

Term Information

Effective Term Summer 2019

General Information

Course Bulletin Listing/Subject Area Linguistics
Fiscal Unit/Academic Org Linguistics - D0566
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2797.02
Course Title Linguistics Research in Aix-en-Provence
Transcript Abbreviation Aix Study Abroad
Course Description This Study Abroad 3-credit course will introduce students to the linguistic properties of French through inquiry into the unique language, culture, and history of Aix-en-Provence, located in the south of France. This intensive 4-week Study Abroad immersion program will combine formal classroom instruction in linguistic analysis by OSU faculty with cultural immersion in Aix-en-Provence.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0102
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Education Abroad (new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Students learn about the relationship between language and culture while being immersed in a new context.
- 2. Students learn about linguistic structures, and will observe linguistic differences between French and English.
- 3. Students learn about data collection and research methods and so develop analytical skills.
- 4. Students collect and analyze language data, giving them direct experience of interacting with speakers of a non-English language.
- 5. Students present their results in small groups, giving them direct experience of collaboration and teamwork, and the opportunity to develop their oral presentation skills.

Content Topic List

- 1. A comparison of French and US Culture
- 2. A linguistic comparison of French and English Language
- 3. Linguistics analysis of common French grammatical patterns
- 4. Group presentations of linguistic structures in France

Sought Concurrence

Yes

Attachments

- Syllabus-Aix-en-Provence V2.docx: syllabus
(Syllabus. Owner: McGory, Julia Tevis)
- Curricular Map 08-24-16.docx: curricular map
(Other Supporting Documentation. Owner: McGory, Julia Tevis)
- GE Rationale.docx: GE Rationale
(Other Supporting Documentation. Owner: McGory, Julia Tevis)
- Aix-en-Provence Course Assessment Plan.docx: Assessment Plan
(GEC Course Assessment Plan. Owner: McGory, Julia Tevis)
- Concurrence_Form_Study_Abroad_Aix_en_Provence-1.pdf: Concurrence from FRIT
(Concurrence. Owner: McGory, Julia Tevis)
- Syllabus-Aix-en-Provence V3.docx: Updated Syllabus
(Syllabus. Owner: McGory, Julia Tevis)

Comments

- The attached Syllabus-Aix-en-Provence V3 provides a more detailed description for the assignments and clarifies the connection between the assignments and the GE ELOs *(by McGory, Julia Tevis on 10/01/2018 11:19 AM)*
- See 9-12-18 email. *(by Vankeerbergen, Bernadette Chantal on 09/12/2018 04:22 PM)*
- Concurrence from FRIT would likely be requested from the panel *(by Heysel, Garrett Robert on 05/22/2018 05:34 PM)*

COURSE REQUEST
2797.02 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/07/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory,Julia Tevis	05/18/2018 09:28 AM	Submitted for Approval
Approved	McGory,Julia Tevis	05/22/2018 03:44 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/22/2018 05:34 PM	College Approval
Submitted	McGory,Julia Tevis	06/25/2018 03:59 PM	Submitted for Approval
Approved	McGory,Julia Tevis	06/25/2018 03:59 PM	Unit Approval
Approved	Heysel,Garett Robert	06/25/2018 07:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/12/2018 04:22 PM	ASCCAO Approval
Submitted	McGory,Julia Tevis	10/01/2018 11:19 AM	Submitted for Approval
Approved	McGory,Julia Tevis	10/01/2018 12:34 PM	Unit Approval
Approved	Heysel,Garett Robert	10/07/2018 09:04 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/07/2018 09:04 PM	ASCCAO Approval

Linguistics 2797.02
Aix-en-Provence Summer Study Abroad
Institute for American Universities

The Language, Culture, and History of France

Location: Aix-en-Provence, France

Contact Information

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Overview

This Study Abroad 3-credit course will introduce students to the linguistic properties of French through inquiry into the unique language, culture, and history of Aix-en-Provence, located in the south of France. This intensive 4-week Study Abroad immersion program will combine classroom instruction in linguistic analysis by OSU faculty with cultural immersion in Aix-en-Provence, including homestay experiences with local families, cultural visits and excursions to various locations in the south of France with IAU and OSU staff, and a conversation partner program. Through these experiences, students will develop an understanding of other languages and cultures and be able to reflect critically on their own native language and culture.

