

2012-2013 LONG SIGNATURE SHEET

RECEIVED
2/2/13



UNC CHARLOTTE

Proposal Number: ENGL 12-4-12

Proposal Title: Creation of an Interdisciplinary Minor in Linguistics

Originating Department: English

TYPE OF PROPOSAL: UNDERGRADUATE x GRADUATE _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	DEPARTMENT CHAIR Mark West [print name here:]
			Approved	COLLEGE CURRICULUM COMMITTEE CHAIR Kent L. Brantner [print name here:] KENT L. BRANTNER
			Approved	COLLEGE FACULTY CHAIR (if applicable) Cliff Scott [print name here:] CLIFF SCOTT
		2/2/13	Approved	COLLEGE DEAN C. Brady [print name here:] C. BRADY
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses only)
			Approved	GRADUATE COUNCIL CHAIR (for graduate courses only)
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

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			<i>Approved</i>	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:]
			<i>Approved</i>	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:]
			<i>Approved</i>	<u>COLLEGE DEAN</u> [print name here:]
			<i>Approved</i>	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			<i>Approved</i>	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
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UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: CLAS Course and Curriculum Committee

From: Kirk Melnikoff

Date: December 4, 2012

Re: Establishment of an Interdisciplinary Minor in Linguistics

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

Establishment of an Interdisciplinary Minor in Linguistics

A. PROPOSAL SUMMARY.

1. **SUMMARY.** The Department of English proposes the **creation of an interdisciplinary Minor in Linguistics** with the following new course:
2. ENGL 4061 ‘Approaches to Discourse’

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

This interdisciplinary minor addresses the need for a coherent program that enables students across campus who are interested in linguistics to receive diploma credit. Linguistics students investigate the structure and mechanics of language; language in use in various contexts including digital contexts; the interaction of language, mind, and socio-cultural factors; and the acquisition of languages, among other topics. Students thus develop strong analytic skills and learn to apply their knowledge to real-world issues. Deep awareness of language structure and use is an essential component in the training of future teachers of literature and languages and in the preparation for jobs that are language-based (information, intelligence, forensics, natural language processing, machine translation, etc.).

Incoming students to the Department of English have expressed interest in a program in linguistics during advising. Such a program could lead to increased enrollment in the Applied Linguistics concentration in the English M.A. program, given that most English M.A. students were one-time undergraduates at UNC Charlotte.

An interdisciplinary minor in linguistics is a natural complement to a degree in a foreign language, Communication Studies, Philosophy, Psychology, Cognitive Science, Computer Science, Anthropology, Teaching English as a Second Language, as well as one in English Education, since many of these students will be teaching literature and language arts. Further, students taking related courses in areas such as Philosophy, Communication Studies, and Cognitive Science will be able to build on the courses offered in their majors as they develop their linguistics knowledge in the minor.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student’s ability to register.
Admission to undergraduate study at UNC Charlotte is the only prerequisite (including a minimum GPA of 2.0).

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.
Except for ENGL 2161 ‘Grammar for Writing’ and ANTH 2161 ‘Introduction to

Linguistic Anthropology,' all of the approved courses for the interdisciplinary linguistics minor are offered at the 3000-level and 4000-level, allowing for advanced undergraduate study.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The proposed minor will create a coherent, interdisciplinary program for students with an interest in linguistics, consolidating existing resources across campus.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course was offered as a special topics course ENGL 4050 in Spring 2011 with 15 students enrolled. Like the proposed new course, the special topics course emphasized discourse analysis, but it also focused on pragmatic theories. The new course proposed here will not necessarily include the focus on pragmatic theories.

C. IMPACT.

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The interdisciplinary minor in linguistics is projected to serve undergraduate students in a range of disciplines, particularly students in English, as well as in Communication Studies, Philosophy, Psychology, Cognitive Science, Computer Science, Anthropology, Teaching English as a Second Language, and Language and Culture Studies. The minor will be available to all students throughout the University, but we anticipate that most of the students who participate in this minor will come from the College of Liberal Arts and Sciences and from the College of Education.

2. What effect will this proposal have on existing courses and curricula?
 - a. When and how often will added course(s) be taught?

On demand: ENGL 4061 'Approaches to Discourse'
(elective)

- b. How will the content and/or frequency of offering of other courses be affected?

