



Department of Linguistics

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Assoc. Exec. Dean Ed Adelson  
ASC  
114 University Hall

December 28, 2007

Dear Ed,

The Department of Linguistics is submitting a revised new course proposal for: Linguistics 367.02 *Language and Advertising in American Culture*. The course is to be designated a GEC Second Writing Course.

As you'll recall, the Department of Communication had some issues with our proposal when we first submitted it in 2006, feeling that there was overlap with some of their courses. In May 2006, you, I and Dr. Julie McGory, the Linguistics Undergraduate Coordinator, met with Communications faculty member Dr. Prabu David to discuss the concerns of Communications and how they might be addressed. The proposal has been revised to take the points raised at the meeting into account; we have minimized overlap with courses in the Department of Communication by making the course more explicitly related to linguistic concepts and theory, as reflected in the syllabus and rationale for the course. However, it should be kept in mind that since the study of language is central to both Departments some overlap is unavoidable.

Enclosed are the following forms: a course summary sheet, a new course request, and the course syllabus.

Thank you for considering this request.

Best regards,

A handwritten signature in black ink, appearing to read 'Beth Hume', with a small flourish at the end.

Beth Hume  
Professor and Chair  
Department of Linguistics

**The Ohio State University**  
**Colleges of the Arts and Sciences New Course Request**

LINGUISTICS

Academic Unit

LINGUISTICS

Book 3 Listing (e.g., Portuguese)

367.02 LANGUAGE AND ADVERTISING IN AMERICAN CULTURE

Number

Title

LANG ADVERTISING

UNDERGRADUATE 05

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information**

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): How advertising impacts American Culture, how the U.S. influences

International advertising, and how various populations are represented in ads.

Quarter offered: SP 08

Distribution of class time/contact hours: 2-2 hour classes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): English 110 or 111

Exclusion or limiting clause: none

Repeatable to a maximum of   0   credit hours.

Cross-listed with: not cross listed

Grade Option (Please check): Letter  S/U  Progress  What course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No

GEC: Yes  No

Admission Condition

Off-Campus: Yes  No

EM: Yes  No

Course: Yes  No

Embedded Honors Statement: Yes  No

Service Learning Course\*: Yes  No  \*To learn more about this option, please visit

<http://artsandsciences.osu.edu/currofc/>

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code   24.0103  

Subsidy Level (V, G, T, B, M, D, or P)

  G  

If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:

See attached document "GEC Proposal for Linguistics 367.02 as a Second Writing Course"

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This

course is (check one):  Required on major(s)/minor(s)  A choice on major(s)/minors(s)

An elective within major(s)/minor(s)  A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

No administrative funding adjustments necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes  No  List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: \_\_\_\_\_

6. Expected section size: 25 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes  No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):  
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).

CONTACT PERSON NAME:

Julia Tevis McGory

E-MAIL

[mcgory.1@osu.edu](mailto:mcgory.1@osu.edu)

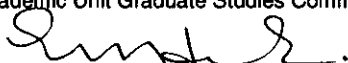
PHONE:

688-3109

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date



Beth Hume

12/28/07

3. **ACADEMIC UNIT CHAIR/DIRECTOR** Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu). The ASC Curriculum Office will forward the request to the appropriate committee.

5. **COLLEGE CURRICULUM COMMITTEE** Printed Name Date

6. **ARTS AND SCIENCES EXECUTIVE DEAN** Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. **ACADEMIC AFFAIRS** Printed Name Date

**Linguistics 367.02**  
**Language and Advertising in American Culture**  
**Course Syllabus**

**Instructor:** xxxxx  
**Office:** xxxxx  
**Phone:** xxxxx

**Email:** xxxxx  
**Office Hours:** xxxxx  
**Carmen URL:** <http://carmen.osu.edu/>

**Instructor's Mailbox:** Entryway of 222 Oxley Hall. Accessible 8am-5pm Monday-Friday.

**Framing Questions:** It is well-established that advertisers spend much time and money choosing the ideal language to convey their message to a particular audience. In this course we will examine the impact of linguistic information on advertising in the USA. Some specific questions to get you started include:

- What kind of language makes an advertisement 'clever'?
- What is the relationship between language and 'truth'?
- How is language used to capture different audiences?
- What effect does memory have on the choice of language in an advertisement?
- What issues in translation arise when marketing products internationally?
- How has language change over time impacted a change in advertising?