Goals and Objectives for the General Education (GE)

The goal of courses in this category is to allow you, by living and studying outside the U.S., to acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware.

Below are Expected Learning Outcomes and associated with Course Objectives which are then aligned with Class Activities.

Expected Learning Outcome 1: Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.

Course Objective 1. Students recognize the impact that history and culture have on language.

- Guest lectures & field trips illustrate historical impact of Roman influence on French language and culture.
- Class activities (see Week 1 in Syllabus) are devoted to the relationship of language and culture.

- Homestay families and conversation partner program provide personal experiences illuminating contrasts between USA and France.

Course Objective 2. Students acquire the linguistic tools needed describe the relationship between culture and language.

- Class Readings facilitate understanding of linguistics content (see Weeks 1, 2, and 3 in Syllabus).
- Course assignments provide prompts to encourage thoughtful reflections on how their French acquaintances use language to reflect their culture.

Course Objective 3. Students reflect on similarities, differences, and interconnections

- Class discussions will include sharing of previous days/weeks experiences and interactions.
- Journal Prompt A (see in Journal Prompts)

Expected Learning Outcome 2: Students function effectively within their host country.

Course Objective 1. Students develop interpersonal relationships within their homestay environment and conversation partner program, giving them direct experience interacting with speakers of a non-English language.

- Students meet with conversation partners on a weekly basis.
- Students live with home-stay families chosen on basis of French language skills. Non-French speakers are paired with families who speak both English and French.

Course Objective 2. Students acquire a greater sense of independence while navigating through new and sometimes challenging contexts.

- Sufficient free time is provided to encourage students in small groups to venture in Aix and nearby areas.

Course Objective 3. Students develop collaboration and teamwork skills through course activities.

- Homework assignments provide opportunities for collaboration and teambuilding.

Course Objective 4. Students recognize how they cope with challenges.

- Journal Prompt B (see in Journal Prompts)

Expected Learning Outcome 3: Students articulate how their time abroad has enriched their academic experience.

Course Objective 1. Students complete course assignments facilitating reflection

- Students collect informal and formal language data from personal interactions with host families, conversation partners, and additional social situations.
- Students complete and present a language comparison project.

Course Objective 2. Student reflect on the impact of their study abroad experiences

- Journal Prompts C & D (see in Journal Prompts)

Assessments

Participation: 10%

Language Comparison Project: 50%

Students will (1) learn about potential cultural and linguistic differences through classroom lectures and assignments, (2) make personal observations of cultural differences between France and the United States through personal connections with homestay families and French conversation partners, (3) collect formal and informal language examples from these

personal connections, and (4) present their findings in final form during the last days of the course. The language comparison project grade will be made up of:

- Classroom participation and assignments 20%
- Collecting formal and informal data 20%
- Final presentation 10%

Journal: 40%

Students will complete an ongoing critical reflection on their experience in Aix-en-Provence and demonstrate an understanding and awareness of the learning outcomes of the course. Journal entries will be collected 4 times throughout the term, the last entry being collected one week after the end of the program. Each submission will comprise 10% of the grade.

Journal Prompts

GE Learning Outcome 1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.

A. Describe some of the similarities and differences you have noticed between aspects France and the U.S. Provide specific examples and use pictures when possible to complement the discussion. This is a cultural comparison and so you can frame your discussion and visuals around one or multiple cultural topics including language, food, housing, shopping, formality, politeness, friendliness, and attitude. Of course there are other topics involved in a discussion of cultural comparisons, and so you are encouraged to write about additional topics as well.

GE Learning Outcome 2. Students function effectively within their host country/countries.