This proposal complements the course offerings in the Language and Digital Technology Concentration as outlined in the Proposal for the *Revision of the B.A. in English with new Concentrations*, approved by the Department of English on October 29, 2012. The frequency of course offerings for the minor is the same as the frequency of linguistics course offerings in that proposal. However, for students in the minor, ENGL 3132 will be a required course whereas ENGL 3132 is an elective for students in the Language and Digital Technology Concentration. We have already consolidated this course into a large lecture course and thus are able to offer the class less frequently while still accommodating a large number of students.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

The new course offered at the 4000-level will enroll a maximum of 25 students. A similar course attracted 15 students when it was offered in the past as a special topics course. This new course complements two of the core courses offered in the Language and Digital Technology Concentration, ENGL 4168 Multimodality and Text Description and ENGL 4267 Identity, Social Interaction and Community in Digital Spaces. It is likely that students who take these courses will view the new course, ENGL 4061 Approaches to Discourse, as highly relevant to their program of study.

- d. How will enrollment in other courses be affected? How did you determine this?

Enrollment in applied linguistics courses will not affect enrollment in other courses in the department because the content area is separate and the linguistics faculty do not teach outside their area.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

The Table “Programs and Degrees Offered” and the Index will need to be updated. The description of the interdisciplinary linguistics minor will be added under the Department of English degree offerings.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

A. PERSONNEL.

The English Department currently has six faculty members who regularly teach courses on language and linguistics. No additional full-time faculty members are needed to teach the other linguistics-related courses associated with the minor since the departments that sponsor these courses are already offering them on a regular basis.

Qualified Faculty: Dr. Pilar Blitvich; Dr. Boyd Davis, Dr. Ronald Lunsford; Dr. Elizabeth Miller, Dr. Rebecca Roeder; Dr. Ralf Thiede

B. PHYSICAL FACILITY. Is adequate space available? YES.

C. EQUIPMENT AND SUPPLIES: Has funding been allocated for any special equipment or supplies needed? NO.

D. COMPUTER. Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s). NONE.

E. AUDIO-VISUAL. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here. NONE.

F. OTHER RESOURCES. Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding. NONE.

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal. NONE

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

The library holdings have been deemed 'adequate.' See Appendix 1

- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

All of the following departments have expressed support for the minor and willingness to have courses from their programs be included in the distribution list. See Appendix 1 for copies of letters with dates.

Anthropology
Computer Science
Cognitive Science
Languages and Culture Studies
Philosophy
Psychology
Teaching English as a Second Language

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

This proposal was approved by the English Department on December 4, 2012 by a 17-1 vote.

- B. **CREDIT HOUR.** Review statement and check if applicable
- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

- C. **ATTACHMENTS**

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.
2. **COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please

see Boiler Plate for Syllabi for New/Revised Graduate Courses.
See Appendix 2.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use “~~strikethrough~~” formatting in red text for text to be deleted, and adding and highlighting any **new text in blue font**).
 - a. For a new course or revisions to an existing course, check all the statements that apply:
 - This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy. See Appendix 3.

If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).

See Appendix 4.

5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

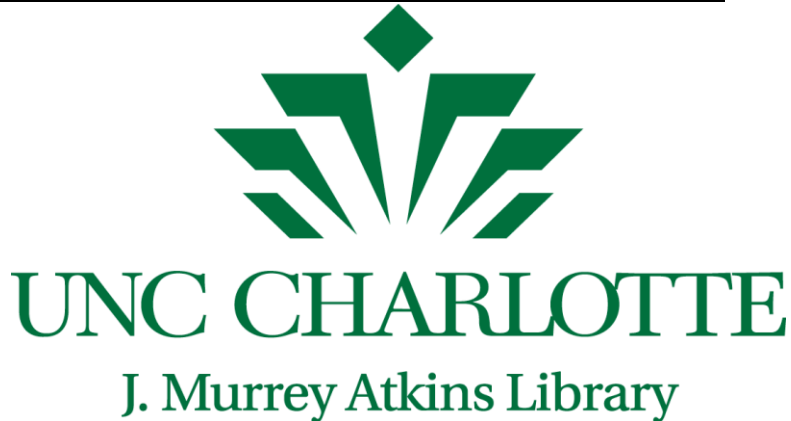
See Appendix 5.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have

electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

See Appendix 6.