**Learning Objectives:** In addition to the concrete questions above, the broader goals for your learning (and hence what you will be evaluated on) are listed below. While the focus of this particular class is language, there are some fundamental skills that I want to help you master, which will be applicable to any topic you are studying.

- Finding evidence to support a claim
- Evaluating evidence for claims
- Arguing multiple points of view
- Identifying assumptions of arguments
- Identifying consequences of various choices
- Thinking about your own learning
- Dealing with incomplete evidence
- Writing effectively in order to communicate your ideas
- Presenting orally both informatively and persuasively

This course is designed to fulfill the GEC second writing course requirement. As a result, an important objective of this course is to help you further develop your skills of written and oral expression (the last two bullets in the list above). This will be done through specific instruction on writing and presenting by the instructor, informal and formal writing assignments, two oral presentations, and short homework assignments focusing on language usage. Feedback on your writing from the instructor and other members of the class is incorporated into the course but you should feel free to ask for additional input if needed. These writing-related assignments make up 90% of the grade (see below for more details regarding grading in this course).

**Required Texts:** The textbook for this course is *The Language of Television Advertising* by

Michael Geis. Additionally, there are other required reading materials that must be obtained from the main library's closed reserve desk, a course packet, or from this course's Carmen site. Another extremely important text for this class is the online edition of *The American Heritage Book of English Usage* at <http://www.bartleby.com/64/>.

**Requirements:**

1. *Class Participation:* In a discussion-based class, each person's insights, questions and thoughts are extremely valuable. You are expected to contribute to the discussion on a daily basis, and your level of participation will be reflected in your grade. Note that class attendance is not included in your grade per se, but if you are not in class, you cannot participate.

2. *Oral Presentations:* There will be two group presentations resulting from group projects (4-5 students per group). Your group will meet with me outside of class at least two days before your presentation to discuss any questions that you may have, the structure of your presentation, etc. The two projects are (briefly) as follows:

- A. Examine the linguistic information in actual ads from a variety of time periods. As a group, you will present this information to the class and explain how the language of advertisements has changed over time using guiding principles reviewed in class.
- B. Focusing on linguistic devices, design a mini-campaign for a make-believe candidate and present it for the class election. After the election, the group will detail how language was used to make the campaign materials effective (or not).

3. *Short Writing Assignments/Homework:* You are to write a short, informal paper (1-2 pages each, double spaced 12-point font) responding to each of five prompts throughout the quarter, one of which is indicated below to give you an example of both the type of assignment and its assessment:

Sample Writing Assignment:

Identify an ad where the use of language suggests that it is directed toward a particular target audience and do the following:

- A) Identify the ad's intended target audience
- B) Identify three aspects of the ad's language that lead you to this conclusion (and why)
- C) Re-write the ad so that it is aimed at a different target audience, without changing the meaning of the ad. The advertiser's underlying message or intent should remain the same. Use 3 linguistic devices to target your new audience and explain why they have the effect they do. You may consider any specific audience, including children, in your discussion.

Sample Assessment Criteria:

25 points for finding an ad with language that is directed at a particular audience and correctly identifying which audience that is

50 points for identifying the three linguistic devices that target a specific audience and explaining how these specifically target the audience you have chosen rather than a more general audience

75 points for language changes you make in the new advertisement that is directed at a different audience

50 points for issues of style: grammaticality, punctuation, organization, etc.

4. *Final Paper:* Each student will write a longer final paper for the course (the length depends

upon the question). Two prompts are listed below to give you some ideas:

- A. How do specific linguistic-related techniques influence potential consumers? What are the psychological effects of these techniques on potential consumers?
- B. Identify an ad or ad campaign that you think is deceptive, and argue your case based on references to linguistic analysis or empirical evidence.

The actual writing of your paper is a multi-step process including brainstorming, outlining, a first draft, a second draft reflecting peer review comments, and a final draft reflecting instructor comments. The grade for each will be based on clarity of expression, format, content, and the correct use of grammar and punctuation. The pre-writing and drafts will count equally with the final draft in the calculation of your course grade. The concrete deadlines related to these steps are as follows:

- Thursday, Week 4: Bring ideas related to your paper topic to class for feedback.
- Thursday, Week 8: First draft of your paper is due; comments received during class.
- Thursday, Week 9: Second draft is due, incorporating peer comments.
- Tuesday, Week 10: Second draft returned with instructor comments.
- Thursday, Week 10: Bring questions regarding your paper to class for feedback.
- Exam period: Final draft due to instructor.