B. Living in another country poses challenges that you may not have foreseen before coming to France. Describe one or more situations where you have been in a situation where you needed to adapt in order to be successful. Did you adapt well to the new encounter? What might have helped you to adapt more easily? Also, after reflecting on these situations, what have you learned about yourself and others? How might you have been more successful in certain situations and encounters? Finally, do you have suggestions for students who are planning a long-term home-stay in France?

GE Learning Outcome 3. Students articulate how their time abroad has enriched their academic experience.

C. For each field trip you take, please discuss how the experience you've acquired during the trip complements your academic understanding of the content. Describe the purpose of each field trip and recall details about the trip that emphasized the focus. What did the experience provide you that a text book cannot? How might you use this knowledge when you return to the United States?

D. Now that the program has ended, we ask that you reflect on the entirety of your experiences while studying at the Institute for American Universities. In general, please describe how your experiences have expanded your academic experience. Draw from the similarities and differences you have become aware of and the challenges you have had. Reflect on your experiences in and out of the classroom. This reflection is **not** to be a review or summary of earlier journal entries, although it may be helpful to review what you have already written. This final assignment is to be a description of your experiences and knowledge you've gained now that you have had the chance to step back and take a wider perspective.

The OSU Grading Scale will be used to calculate grades as follows:

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

Overview of Syllabus and Itinerary

Credit Hours: 3

Classroom instruction (lectures, seminars and workshops) – 9 hours each week

MWF: 9am-12:00am

Orientation & Cultural Afternoon Trips – 4-8 hours each week

TR: 12:00pm-4:00pm

Weekend Trips (from the following)

Full Day Trip to the Roman city of Arles & the Camargue

Full Day Trip to the walled Roman city of Avignon and the Pont du Gard

Half Day Trip to The Luberon Valley

Conversation Program – 2 hours each week

Meetings arranged based on personal schedules

Class Format

The course has four major components:

- (1) Informal discussions designed to share experiences of previous days, and to monitor potential concerns
- (2) Formalized instruction and discussion sessions facilitating knowledge of linguistic concepts
- (3) Structured and guided educational experiences designed for understanding use of language, culture and history through immersion
- (4) Independent out-of-class work and experiences developed to reinforce connections between language, culture, and history.

Week one: Introduction to Aix-en-Provence and French Culture

Orientation:

Welcome and Introductions with IAU Facilities & Staff; Accommodations, Tour of Aix-en-Provence

Classroom Instruction Topic “Acting Like a Native Speaker”

Readings from *Basics of Language for Language Learners*

“The Link between Language and Culture” pp. 207-225

“Politeness”, pp. 226-239

“Swearing, Insults, and Taboos” pp. 240-247

Assignment: Data Collection – documenting cultural differences through journaling, blogging, photography, recordings

(1) Hello & Goodbye. Investigate the different expressions that are used by native speakers of French to (a) to greet someone and (b) to say goodbye.

(2) Observing Gestures. Watch people interact with one another. What do you notice about their gestures? Do you notice gender differences? Age differences?

Cultural Meetings & Excursions:

Walking tour of Aix-en-Provence including La Rotonde fountain, Cours Mirabeau, Place des Quatre Dauphins, and Place Richelme (local market).

Conversation Partner Program: Initial start-up

Guest Lecture:

Southern France, Its History and Culture

Weekend Trip:

The city of Arles & the Camargue (Arles in the morning (lunch included), road through the Camargue in the afternoon and stop at the Saintes-Maries de la Mer or Aigues Mortes).

Week two: Language and Sounds

Lectures/Classroom Instruction Topic “Sounding Like a Native Speaker”

Readings from *Basics of Language for Language Learners*

“Foreign Accents” pp. 49-59

“How to Make a Consonant” pp. 60-78

“How do Make a Vowel” pp. 79-89

Assignment: Data Collection – documenting pronunciation & vocabulary differences

- (1) Record yourself saying individual words and/or longer phrases or practice saying some common phrases with your conversation partner. Try to pinpoint parts of the words that are most difficult. Which sounds are hardest to say? Which are easiest?
- (2) Compare the vowel and consonant inventories in French and your native language. Which sounds exist in French but not in your language? Of these sounds, which is the hardest to make?

