

Term Information

Effective Term Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are proposing that Ling3601 be part of the new GE Foundations coursework, including inclusion in both (1) Historical and Cultural Studies B: Cultural Studies and (2) Race, Ethnicity, and Gender Diversity.

What is the rationale for the proposed change(s)?

The course content is consistent with the Goals and ELOs for both of these foundations courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	3601
Course Title	Language, Race, and Ethnicity in the U.S.
Transcript Abbreviation	Lang Race Ethnicity
Course Description	Objective examination of the relationship between language, race and ethnicity in the context of varieties of English used by minority ethnic and racial groups in the U.S.
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?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value Prereq: English 1110.01, 1110.02, or 1110.03, or equiv.

Exclusions

Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

Previous Value

General Education course:

Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies

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

- Successful students will evaluate linguistic practices in literature, film and everyday language to understand how these cultural products contribute to the construction and change through time of race, gender and ethnicity.
- Successful students will analyze how language ideologies shape our beliefs about, and lived experiences of, race and ethnicity, as well as their connections to other constructs like gender and place.
- Successful students will recognize how different language communities are impacted by linguistic stereotyping, attitudes and discrimination, as well as how racialized communities experience and engage with language shift and language death.
- *Students will be able to describe some linguistic features connected to race, ethnicity and gender in the USA.*
- *Students will understand some aspects of the role language plays in constructing race, ethnicity and gender in the US.*
- *Students will be able to describe how power differences shape the social understanding of language features and language varieties.*

Previous Value

COURSE CHANGE REQUEST
3601 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/07/2022

Content Topic List

- language, race and ethnicity
- language and gender
- standard language & mainstream dialects
- language policing: race and gender
- ethnic slurs
- sociolinguistic variation & dialects
- Gender and intersectionality
- methods of sociolinguistic analysis
- legal and ethical issues surrounding linguistic differences
- ethics of nonstandard varieties in the classroom

Previous Value

- *Language and ethnicity*
- *Language and culture*
- *Regional language varieties*
- *Ethnic language varieties*
- *Sociolinguistics*

Sought Concurrence

No

Previous Value

Attachments

- LING 3601 syllabus(1).docx: syllabus
(Syllabus. Owner: McGory, Julia Tevis)
- ge-foundations-submission-3601(1).pdf: GE Justification
(Other Supporting Documentation. Owner: McGory, Julia Tevis)
- Curricular Map 04-07-22.docx: Curriculum Map
(Other Supporting Documentation. Owner: McGory, Julia Tevis)

Comments

- Please send comments to Julia McGory.1@osu.edu. Thank you! *(by McGory, Julia Tevis on 04/07/2022 02:50 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	04/07/2022 02:50 PM	Submitted for Approval
Approved	McGory, Julia Tevis	04/07/2022 02:51 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/07/2022 03:42 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/07/2022 03:42 PM	ASCCAO Approval

Linguistics 3601
Language, Race, and Ethnicity in the U.S.
[Term and year]
[Days, times and place of class meetings]

Instructor:

Email:

Office:

Mailbox:

Office Phone:

Office Hours:

or by appointment

Additional comments, questions, or concerns can be addressed to:

TA Coordinator: Dr. Hope Dawson

Office: Oxley Hall 114

Email: dawson.165@osu.edu

Office Phone: (614) 292-5420

Commented [CKK1]: This information is included on all GTA-taught courses in the Linguistics department.

Course Website

www.carmen.osu.edu

An electronic version of this syllabus can be found on the course website. PDF copies of assignments and other relevant materials will also be made available here.

Required Textbook:

Fought, Carmen. 2006. *Language and Ethnicity*. Cambridge: Cambridge University Press.

The textbook can be found at Barnes and Noble Bookstore and also online. There are also electronic copies that can be found online.

Additional articles and book chapters will be made available on Carmen. See the attached course schedule to see when each reading is due.

Course Description:

This course examines the relationship between language and social constructs such as race and ethnicity, with particular emphasis on race relations in the United States. The main focus of the course will be the varieties of English used by members of minority ethnic and racial groups in the United States, and the general relationship between their languages and their place in American society.

