - Advanced Chinese II CHIN 309 - Business Chinese CHIN 319 - Chinese Translation MLL 220 - Film and Society in China MLL 328 - Traditional Chinese Fiction and Drama
De VERNEIL, MARIE, Ph.D. Senior Lecturer,	French language, instructional systems development	FREN 301 - Advanced French I FREN 320 - Interconnections: Trade, Technology, and Globalization
EL OMARI, SAMIR, Ph.D., Senior Lecturer,	Arabic language	ARBC 302 - Advanced Modern Standard Arabic II ARBC 301 - Advanced Modern Standard Arabic I ARBC 333 - Introduction to Arabic Translation ARBC 350 - Arabic Media

FATIH, ZAKARIA, Ph.D., Associate Professor	Francophone studies, Maghreb studies, Enlightenment, Critical Theory	FREN 202: Intermediate Spanish II FREN 319 - French Translation FREN 330 - Interconnections: Ideas, Literature and the Arts MLL301 - Textual Analysis
HERNÁNDEZ, MILVIA, M.A., Senior Lecturer	Spanish language	SPAN 202: Intermediate Spanish II
HOGAN, ERIN K., Ph.D., Assistant Professor	Peninsular literature, Cinemas of Spain and Latin America, Cultural studies of contemporary Spain	SPAN 311 - España y sus culturas II SPAN 421 - Studies in Hispanic Literature MLL301 - Textual Analysis MLL 213 - Film and Society in Spain MLL 218 - Film and Society in Latin America
HOOGENBOOM, TOMOKO, Ph.D., Senior Lecturer	Japanese language and culture	JPNS 300 - Special Projects in the Japanese Language and Culture JPNS 301 - Advanced Japanese I JPNS 302 - Advanced Japanese II JPNS 309 - Business Japanese JPNS 319 - Japanese Translation MLL 333 - Japanese Food Culture MLL 317 - Images of Society in Contemporary Japanese Films
KA, OMAR, Ph.D., Associate Professor	Sociolinguistics, phonology, African linguistics, French language, Wolof language	FREN 315 - French Phonetics
KRIPPES, YEON, M.A., Adjunct II Instructor	Korean language	KORE 202 - Intermediate Korean II
LAMBERT-BRÉTIÈRE, RENÉE, Ph.D., Assistant Professor	Morphosyntax, typology, language description and documentation, Fon (Benin), Kwoma (Papua New Guinea), Innu (Canada), Caribbean Creoles	FREN 410 - Studies in French Language and Linguistics MLL 191 - The World of Language: Cultural and Social Aspects MLL230 – World Language Communities
LARKEY, EDWARD, Ph.D., Professor	German media history; global television formats and national identity; theories and history of intercultural communication, globalization, and interculturality	GERM 300 - Special Projects in German Language GERM 303 - Topics in German MLL 332 - Topics in German Culture
LIZARAZO, TANIA, Ph.D., Assistant Professor	Latin American cultural studies, performance studies, digital storytelling, transnational feminisms, memory studies	SPAN 308 - Latinoamérica y sus Culturas I SPAN 472 - Topics in Latin American Society MLL230 – World Language Communities

MUÑOZ DAVASLIOGLU, THANIA, Ph.D. Assistant Professor	Latin American literature and culture: 20th and 21st; Latinx Literature; Spanish language literature in the U.S.; border and memory studies; autofictional writing	SPAN 302: Advanced Spanish II SPAN 401 - Studies in Spanish Language SPAN 421 - Studies in Hispanic Literature
OSKOZ, ANA, Ph.D., Associate Professor	Technology in the foreign language classroom, second language acquisition, language teaching and curriculum development	SPAN 307 - España y sus Culturas I SPAN 401 - Studies in Spanish Language
POGGIO, SARA Z., Ph.D., Associate Professor Sociology,	Latin American societies, Hispanics in the United States	SPAN 308 - Latinoamérica y sus Culturas I SPAN 472 - Topics in Latin American Society MLL 280 - Introduction to the Spanish-Speaking World
SCHWARTZ CABALLERO, ANA MARÍA, Ph.D., Associate Professor	Language teaching and curriculum development, learning strategies, media, heritage Spanish speakers	SPAN 302: Advanced Spanish II SPAN 304 - Spanish for Heritage Spanish Speakers I SPAN 305 - Spanish for Heritage Spanish Speakers II
Mina Seat, Adjunct I	Japanese language teaching	JPNS 202 - Intermediate Japanese II
SHORKEY, CATALINA, Visiting Lecturer	Spanish language	SPAN 202: Intermediate Spanish I SPAN 301: Advanced Spanish I
SUTTON, SUSANNE, M.A., Senior Lecturer	German language	GERM 301 - Advanced German Studies I GERM 309 - German for Professional Purposes GERM 315 - Experiential Learning in German GERM 400 - Special Projects in German MLL 332 - Topics in German Culture
TONG, CHRISTOPHER K., Ph.D., Assistant Professor	Chinese literature, environmental humanities, Chinese-language cinema, critical theory, comparative literature, and Sinophone studies	CHIN 300 - Special Projects in the Chinese Language and Culture CHIN 302 - Advanced Chinese II MLL301 - Textual Analysis
WOLFF, XENIA, Ph.D., Adjunct II Instructor	German language	GERM 202 - Gateway to Advanced German Studies GERM 302 - Advanced German Studies II GERM 319 - German Translation GERM 401 - German then and now: Studies in German Language

YOON, KYUNG-EUN, Ph.D., Senior Lecturer	Korean language and culture	KORE 300 - Special Projects in Korean Language KORE 301 - Advanced Korean I KORE 302 - Advanced Korean II KORE 309 - Business Korean KORE 310 - Korean Language in Social and Cultural Context MLL 311 - Introduction to Korean Culture MLL 315 - Images of Society in Contemporary Korean Films
YOUNG, STEVEN, Ph.D., Associate Professor	Russian language, general linguistics, Baltic and Slavic linguistics, historical phonology	RUSS 332 - The Structure of Russian RUSS 400 - Special Projects in Russian
ZHDANOVYCH, VIRA, M.F.A., Lecturer	Russian language	RUSS 202 - Continuing Russian I RUSS 301 - Continuing Russian II RUSS 302 - Continuing Russian III RUSS 315 - Studies in Russian Film RUSS 321 - The Russians' World – I
Regularly hired adjunct faculty as visiting instructor	Linguistics	MLL 190 - The World of Language: Structural and Biological Aspects

Appendix F. Program resources

TABLE 1: PROGRAM RESOURCES					
Resource categories	Year 1	Year 2	Year 3	Year 4	Year 5
2. Relocated funds					
3. Tuition. Fee Revenue (c + g below)					
b. Number of F/T Students	75	80	80	85	85
c. Annual Tuition/Fee Rate					
d. Total F/T Revenue (a x b)					
e. Number of P/T students					
f. Credit Hour rate					
g. Annual credit hour rate					
h. Total P/T revenue (d x e x f)					
2. Grants, contracts & Other external sources					
3. Other sources					
TOTAL (Add 1 – 4)					

Appendix G. Program Expenditures

TABLE 2: PROGRAM EXPENDITURES					
Expenditure categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total benefits					
4. Administrative staff (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
5. Support staff					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
6. Technical support					
7. Library					
8. New or Renovated space					
9. Other expenses					
TOTAL (Add 1 – 7)					