Cultural Meetings & Excursions:

Atelier Cezanne

Conversation Partner Meetings

Guest Lecture:

Provençal History and Culture through its Monuments

Weekend Trip:

The Luberon with its small villages including Lourmarin, Sénanque, and Roussillon.

Week three: Language and Grammar

Lectures/Classroom Instruction Topic “Thinking Like a Native Speaker”

Readings from *Basics of Language for Language Learners*

“Talking about Things / Grammatical Forms” pp. 115-127

“Describing Things / Noun Phrases” pp. 128-143

Assignment: Data Collection – documenting grammatical differences and usage of common phrases

- (1) Compare the grammar 2 noun phrases such as “the big black cat” and “the big black cats” in English to the same phrases in French. Describe potential differences in word order, number agreement, and gender agreement.
- (2) Consider the three relative clauses in English: She is the person who likes John. She is the person who John likes. She is the person John likes. Translate these three sentences into French and discuss differences in terms of word order, relative pronouns, and required words/affixes.

Cultural Meetings & Excursions:

The City of Marseille and The Old Port

Conversation Partner Meetings

Guest Lecture:

The Relationship between Roman History and the French Language

Weekend Trip:

Avignon, a walled city built in the 14th century. Includes the Palais des Papes, the Petit Palais, and the Cathedral of Notre-Dame. Suggested: A day divided between the Pont du Gard or Tascon (Medieval castle) then Avignon.

Week four: Analysing & Presenting Data

Lectures/Classroom Instruction Topics:

Activity: Organizing and Presenting collected data

Cultural Meetings & Excursions:

TBA

Conversation Partner Meetings

Departure: TBA

Accommodation

Students will be placed with a homestay family. The experience of living with a French family will form part of the Study Abroad experience. Students will reside no more than 30 minutes from the IAU campus, and those living at these longer distances will receive a bus pass or bicycle to commute to and from classes.

Facilities at IAU

The Course: All students will be enrolled as Ohio State students. The study abroad course will be taught by OSU Faculty within IAU facilities in Aix-en-Provence, located in the heart of the city.

Day Trips/Excursions: Most, if not all, excursions within Aix and in the surrounding area will be led by IAU faculty and/or staff and accompanied by OSU faculty.

Physical and Mental Health Facilities: IAU provides support for students' well-being while abroad. Professor Anabelle Martin, DESS, is the Wellness coordinator and Clinical psychologist at IAU and can be reached at iauwellness@iaufrance.org. For more information, see <https://www.iaufrance.org/studyabroad/studentlife/aix/healthwellness>

GE Rationale

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students’ host country/countries and the U.S.?

- The program includes an academic and cultural immersion into French culture, with a focus on language, culture and history.
- Classroom assignments and cultural fieldtrips encourage students to reflect critically on cultural interconnections and awareness, and to be critically self-aware through assessments and activities.
- Students are required to document cultural differences through journaling, blogging, photography, and/or recordings culminating in a final presentation at the end of the course. See “Assignment: Data Collection” in the course syllabus.

b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

- An orientation program during week 1 in Aix-en-Provence is provided by IAU Faculty and Staff. This includes a tour of the city, introductions to home-stay families, a tour of IAU facilities, and contact information for health and emergency concerns.
- Students will be matched with home-stay families to ensure that non-French speaking students live with families who speak English for effective communication.
- For some students, a bus pass will be included for transportation from the home-stay family to the university.
- A conversation program where OSU students meet informally with French students is included in the curriculum to provide additional contact with the citizens of Aix.

c) In what ways will the students’ time abroad enrich their academic experience?

- Through encountering and successfully managing potentially challenging experiences within a different country (e.g., travelling from point A to point B), students will gain independence and self-reliance that will facilitate their navigation through their academic program.
- Through a formal and informal analysis of the French language and its culture, students will develop an awareness of linguistic and cultural differences that will broaden their intellectual perspective.
- From stepping out of their comfort zone, and having a subsequent positive experience during their study abroad, students will be more likely to challenge themselves within an academic setting.