The U.S. is a melting pot not only culturally, but also linguistically. During this course we will explore how racial and ethnic identity are expressed through the use of particular dialects or languages and how language is related to ethical issues of equality, social opportunity, and discrimination in the U.S. We will also discuss how race and ethnicity interact with other social categories, particularly gender. The following are just a few of the types of questions we will address:

- Who gets labeled as “ethnic” and who gets labeled as “white” in the U.S.?
- What are the linguistic features of the various English dialects spoken by minority groups? How did these dialects form?
- What are the social advantages and disadvantages of speaking different English dialects?
- What other languages are spoken in the U.S.?
- Is English losing ground to Spanish or other minority languages?

- What are the ethical implications of official language proposals?
- Is there such a thing as linguistic discrimination?
- What is the status of minority dialects or languages in the school system?

The goals of this course are to stimulate discussion about these types of issues and to introduce ways of examining them in an objective manner.

GEs covered by this course:

Historical and Cultural Studies B: Cultural Studies

Goals: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes:

- 1.1B Analyze and interpret selected major forms of human thought, culture, ideas or expression.
- 1.2B Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
- 1.3B Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.
- 1.4B Evaluate social and ethical implications in cultural studies.

This course meets these outcomes through the social and linguistic analysis of literature, film, and other media, including discussion about how ideologies about language, race, ethnicity, and gender are formed and reinforced.

Race, Ethnicity and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

This course meets these outcomes through the analysis of how language patterns help to construct race, ethnicity, and gender and by exploring the relationship between linguistic beliefs about these categories and other constructs like accent, correctness and place.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes:

- 2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course meets these outcomes in its discussion of linguistic stereotyping, language attitudes and language-based discrimination as they relate to race, ethnicity, and gender. We will also discuss how racialized communities experience and engage with language shift and language death and the power dynamics and cultural losses associated with these processes.

Grading and Course Policies:

Attendance and Participation	10%	
Homework	35%	5 x 7%
Reading Discussion Questions	5%	
Quizzes	35%	5 x 7%
Final Paper	15%	

The OSU standard grading scale will be used as seen below:

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93.0-100.0	90.0-92.9	87.0-89.9	83.0-86.9	80.0-82.9	77.0-79.9	73.0-76.9	70.0-72.9	67.0-69.9	60.0-66.9	Below 60

Attendance and Participation

Regular and prompt attendance is necessary, both for learning, and for a full participation grade. If you must miss a class or part of a class, please let me know via email as soon as possible.

Homework

There will be 5 homework assignments, spread evenly throughout the semester. Each is worth 7% of your final grade. These assignments are a chance to apply what we’ve learned in class and think critically about various topics on language and ethnicity. Assignments must be submitted by the beginning of the class on the due date. Assignments can be submitted to me in class (in hard copy form), to my mailbox at Oxley Hall 121 before class begins, or on Carmen before class begins. They may be handwritten or typed, but they must be legible; otherwise they will be returned. Electronic submission is only permitted through Carmen. Please do not email me your homework, it will not be accepted. If you do submit your homework electronically via Carmen, please make sure it is a .pdf, .doc, or .docx file. No other file types will be accepted.

No late assignments will be accepted unless you make arrangements with me ahead of time. Extension will only be granted in exceptional circumstances and must be requested by the beginning of class on the day the homework is due (or within a reasonable amount of time if I deem the circumstances sufficient).

Reading Discussion Questions

Students must read each chapter/article before class on the date listed on the syllabus. Discussion of these readings is the main focus of this course, so coming to class prepared is extremely important. The class will be much more informative and enjoyable if everyone arrives having read and is ready to discuss the topics of the day. To facilitate discussion, you are required to post two (2) discussion questions on the Carmen for some of the assigned reading. The two questions must be posted by 11:59pm the night before the reading is due. This is worth 5% of your grade.

Quizzes

There will be five (5) quizzes, spread evenly throughout the semester. Each is worth 7% of the final grade. They will consist mainly of 2-3 short answer questions and some linguistic analysis. The quizzes are to be taken online on Carmen so that everyone can work at their own pace. These focus on the readings and in-class discussions. You may consult your notes and the readings, but you may not consult any of your classmates. See the schedule for the dates that the quizzes will be available on Carmen. They will be posted on Fridays right after class (3:30pm) and will close Wednesdays before class (2:00pm).