**Course Grade:**

Class Participation	10%	Outline and First Draft of Final	20%
2 Presentations	20%	Final Paper	20%
5 Short Writing Assignments	30%	<b>Total</b>	100%

Letter grades are assigned according to the following scale:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	0-59

**Submitting Assignments:** All assignments should be submitted on the course’s Carmen site. In the event of a computer problem, a print version of the completed assignment may be put in my mailbox to avoid late penalties but the assignment must still be submitted via Carmen before it will be graded. A late assignment may be turned in up to one week after its due dates for half credit. After one week it will not be accepted.

**Classroom Etiquette:** We are all adults here, so it goes without saying that it is important to respect not only the instructor, but also your fellow classmates. This includes not interrupting people, dominating the floor, raising your voice, insulting, threatening, etc.

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

**Disclaimer:** This syllabus is subject to change (with sufficient notice). The most up-to-date version of this syllabus can be found on the course website.

**Course Schedule: Language & Advertising**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Homework Due / Quiz</b>
1	T	<b>Course Overview</b> 1. Introduction to linguistics	Geis Ch. 1 (introduction)	Read Hoover's address
	R	2. Linguistic Variation in Advertising	President Coolidge's 1926 speech to advertisers	
2	T	<b>Linguistic Elements in Advertising</b> 1. Lexical Ambiguity	LF 314-319	HW 1 Due
	R	2. Syntactic Ambiguity	LF 523-531	
3	T	3. Speech Acts	LF 239-249	HW 2 Due
	R	4. Implicature	Geis Ch. 2	
4	T	5. Entailment	Geis Ch. 3	HW 3 Due Group Presentations: Ambiguity
	R	6. Presupposition	Geis Ch. 4	Group Presentations: Speech Acts
5	T	7. Memory		HW 4 Due Group Presentations: Implicature
	T	8. Intonation	LF 71-74	Group Presentations: Entailment & Presupposition
6	R	9. Phonology	LF 103-108	Group Presentations: Intonation/Phonology
	R	10. Phonotactics	LF 134-136	
7	T	<b>Applied Linguistic Analysis</b> 1. Political Advertising		Choose Candidates
	R	2. Propaganda		Campaign Presentations
8	T	3. Kiddie Advertising I	Geis Ch. 7 p. 163-181	
	R	4. Kiddie Advertising II	Geis Ch. 7 p. 181-187	
9	T	<b>Language Modification</b> 1. Multicultural Advertising I		HW 5 Due
	R	2. Translating brand names		
10	T	<b>Linguistic Variation</b> 1. Historical Linguistic changes	Geis Ch. 6 p. 131-140	Extra Credit Due
	R	2. Modern Linguistic Variation	Geis Ch. 6 p. 140-149	Final Projects Due Tuesday of Exam Week



**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request**

Linguistics

**2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)**

Linguistics 367.02

**3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)**

Category 1. Skills (2) Second Writing Course

**4. Attach:**

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

**5. Proposed Effective Date**    Spring 2008

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?**    NA

**7. Select the appropriate descriptor for this GEC request:**


Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).

**9. Approval Signatures**

 Elizabeth Hume, Chair.    12/28/07  
\_\_\_\_\_  
Academic Unit    Date

(previously approved)  
\_\_\_\_\_  
College Office/College Curriculum Committee    Date

\_\_\_\_\_  
Colleges of the Arts and Sciences Committee on Curriculum and Instruction    Date

\_\_\_\_\_  
Office of Academic Affairs    Date

## **GEC Proposal for Linguistics 367.02 as a Second Writing Course**

The Department of Linguistics proposes Ling 367.02, *Language and Advertising in American Culture*, for inclusion as a Second Writing Course, a category in which Linguistics currently offers only one course.

The goals of this course are three-fold: first, to examine the ways in which language and linguistic knowledge are used by advertisers in the United States; second, to help the student develop effective presentation skills, both written and oral; and third, to develop the student's ability to critically evaluate and effectively use information.