APPENDIX 1: CONSULTATION WITH OTHER DEPARTMENTS OR UNITS



Memorandum

To: Elizabeth Møller
From: Donna J. Gunter, Liaison to English Studies
Date: 20 Nov 2012
Re: Proposal for Creation of a Minor in Linguistics

Summary of Librarian's Evaluation of Holdings

Evaluator: Donna J. Gunter, Liaison to English Studies

Please Check One:

Holdings are superior	_____
Holdings are adequate	_____ X _____
Holdings are adequate only if Dept. purchases additional items	_____
Holdings are inadequate	_____

Comments:

Regarding the proposal to for the "Creation of a Minor in Linguistics," I have evaluated the J. Murrey Atkins Library collections and deem our holdings to be adequate to support this change. What follows is my analysis of the collection, followed by recommendations for future purchase:

Collection Analysis

Method: In this analysis, I cover monograph holdings, periodical holdings, and database holdings. For monographs and periodicals, I selected subject headings, based on the proposal

description, and compared our holdings against those in four of our peer institutions that offer either a minor or higher degree in linguistics.

A. Monograph Holdings by Selected Library of Congress Subject Headings and Key Word Searches Compared to Selected UNCC Peer Institutions

<i>Subject Heading</i>	UNC C	San Diego State Universit y	U Texas at Arlington	George Mason University	U Wisconsin at Milwaukee
Sociolinguistics.	253	409	464	476	505
Psycholinguistics.	405	551	504	559	536
Computational linguistics.	111	164	248	279	125
Semiotics	228	303	299	392	396
Language and languages -- Origin.	68	81	77	105	83
Bilingualism.	53	133	112	114	116
Code switching (Linguistics).	8	20	25	22	15
Language acquisition.	355	528	431	555	436
Language and languages -- Political aspects.	41	78	62	77	53
Linguistics.	241	400	503	410	527
Discourse analysis.	243	390	508	551	487
Language and culture.	133	160	179	260	164
Grammar, Comparative and general.	114	168	274	238	309
Semantics.	708	359	476	510	539
Metaphor.	167	193	153	243	256
Translating and interpreting.	160	207	171	242	188

B. Periodical (Journal) Holdings

The following are basic periodicals in the discipline of linguistics, as listed in LaGuardia's *Magazines for Libraries*. Atkins Library owns subscriptions to each of these periodicals.

- American Speech
- Applied Linguistics
- Journal of English Linguistics
- Journal of Linguistics
- Journal of Phonetics
- Language (Washington)
- Language in Society
- Linguistic Inquiry
- The Linguistic Review
- Linguistics
- Modern Language Journal
- Natural Language and Linguistic Theory

The following periodicals, listed in the Linguistics section of *Magazines For Libraries*, (with the exception of the two titles represented in bold print) are held in Atkins Library. Given that

students in this program will take courses from various departments, such as English, Philosophy, Computer Sciences, Anthropology, Communications, Cognitive Science, and Languages and Cultures, they should be well supported by the periodical holdings of Atkins Library

Anthropological Linguistics

C L A Journal -- through 2009

Canadian Journal of Linguistics

Cognitive Linguistics

Corpora: Corpus-Based Language Learning, Language Processing And Linguistics

E L T Journal: An International Journal for Teachers Of English To Speakers Of Other Languages

English World-Wide: A Journal Of Varieties Of English

Folia Linguistica: Acta Societatis Linguisticae Europaeae

Intercultural Pragmatics

International Journal Of American Linguistics

International Journal Of Corpus Linguistics

Journal Of English Linguistics

Journal Of Germanic Linguistics

Journal Of Semantics

Journal Of Slavic Linguistics

Language And Education

Language And Literature

Language In Society

Language Variation And Change

Languages In Contrast: International Journal For Contrastive Linguistics

Lingua

Linguistic Analysis

Linguistic Inquiry

The Linguistic Review

Linguistics: An Interdisciplinary Journal Of The Language Sciences

Linguistics And Philosophy: A Journal Of Natural Language Syntax, Semantics, Logic, Pragmatics, And