**Linguistics 2797.02 Aix-en-Provence Summer Study Abroad
Institute for American Universities
“The Language, Culture, and History of France”**

Assessment of Education Abroad GE Courses (to be conducted by an OSU Faculty member)

A. Expected Learning Outcomes for Study Abroad GE

- Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students function effectively within their host country/countries.
- Students articulate how their time abroad has enriched their academic experience.

B. Description of the Assignment. This course requires students to complete a reflection journal which includes (among other things) an ongoing critical reflection of their experiences in the south of France. Responses to specific prompts will be used to demonstrate understanding and awareness of the course learning outcomes associated with the GE. Students are encouraged to use pictures, recordings, and written expression in this web-based or hard copy journal 3-5 times each week.

Journal entries will be graded weekly (4 times) using the same rubric. In this manner, students can use feedback from prior entries to enhance future entries.

C. Journal Prompts - targeting each of the 3 expected learning outcomes

1. Describe some of the similarities and differences you have noticed between aspects France and the U.S. Provide specific examples and use pictures when possible to complement the discussion. This is a cultural comparison and so you can frame your discussion and visuals around one or multiple cultural topics including language, food, housing, shopping, formality, politeness, friendliness, and attitude. Of course there are other topics involved in a discussion of cultural comparisons, and so you are encouraged to write about additional topics as well.
2. Living in another country poses challenges that you may not have foreseen before coming to France. Describe one or more situations where you have been in a situation where you needed to adapt in order to be successful. Did you adapt well to the new encounter? What might have helped you to adapt more easily? Also, after reflecting on these situations, what have you learned about yourself and others? How might you have been more successful in certain situations and encounters? Finally, do you have suggestions for students who are planning a long-term home-stay in France?
3. For each field trip you take, please discuss how the experience you've acquired during the trip complements your academic understanding of the content. Describe the purpose of each field trip and recall details about the trip that emphasized the focus. What

did the experience provide you that a text book cannot? How might you use this knowledge when you return to the United States?

4. Now that the program has ended, we ask that you reflect on the entirety of your experiences while studying at the Institute for American Universities. In general, please describe how your experiences have expanded your academic experience. Draw from the similarities and differences you have become aware of and the challenges you have had. Reflect on your experiences in and out of the classroom. This reflection is **not** to be a review or summary of earlier journal entries, although it may be helpful to review what you have already written. This final assignment is to be a description of your experiences and knowledge you've gained now that you have had the chance to step back and take a wider perspective.

D. Scoring Rubric (modified from template in OAA Manual)

This scoring rubric, used weekly to assess student assignments (4 in all) is designed to help students, instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in weekly reflection assignments. At a minimum, students are expected to meet “Proficient” expectations, level 3.

Are expectations met?	Outstanding-4	Proficient-3	Basic-2	Below expectations-1
(ELO1) Knowledge of host country and US: Culture and worldview frameworks	Demonstrates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US.	Recognizes similarities and differences in cultural rules and practices between host country and US.
(ELO2) Skills for effective functioning: (a) Verbal and nonverbal communication (b) Problem solving	Demonstrates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a	Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared	Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can	Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US. Struggles to navigate host

	<p>shared understanding based on those differences.</p> <p>Navigates host country and overcomes obstacles with confidence and ingenuity.</p>	<p>understanding based on those differences.</p> <p>Navigates host country and overcomes obstacles comfortably.</p>	<p>occur.</p> <p>Navigates host country and overcomes obstacles at basic level.</p>	<p>country at basic level and to overcome obstacles.</p>
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58