The remainder of this document addresses each of the specific issues raised in the GEC Guidelines and the GEC Model Curriculum concerning the second writing course.

### **Focus on the United States**

The entire course will revolve around American advertising and related topics, such as political campaign materials. The impact of advertising on American culture, the influence of the U.S. (and, in particular, English) on international advertising, and how various populations are represented in ads will also be addressed.

### **Writing and related skills amount to a significant component of the course grade**

Writing and related skills make up 90% of the course grade. The items involved are: five short 'homework' writing assignments (30%), a final paper (40%), and two oral presentations (20%).

### **Instruction in writing**

A portion of class each Thursday (with the exception of the first day of class) is devoted to a Writing Workshop. The topics covered in the workshops vary from week to week. However, the overarching objective of the sessions is to provide the student with specific guidance on writing, presenting and other related skills. Some workshops focus on general topics such as: problematic areas of grammar, writing with style and clarity, general guidelines for writing or presenting research (plagiarism, citing sources, developing an outline, preparing an annotated bibliography). Other workshops are geared towards giving students specific guidance on how to prepare the course assignments: writing an effective position paper, creating the outline for a research paper, giving an effective presentation. In others, students are given the opportunity to receive feedback on their research and ideas from the instructor and other members of the class. Students will also be encouraged to develop their skills of argumentation and critical thinking. For example, in one workshop, each student is required to defend some chosen position on a particular topic. It is hoped that the weekly Writing Workshops will provide students with a useful forum for receiving instruction in writing, presenting and developing the ability to think critically.

**Writing text or manual**

Students will make use of the online edition of *The American Heritage Book of English Usage*, available at <http://www.bartleby.com/64/>. In addition to serving as a reference for students, practice exercises are available via the associated e-book.

**Feedback**

Feedback is an integral part of the course. Students receive input on several occasions from their peers as well as from the instructor. Written feedback from the instructor will be given after each assignment (which is also necessary for students to understand how they have been assessed) as well as following several of the Writing Workshops so that students can judge what they need to improve before turning in assignments that will be graded. Peer feedback is also built into many of the Writing Workshops. Part of the student's preparation for the final paper, for example, includes several iterations of student review. In week 4's Writing Workshop, students are to bring in their paper topic and some of the arguments that they will be using to support their position on the topic. Working in groups, students will share their position paper ideas with other members of the group as well as with the instructor. Week 8's Writing Workshop involves giving a draft version to one or more classmates for comments and suggestions, followed by the instructor's comments later in the week. Written feedback from the instructor will focus on areas such as grammar, the correct choice of words, clarity of expression, and the format and content of the paper. In this way, students not only benefit from the input of their peers, they also learn how to offer constructive feedback.

**Criteria for evaluating writing and other learning objectives**

It is clearly stated on the syllabus that writing and related skills make up a significant component of the course grade (90%). The criteria used to evaluate each of the written assignments are also included on the syllabus. In general, students will be graded on clarity of expression, content, format, argumentation, the correct use of words, grammar and punctuation, how well the instructions are followed, and how well the discussion in the paper relates to the course readings and class discussions. Students will receive handouts providing information concerning the expected format and content of each of the papers. As a means of assessing the full range of course learning objectives, a course-initial survey and parallel course-final survey will be filled out by students. In addition, learning objectives will be evaluated at various points during the quarter along with instructor progress; one such example evaluation is attached.

**Oral component**

A requirement of the course is that each student be involved in two oral presentations. As noted on the syllabus, students will work together on a mock-campaign speech and advertisements in groups of four or five. They are to work together as they discuss, prepare and present their candidate/advertisements to the class. These presentations will require them to develop two separate types of oral skills: speaking to inform (the topical advertisements) and speaking to persuade (the political campaigns). Week 3's Writing Workshop is devoted to the former, and Week 6's is devoted to the latter. Topics to be addressed include: how to present your material with clarity; how to keep your audience interested in your topic; what makes a presentation persuasive, etc.