Final Paper

Each student will write a 5-7-page paper on any topic related to language, race, and ethnicity in the U.S. It will be due on **Dec 11th at 11:59pm**, the day of our scheduled final. A handout with more specific instructions and a list of topics to consider will be passed out later in the semester. To make sure that everyone makes timely progress on their projects, you will be required to choose a topic and submit a progress report by the dates listed on the course schedule. There will also be a short presentation/progress report on the last day of class. The final paper is worth 15% of your grade.

General Policies:

Classroom Policies

Please show respect for your instructor, fellow students, and the learning environment. Please turn off cell phones and refrain from using email, instant messaging, text messaging, social media sites, and other such methods of communication. If there is an urgent situation that requires you to leave your phone on, please set it to vibrate and leave the room before accepting the call. Keep snacking to a minimum (e.g. Please don't bring full meals to class. Snacks, coffee and other beverages are acceptable). Failure to follow classroom policies will be reflected in your participation grade.

Collaboration

Collaboration is allowed and encouraged. Linguists often collaborate on research projects and knowing how to work with other people is a good skill for everyone to have. You may discuss the course content with your classmates and work with others to figure out homework assignments, but you **MUST** tell me whom you worked with and include their names on the assignment, and the final product must be your own. You may not consult your classmates about the quizzes after they are available on Carmen. In other words, the final write-up must be done individually and express your own thoughts in your own words. Copying someone else's homework or allowing someone to copy your homework is academic misconduct. See below.

Academic Misconduct

Academic misconduct is a serious offense, and there are severe penalties for it. OSU's policy on academic honesty and plagiarism is available at http://studentaffairs.osu.edu/resource_csc.asp. You are responsible for knowing this code of conduct and adhering to it. I am required by the university to report any suspected case of academic misconduct to the Committee on Academic Misconduct.

Some forms of academic misconduct include: copying from another student's assignment; allowing another student to copy from your assignment; providing or receiving information during exams; copying text from the internet or a book without saying where it is from; paraphrasing someone else's ideas and pretending they are your own. Should you have any questions about this issue or are unsure as to whether a certain action constitutes a violation of this code, please consult me.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Land acknowledgement:

Ohio State University has begun to acknowledge the land that we occupy is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. In this course we will reflect on what it means to benefit from historic and ongoing harm done to others and what repair and amends might look like. This article offers more information about the special role that land grant institutions like Ohio State played in the forcible expulsion of people from the land they currently sit on:

<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>

Student Needs:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable

accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Schedule

All homework assignments (**HW**), quizzes (**QZ**), and readings are due before class (2:00pm)
 All discussion questions (**DQ**) are due at midnight the day before class.

Week	Date	Topics	Readings / Assignments / Activities
<u>Week 1</u>	8/21 (W)	Introduction	Syllabus Activity: Perceiving race and ethnicity in accents
	8/23 (F)	Race and ethnicity	Fought Ch. 1: "What is ethnicity?" Activity: Reflecting on our linguistic privilege
<u>Week 2</u>	8/28 (W)	Standard language, mainstream dialects	Fought Ch. 2: "Language and the construction of ethnic identity" DUE: DQ
	8/30 (F)	Language policing: Race and gender	
<u>Week 3</u>	9/4 (W)	Ethnic slurs, <i>Talking Black in America</i>	DUE: QZ 1
	9/6 (F)	<i>Talking Black in America</i>	Roediger 2005: "Popular language, social practice, and the messiness of race" DUE: DQ
<u>Week 4</u>	9/11 (W)	Methods of Sociolinguistic Variation: African-American English	Fought Ch. 3: "African-American groups" DUE: DQ Activity: Compare features of African American English, Southern White Vernacular English and idealized Standard English
	9/13 (F)	Gender and intersectionality	Mallison & Childs "Analyzing language and identity practices among black women in Appalachia" DUE: HW 1 Reflection on Talking Black in America
<u>Week 5</u>	9/18 (W)	Analyzing primary sources: African-	Rickford & Rickford 2000: "Writers" DUE: DQ