Processing

Modern Language Journal: Devoted To Research And Discussion About The Learning And Teaching Of

Foreign And Second Languages

Morphology

Natural Language And Linguistic Theory

The Open Applied Linguistics Journal

Probus: International Journal Of Latin And Romance Linguistics

Slavic And East European Journal—through 2006

Studies In Second Language Acquisition

T E S O L Quarterly: A Journal For Teachers Of English To Speakers Of Other Languages And Of

Standard English As A Second Dialect

C. Database Holdings

Major Databases:

Linguistic and Language Behavior Abstracts
MLA International Bibliography
Communications And Mass Media Complete
Philosopher's Index
JSTOR
Project Muse

Supportive Databases:

ERIC
Philosopher's Index
Academic Search Premier
Anthropological Index Online
PsycInfo
Medline
Sociological Abstracts
Arts and Humanities Citation Index
Social Science Citation Index

Recommendations:

The following are some titles that I have selected for purchase to buttress the additional courses. These titles are in addition to those titles that are automatically received by the library on its approval plan:

Title: SEMANTIC ANALYSIS OF VERBAL COLLOCATIONS WITH LEXICAL FUNCTIONS. Author: GELBUKH, ALEXANDER
Title: NEW PERSPECTIVES ON COMPUTATIONAL AND COGNITIVE STRATEGIES FOR WORD SENSE DISAMBIGUATION. Author: KWONG, OI YEE
Title: PREDICTING PROSODY FROM TEXT FOR TEXT-T0-SPEECH SYNTHESIS. ISBN: 9781461413370 Author: RAO, K. SREENIVASA

Title: DIALECT ACCENT FEATURES FOR ESTABLISHING SPEAKER IDENTITY: A CASE STUDY. Author: KULSHRESHTHA, MANISHA	ISBN: 9781461411376
Title: SYSTEMS AND FRAMEWORKS FOR COMPUTATIONAL MORPHOLOGY Editor: CERSTIN MAHLOW	ISBN: 9783642231377
Title: DISCOURSE PROCESSING. Author: STEDE, MANFRED, 1965-	ISBN: 9781608457342
Title: PHRASEOLOGICAL VIEW OF LANGUAGE: A TRIBUTE TO JOHN SINCLAIR Editor: THOMAS HERBST	
Title: ENGLISH LANGUAGE IN THE DIGITAL AGE Author: ANANIADOU, SOPHIA	ISBN: 9783642306839
Title: COHESIVE PROFILING: MEANING AND INTERACTION IN PERSONAL BLOGS. Author: HOFFMANN, CHRISTIAN R	ISBN: 9789027256249
Title: GRAMMARS FOR LANGUAGE AND GENES: THEORETICAL AND EMPIRICAL INVESTIGATIONS. Author: CHIANG, DAVID	ISBN: 9783642204432
Title: MULTIMODALITY, COGNITION, AND EXPERIMENTAL LITERATURE. Author: GIBBONS, ALISON	ISBN: 9780415873611
Title: INVESTIGATIONS INTO THE META-COMMUNICATIVE LEXICON OF ENGLISH: A CONTRIBUTION TO HISTORICAL PRAGMATICS. Editor: ULRICH BUSSE	ISBN: 9789027256256
Title: DISCOURSE-RELATED FEATURES AND FUNCTIONAL PROJECTIONS. Author: CRUSCHINA, SILVIO	ISBN: 9780199759606
Title: INTERACTIVE STANCE: MEANING FOR CONVERSATION. Author: GINZBURG, JONATHAN	ISBN: 9780199697922
Title: ADVICE IN DISCOURSE Editor: HOLGER LIMBERG	ISBN: 9789027256263
Title: ENGLISH CORPUS LINGUISTICS: LOOKING BACK, MOVING FORWARD Editor: SEBASTIAN HOFFMANN	ISBN: 9789042034662
Title: DIGITAL CULTURES. Author: DOUEIHI, MILAD	ISBN: 9780674055247
Title: SWITCHING CODES: THINKING THROUGH DIGITAL TECHNOLOGY IN THE HUMANITIES AND THE ARTS. Editor: THOMAS BARTSCHERER	ISBN: 9780226038315
Title: TELEVISION AS DIGITAL MEDIA Editor: JAMES BENNETT	
Title: DIGITAL CONDITION: CLASS AND CULTURE IN THE INFORMATION NETWORK. Author: WILKIE, ROBERT	
Title: DIGITAL SOCIAL MIND. Author: BOLENDER, JOHN	
Title: COPYRIGHT AND DIGITAL ETHICS	