**Instructor training**

The course will be taught by faculty and advanced PhD students from the Department of Linguistics. Most graduate students in Linguistics are well-prepared to teach a second writing course, given their training. For example, all graduate students are required to take at least one course in syntax, giving them a good background in grammatical issues. In another required course, 603.01 (Phonology), there is considerable emphasis on teaching graduate students how to construct well-reasoned arguments and to present research clearly in both oral and written format. These skills are also developed through regular presentations in weekly reading groups, and the required departmental colloquium presentations and (publishable) research papers. Faculty in the Department recognize the importance of having effective written and oral communication skills and mentor students to become successful writers and presenters. This is crucial given the competitiveness of the field of linguistics and the high expectations regarding publications; graduate students in the Department typically have at least five publications to their credit when they enter the job market. Learning how to write and present research papers is thus an integral part of a Linguistics graduate student's training. Nonetheless, only graduate students with outstanding skills in this area, as determined by the Chair and relevant faculty, will be assigned to teach this course. It is perhaps also worth noting that all graduate students in the Department of Linguistics are required to take a teacher training course offered by the Department in the spring quarter of their first year.

**Course limit**

Each offering of the course will be limited to 25 students.

**Relation to other similar courses**

Though OSU currently offers other courses related to advertising, their focus is very different from the course proposed here. Whereas other courses (listed below; based on brief descriptions) seek to introduce students to the advertising industry, this course seeks to introduce students to the way in which language and linguistic knowledge is used by these advertisers. BUS-M&L 846 (Advertising and Promotion Management) seems to focus on theories of consumer behavior and is open only to MBA students. COM 644 (Advertising and Society) seems to focus on the effects of advertising (economic, sociological, etc.). Finally, BUS TEC T233 (Advertising and Promotion) seems to focus entirely on the professional aspects of working in advertising. The proposed course does not overlap significantly with any of these existing courses.

## **Linguistics 367.02 Assessment of Course, Students, Instructors**

An assessment of all major courses in linguistics is completed yearly by the Undergraduate Program Coordinator (UPC) and Linguistics T.A. Coordinator. Linguistics 367.02, a major elective and a GEC course, will be included in this evaluation. In order to ensure that learning objectives are met the Department of Linguistics uses three measures including: midterm course survey, final course survey, and a writing assignment evaluation. The process for obtaining information and providing feedback is summarized here.

**I. Midterm and Final Course Surveys.** Two student surveys will be required of students at the midpoint and end of the course as an indirect method of assessing course instruction and course content. These surveys will include the following questions: (Additional questions may be asked if the instructor chooses.)

- Is the course content clear?
- Have the goals of the course been provided? [Specific course goals will be listed.]
- How could the instructor make information more easily understood?
- Have you been provided with enough writing practice? (please comment)
- Are the comments and instruction you receive helpful?
- How has your knowledge of the subject area improved?
- Do you have any suggestions for improving the course?

Midterm survey responses are available to (1) the instructor and (2) the T.A. coordinator. Final survey responses are available to (1) the instructor, (2) the T.A. Coordinator and (3) the UPC.

**Feedback for instructors.** If the instructor is a GTA, s/he is required to meet with the T.A. coordinator twice within the quarter: first, after the midterm and after the final survey is completed to discuss potential changes in course delivery and/or course content; and second, after the course is completed for evaluation of instruction and course content.

**Feedback for major program assessment.** The UPC collects information from the final course surveys of all sections of undergraduate courses each year and includes a summary of student responses in the final major assessment. Information from this final assessment is provided to the department chair, and to faculty in a department meeting.

**II. Writing Assignment Evaluation.** In order to assess written assignments and provide additional feedback to students throughout the linguistics writing courses, we have developed a rubric for instructors to use. Instructors will complete the following rubric in addition to providing a grade to each written assignment.

**Writing Assignment Evaluation**

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

The scales below have been developed to provide you with feedback in specific areas of written composition. On this scale, 1-excellent and 5-needs improvement.

1. Identifies and develops research question/main idea.

1-----2-----3-----4-----5

2. Presents material in an organized fashion.

1-----2-----3-----4-----5

3. Synthesizes material from multiple sources according to main points (not just summaries of sources without synthesis)

1-----2-----3-----4-----5

4. Uses evidence to support main ideas in support of research question(s)

1-----2-----3-----4-----5

5. Cites and documents sources appropriately

1-----2-----3-----4-----5

6. Uses appropriate grammar, syntax, mechanics

1-----2-----3-----4-----5

7. Uses appropriate voice/tone/word choice for academic context

1-----2-----3-----4-----5

8. The overall rating for this student paper is

1-----2-----3-----4-----5