		American written/oral literature	Activity: African American Vernacular English grammar
	9/20 (F)	Latino dialects	Fought Ch. 4: "Latino groups" DUE: DQ
<u>Week 6</u>	9/25 (W)	Latino dialects, Codeswitching	DUE: QZ 2
	9/27 (F)	Theories of Language contact: Codeswitching	Bailey 2000: "Language and negotiation of ethnic/racial identity among Dominican Americans" DUE: DQ
<u>Week 7</u>	10/2 (W)	Cajun, ethnic Southern dialects	Fought Ch. 7: "Dialect contact" DUE: HW 2 Analyzing AAVE & Chicano English in music lyrics
	10/4 (F)	Italian, Jewish dialects; Whiteness	Fought Ch. 6: "Whiteness" DUE: QZ 3
<u>Week 8</u>	10/9 (W)	Native American issues	Wolfram 2004: "Lumbee Vernacular English" DUE: DQ
	10/11 (F)	No Class – Fall Break	
<u>Week 9</u>	10/16 (W)	Nonbinary gender and race	Steele 2019 "Nonbinary speech, race, and non-normative gender" DUE: HW 3 Ethnic language varieties in literature
	10/18 (F)	Asian American issues	Hinton 2009: "Trading Tongues" DUE: DQ
<u>Week 10</u>	10/23 (W)	<i>Pidgin: The voice of Hawaii</i>	DUE: Final Paper Topic
	10/25 (F)	Analyzing primary sources: Media representation of race and gender	Lippi-Green 2012: "Language Subordination" DUE: DQ
<u>Week 11</u>	10/30 (W)	Experimental methods: Reverse Linguistic Stereotyping	Rubin (1992)
	11/1 (F)	Theorizing mock language and ethnic humor	Hill 1999: "Language, race, and white public space" DUE: QZ 4
<u>Week 12</u>	11/6 (W)	Language appropriation and the ethics of crossing	Fought Ch. 10: "Crossing (sections 10.0-10.4 only)" DUE: DQ
	11/8 (F)	Appropriation and white masculinity	Bucholtz 2011: "Pretty fly for a white guy" DUE: HW 4 Interpreting language, race, and ethnicity in the media

<u>Week 13</u>	11/13 (W)	Legal and ethical issues of linguistic discrimination	Baugh 2003: "Linguistic profiling" DUE: Final Paper Progress Report
	11/15 (F)	Legal and ethical issues in language planning	Wiley 2004: "Language planning, language policy, and the English-only Movement" DUE: QZ 5
<u>Week 14</u>	11/20 (W)	Language and education, pragmatic differences	Fought Ch. 9: "Language prejudice" DUE: DQ
	11/22 (F)	Ethics of nonstandard varieties in the classroom	Rickford 1999: "Using the vernacular to teach the standard" DUE: HW 5 Reflection on official language legislation
Week 15	11/27 (W)	No Class – Thanksgiving	
	11/29 (F)	No Class - Thanksgiving	
Week 16	12/4 (W)		Mini presentations on Final Papers
Final paper due on Wed Dec 11th at 11:59pm			

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 4-1-22)

Goal 1: <i>Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.</i>	Goal 2: <i>Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.</i>	Goal 3: <i>Formulate a well-organized, well-supported argument.</i>	Goal 4: <i>Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.</i>	Goal 5: <i>Engage in original research.</i>	Goal 6: <i>Recognize how various uses and applications of linguistics apply to real world phenomena and events.</i>
Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities	Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities	Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities	Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities	Beginning 2000 Intro to Lang in the Humanities 2051 Analyzing the Sounds of Lang 3701 Lang & the Mind	Beginning 1100 Basics of Language Learning 2000 Intro to Lang in the Humanities
Intermediate 3401 Words & Meanings 3502 ConLangs 3901 Lang Evolution & Lang Change 3701 Lang & the Mind 3802 Lang & Computers	Intermediate Ling2001 Lang & Formal Reasoning Ling2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, & Ethnicity in the US 3801 Codes & Code-Breaking 3901 Lang Evolution & Lang Change	Intermediate 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 3605 Lang & Social Justice	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 3605 Lang & Social Justice 3901 Lang Evolution & Lang Change	Intermediate 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3602 Lang & Social Identity 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind	Intermediate 2367.02 Lang & Advertising 3601 Lang, Race, & Ethnicity in the US 3605 Lang & Social Justice Ling3801 Codes & Code-Breaking 3802 Lang & Computers 3191 Internship in Linguistics
Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning	Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research	Advanced 4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4780 Undergrad Research Seminar 4998 Research	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	Advanced 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research 4550 Field Methods	Advanced 4052 Linguistics and the Scientific Method 4780 Undergrad Research Seminar 4597.01 Lang Endangerment & Death 4597.02 Lang & the Law

	4999 Thesis Research	4999 Thesis Research			
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