

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix Number	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course	Course Title	
Credits (See Definition of a Credit Hour)	Grading (Select One Option) Regular Sat/UnSat	Course Description (Syllabus must be attached; see Template and Guidelines)		
Effective Date (TERM & YEAR)				
Prerequisites <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here		
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		

Approved by Department Chair <u>Eric Berlatsky</u> College Curriculum Chair _____ College Dean <u>Eric Berlatsky</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date <u>11/03/2025</u> _____ <u>11/03/2025</u> _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

LIN 6608: AI IN LANGUAGE EDUCATION: HISTORY, ETHICS, AND APPLICATIONS

Language, Linguistics, and Comparative Literature
Fall 2025

3 Credit Hours

Instructor: Dr. Geraldine Blattner

Office Location: Virtual/ CU232E

Office Hours: Mondays 2 - 4 pm

Email: gblattne@fau.edu

COURSE DESCRIPTION

This advanced graduate course investigates the role of artificial intelligence in language education, blending theory and practice. Students will study AI's historical development, ethical issues, and pedagogical impact in K–12 and higher education. Emphasis is placed on evaluating tools such as ChatGPT, Claude, Otter.ai, NotebookLM, Diffit, Zotero, Copilot, and Google Scholar. Through readings, discussion, and applied projects, participants will develop critical expertise in integrating AI into language teaching and learning.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to: List the course objectives developed with your instructional designer or set by your department here.

1. Explain the historical development of AI in education. (CO:1)
2. Describe the ethical considerations surrounding the use of AI in language education. (CO:2)
3. Evaluate the effectiveness of AI tools in enhancing foreign language learning. (CO:3)
4. Apply responsible AI integration in language teaching. (CO:4)
5. Develop activities that can be integrated into foreign language courses K-12 and in higher education. (CO:5)
6. Assess the impact of student use of AI tools on language learning. (CO:6)
7. Predict future applications of emerging AI trends in language education. (CO:7)

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00am, EST, and ends on Sunday at 11:59pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

REQUIRED TEXTS & MATERIALS

Required Texts/Materials

Your required textbook(s) include:

- Bowen, J. A., & Watson, C. E. (2024). Teaching with AI: A practical guide to a new era of human learning. Johns Hopkins University Press. ISBN: 9781421449227.
- Morrow, C. (2025). How AI is Transforming Education: The Good, the Bad, and the Future: "Transform your understanding of education with AI! Delve into its influence, implications, and future in this insightful audiobook."
- Additional articles, PDFs,/ Website Articles will be on the Resources Page in the Start Here Module in Canvas.
 - Here is a sample of the articles:
General:
 - 1. Farinosi, M.; Melchior, C. (2025). I use chat GPT, but should I? A multi method analysis of students' practices and attitudes towards AI in higher education. European Journal of Education, 1-16.
 - 2. Tubella et al. (2024). How to teach responsible AI in Higher Education: challenges and opportunities. Ethics and Information Technology 26(3), 1-14.
 - 3. Cai, W., & Gao, M. (2025). Beyond Hallucination: Generative AI as a Catalyst for Human Creativity and Cognitive Evolution. ICCK Transactions on Emerging Topics in Artificial Intelligence, 2(1), 36–42.

- 4. Chiu, T. K. F., Zubair, A., Murod, I., & Ismaila, T. S. (2024). What are artificial intelligence literacy and competency? A comprehensive framework to support them. *Computers and Education Open*, 6.
- 5. Zhang, B. (2024). ChatGPT on student learning outcomes in higher education: A meta-analysis of early studies. In X. Lin, R. Y. Chan, S. Sharma, & K. Bista (Eds.), *ChatGPT and global higher education: Using artificial intelligence in teaching and learning* (Chap. 12, p. 296). Star Scholars Press.
- 6. Kern, R. (2024). Twenty-first century technologies and language education: Charting a path forward. *The Modern Language Journal*, 108(4), 731-747.
- 7. Kissau, S.; Davin, K. J.; Price, L. (2025)., Enhancing Online K-12 World Language Instruction: Administrator and Teacher Perspectives, *CALICO Journal*, 10.3138/calico-2024-0016, 42, 2, (258-280),
- 8. Philip Hubbard, Mathias Schulze, AI and the Future of Language Teaching, *International Journal of Computer-Assisted Language Learning and Teaching*, 10.4018/IJCALLT.378304, 15, 1, (1-17), (2025).