<p>(ELO3) Enrichment of academic experience:</p> <p>(a) Knowledge</p> <p>(b) Skills</p> <p>(c) Attitudes/perspectives</p>	<p>Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.</p> <p>Initiates and develops engagement with people and ideas in host country.</p> <p>Interprets intercultural experience from the perspective of own and others' worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.</p> <p>Actively engages with people and ideas in host country.</p> <p>Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one's own. Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>Connects knowledge gained in host country with pre-existing ideas.</p> <p>Makes effort to engage with people and ideas in host country.</p> <p>Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures.</p>	<p>Recognizes connections between knowledge gained in host country and pre-existing ideas.</p> <p>Makes minimum effort to engage with people and ideas in host country.</p> <p>Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures.</p>
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Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Department of Linguistics Date: June 18, 2018

Registrar's Listing:

Course Number: Ling 2797.02 Level: U P G Credit Hours: 3

Course Title: Aix-en-Provence Summer Study Abroad

Type of Request: New Course Group Studies Workshop Study Tour Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed: June 25, 2018

B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal
 The academic unit **does not support** the proposal.
Please explain:

The academic unit suggests:

Signature of Department Chair



Department of French and Italian

Name of Department

CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 6-25-18)

<p>Goal 1: <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i></p>	<p>Goal 2: <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i></p>	<p>Goal 3: <i>Formulate a well-organized, well-supported argument.</i></p>	<p>Goal 4: <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i></p>	<p>Goal 5: <i>Engage in original research.</i></p>	<p>Goal 6: <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i></p>
<p>Beginning 2000 Intro to Lang in the Humanities Ling 2797.01 N.Z. Study Abrd Ling 2797.02 Aix Study Abrd</p>	<p>Beginning 2000 Intro to Lang in the Humanities Ling 2797.01 N.Z. Study Abrd Ling 2797.02 Aix Study Abrd</p>	<p>Beginning 2000 Intro to Lang in the Humanities</p>	<p>Beginning 2000 Intro to Lang in the Humanities Ling 2797.01 N.Z. Study Abrd Ling 2797.02 Aix Study Abrd</p>	<p>Beginning 2000 Intro to Lang in the Humanities 2051 Analyzing the Sounds of Lang 3701 Lang & the Mind</p>	<p>Beginning 2000 Intro to Lang in the Humanities Ling 2797.01 N.Z. Study Abrd Ling 2797.02 Aix Study Abrd</p>
<p>Intermediate H2052 Theories of Linguistics: The Scientific Method 3401 Words & Meanings 3502 ConLangs 3901 Lang Evolution & Lang Change 3701 Lang & the Mind 3802 Lang & Computers</p>	<p>Intermediate Ling2001 Lang & Formal Reasoning H2052 Theories of Linguistics: The Scientific Method Ling2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3801 Codes & Code-Breaking 3801 Codes & Code-Breaking 3901 Lang Evolution & Lang Change</p>	<p>Intermediate H2052 Theories of Linguistics: The Scientific Method 2367.01 Lang, Sex, & Gender 2367.02 Lang & Advertising 3701 Lang & the Mind 3601 Lang, Race, & Ethnicity in the US 3602 Lang & Social Identity 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research</p>	<p>Intermediate 2367.01 Lang, Sex, & Gender 3501 American Indigenous Languages 3601 Lang, Race, & Ethnicity in the US 3602 Lang & Social Identity 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3901 Lang Evolution & Lang Change</p>	<p>Intermediate 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3602 Lang & Social Identity 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3701 Lang & the Mind</p>	<p>Intermediate H2052 Theories of Linguistics: The Scientific Method 2367.02 Lang & Advertising Ling3801 Codes & Code-Breaking 3802 Lang & Computers 3191 Internship in Linguistics</p>
<p>Advanced 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning</p>	<p>Advanced 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research 4999 Thesis Research</p>	<p>Advanced 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4780 Undergrad Research Seminar 4998 Research 4999 Thesis Research</p>	<p>Advanced 4597.01 Lang Endangerment & Death 4597.02 Lang & the Law 4601 Lang & the Black Experience 5601 Introduction to Sociolinguistics 5901 Introduction to Historical Linguistics</p>	<p>Advanced 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research 4550 Field Methods</p>	<p>Advanced 4780 Undergrad Research Seminar 4597.01 Lang Endangerment & Death 4597.02 Lang & the Law</p>