ITALIAN:

- Balò, R. (2023). L'Intelligenza Artificiale per l'apprendimento dell'italiano L2/LS: una sperimentazione didattica. *Status Quaestionis*, 23, 123-140.
- Cicero, Francesco. (2023). L'ITALIANO DELLE INTELLIGENZE ARTIFICIALI GENERATIVE. *Italiano LinguaDue*. 15. 733-761. 10.54103/2037-3597/21990. Guarda L'ITALIANO DELLE INTELLIGENZE ARTIFICIALI GENERATIVE

ESL:

- Tongtong Li, Yan Ding, Exploring the GenAI Literacy of Chinese University Students in EFL Learning, *International Journal of Computer-Assisted Language Learning and Teaching*, 10.4018/IJCALLT.377175, 15, 1, (1-24), (2025).
- Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024.). AI and English language teaching: Affordances and challenges. *British journal of educational technology*, 55(6), 2503-2529.
- Lee, B. J. (2024). Special issue on AI technology in language education. *Technology in Language Teaching & Learning*, 6(3). <https://www.castledown.com/journals/tltl/issue/view/tltl-6-3>Links to an external site.
- Stockwell, G. (2024). Special issue on language teaching and learning with ChatGPT. *Technology in Language Teaching & Learning*, 6(1), Article 1.
- Sienes, M. J. V., & Sarsale, J. C. S. (mai 2024). Revisiting AI in an English classroom. In *Proceedings of the 20th International conference of the Asia Association of computer-assisted language learning (AsiaCALL 2023)*. Atlantis Highlights in Social Sciences, Education and Humanities, 37-51.
- Song, C., & Song, Y. (décembre 2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14.
- Kazu, İ. Y., & Kuvvetli, M. (avril 2023). The influence of pronunciation education via artificial intelligence technology on vocabulary acquisition in learning English. *International Journal of Psychology and Educational Studies*, 10(2), 480-493.
- Young, J. C., & Shishido, M. (2023). Investigating OpenAI's ChatGPT potentials in generating chatbot's dialogue for English as a foreign language learning. *International Journal of Advanced Computer Science and Applications (IJACSA)*, 14(6).

SPANISH:

- Sanz Manzanedo, M. (2025). La IA en la enseñanza de idiomas: chatbots y formación del profesorado. *Revista de Innovación Educativa*, 8(2), 123-140.
<https://epsir.net/index.php/epsir/article/view/513/882>Links to an external site.
 - Muñoz-Basols, J., & Gutiérrez, M. F. (2023). Oportunidades de la inteligencia artificial (IA) en la enseñanza y el aprendizaje de lenguas. In *La enseñanza del español mediada por tecnología : de la justicia social a la Inteligencia Artificial (IA)*, 343-365.
- FRENCH:**
- Cellier, A., Duthoit, E., Cavalla, C., & Freund F. (dir.) (à paraître, janvier 2025). *Intelligence artificielle et didactique des langues et des cultures. Apprentissage des langues et systèmes d'information et de communication (Alsic)*, 28(1).
 - Bechiri, C. (juin 2024). Intégration de l'intelligence artificielle dans la classe de FLE : approches et pratiques pour l'amélioration de l'écrit à l'université de Skikda. *Ziglôbitha, Revue des Arts, Linguistique, Littérature & Civilisations*, 10(3).
 - Kassabi, A., & Farssi, I. E. (juillet 2024). L'intégration de l'intelligence artificielle dans l'enseignement du français : Impact sur la production écrite des lycéens marocains. *Journal des Sciences de l'Information et de la Communication*, 1(2), 6-13.
 - Osawaru, O. O., & Unachukwu, C. C. (2024). Leveraging technology and artificial intelligence to revolutionize French language proficiency: A comprehensive framework for modern curriculum design. *International Journal of Applied Research in Social Sciences*, 6(12), 2903–2915.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.

- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

GRADING CRITERIA

Student Introduction and Syllabus & Course Agreement (0%)

You will post an introduction in the student introduction discussion board (and reply to at least two others' posts) and complete a syllabus and course agreement.

2 Critical Review: Abstract and Response Presentations (5%)

Analyze articles investigating an AI tool for language learning.

4 Critical Review of AI Tools (20%)

- Research Assistant tools (10%) (Research Rabbit, Explain Paper, Quivr, ChatPDF, Hamata, Keenious, ReadCube) (two weeks to do review of tools)

- Teaching Assistant tools (10%) (ChatGPT, Brisk, Magicschool, Diffit, LMnote, Claude, Otterai,.... (two weeks to do review of tools)

4 Activities (20%)

- AI Tools Activity for Research Purposes: (10%) Written and Oral Final (two weeks to do review of tools)
- AI Tools Activity:(10%) Written and Oral Final (two weeks to do review of tools)

1 Presentation (5%)

Presentation of an activity on an AI tool of your choice (Live or recorded presentation)

8 Quizzes (35%)

Research and AI implementation in a specific language learning context.

6 Discussion Boards (15%)

Students will answer the discussion questions in 150-200 words and read and reply to at least 2 classmates

The instructor will calculate your grade based on the following weighted distribution:

Assessment	Percentage (%)
Course Orientation <ul style="list-style-type: none"> • Student Introduction • Syllabus & Course Agreement Quiz 	0%
2 Critical Review: Abstract and Response Presentations <ul style="list-style-type: none"> • The assignments within this group vary in point values and will count differently toward the final grade. 	10%
4 Critical Review: Abstract and Response Presentations <ul style="list-style-type: none"> • Research Assistant tools (10%) (Research Rabbit, Explain Paper, Quivr, ChatPDF, Hamata, Keenious, ReadCube) (two weeks to do review of tools) • Teaching Assistant tools (10%) (ChatGPT, Brisk, Magicschool, Diffit, LMnote, Claude, Otterai,.... (two weeks to do review of tools) 	20%

4 Activities <ul style="list-style-type: none"> ● AI Tools Activity for Research Purposes: (10%) Oral presentation ● AI Tools Activity:(10%) Oral presentation (two weeks to do review of tools) 	20%
8 Quizzes <ul style="list-style-type: none"> ● The assignments within this group vary in point values and will count differently toward the final grade. 	30%
6 Discussion Boards <ul style="list-style-type: none"> ● Worth up to 2.5 % each. 	20%
TOTAL:	100%

GRADE SCALE

Grade	Percentage (%)
A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

LATE ASSIGNMENTS POLICY

Students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course emails and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except on weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Service \(CAPS\)](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

CAPS STATEMENT

Life as a university student can be challenging mentally, emotionally, and physically. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to services/providers in your area for ongoing support. For more information, go to <http://www.fau.edu/counseling/> or call 561-297-3540.

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880 / Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222 / Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY-APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

* * *

The instructor reserves the right to adjust this Syllabus at any time.

Viktor Kharlamov

From: Michelle McGovern
Sent: Monday, September 22, 2025 2:24 PM
To: Geraldine Blattner; Sabrina Sembiante
Cc: Viktor Kharlamov
Subject: Re: new course proposals

Hi Geraldine, we have no conflict with these course proposals, best of luck.

Michelle Vaughan-McGovern

Interim Co-Chair and Professor
Curriculum and Instruction

777 Glades Road

Boca Raton, FL 33431

Work-phone: 561-297-6594

mvaughn3@fau.edu

<https://www.fau.edu/education/faculty/mvaughn3/>



FLORIDA ATLANTIC UNIVERSITY

College of Education

From: Geraldine Blattner <gblattne@fau.edu>
Sent: Monday, September 22, 2025 1:14 PM
To: Sabrina Sembiante <ssembiante@fau.edu>; Michelle McGovern <mvaughn3@fau.edu>
Cc: Viktor Kharlamov <vkharlamov@fau.edu>
Subject: new course proposals

Dear Dr. Sembiante and Dr. McGovern,

My apologies, I was just informed that I also needed to send along the new course proposal forms. Please find them attached here 😊 .

Best regards,

GG

Geraldine Blattner

Geraldine Blattner,

Professor of French and Linguistics

Director of the Basic French Language Program

Dept. of Languages, Linguistics and Comparative Literature

Florida Atlantic University

777 Glades Road

CU Building, 232 E

Boca Raton, FL 33431

Tel: (561) 297-2679

Fax: (561) 297-2657

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