<p>Author:POPEK, EMILY Title:DIGITAL DIVIDE: ARGUMENTS FOR AND AGAINST FACEBOOK, GOOGLE... Editor:MARK BAUERLEIN</p>
<p>Title:HOW WE THINK: DIGITAL MEDIA AND CONTEMPORARY TECHNOGENESIS. Author:HAYLES, N. KATHERINE</p>
<p>Title:DIGITAL DISCOURSE: LANGUAGE IN THE NEW MEDIA Editor:CRISPIN THURLOW</p>
<p>Title:DIGITAL DETROIT: RHETORIC AND SPACE IN THE AGE OF THE NETWORK. Author:RICE, JEFF, 1969-</p>
<p>Title:DIGITAL VERTIGO: HOW TODAY'S ONLINE SOCIAL REVOLUTION IS DIVIDING, DIMINISHING, AND DISORIENTING US. Author:KEEN, ANDREW</p>
<p>Title:IDENTITY, COMMUNITY, AND LEARNING LIVES IN THE DIGITAL AGE Editor:OLA ERSTAD</p>
<p>Title:VIRTUAL SELF: HOW OUR DIGITAL LIVES ARE ALTERING THE WORLD AROUND US. Author:YOUNG, NORA, 1963-</p>
<p>Title:DIGITAL RIGHTS MOVEMENT: THE ROLE OF TECHNOLOGY IN SUBVERTING DIGITAL COPYRIGHT. Author:POSTIGO, HECTOR</p>
<p>Title:DIGITAL_HUMANITIES. Author:BURDICK, ANNE</p>
<p>Title:DIGITAL DEAD END: FIGHTING FOR SOCIAL JUSTICE IN THE INFORMATION AGE. Author:EUBANKS, VIRGINIA</p>
<p>Title:CRITICAL DIGITAL STUDIES. Author:KROKER, ARTHUR</p>
<p>Title:FIGHT OVER DIGITAL RIGHTS: THE POLITICS OF COPYRIGHT AND TECHNOLOGY. Author:HERMAN, BILL D</p>
<p>Title:DEMOCRACY'S FOURTH WAVE?: DIGITAL MEDIA AND THE ARAB SPRING. ISBN:9780199936977 Author:HOWARD, PHILIP N</p>

Evaluator's Signature

Date

Language and Culture Studies

From: Reimer, Robert
Sent: Friday, November 16, 2012 4:25 PM
To: Miller, Elizabeth
Subject: RE: Interdisciplinary Minor in Linguistics

Liz,

I renew the LACS support of last year. Languages and Culture Studies is pleased to support the proposal from the department of English for an interdisciplinary minor in linguistics. My colleagues in linguistics and translation look forward to participating.

Robert

Robert C. Reimer, PhD | Chair and Professor of German
UNC Charlotte | Department of Languages and Culture Studies
9201 University City Blvd. | Charlotte, NC 28223
704.687.8767
rcreimer@uncc.edu | <http://www.uncc.edu>

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RE: support letter for interdisciplinary applied linguistics program

Reimer, Robert

To: [Blitvich, Pilar](#)

Pilar,

Languages and Culture Studies is pleased to support the proposal for an interdisciplinary minor in linguistics. My colleagues in linguistics and translation look forward to participating.

Robert

Robert C. Reimer, PhD | Chair and Professor of German
UNC Charlotte | Department of Languages and Culture Studies

9201 University City Blvd. | Charlotte, NC 28223
704.687.8767
rcreimer@uncc.edu | <http://www.uncc.edu>

Computer Science

From: Frazier, James
Sent: Friday, November 16, 2012 5:33 PM
To: Miller, Elizabeth
Subject: RE: Interdisciplinary Minor in Linguistics

Liz,

Yes, Computer Science still supports the inclusion of ITCS-3688 as part of the Minor in Linguistics.

Regards,
James

James M. Frazier, J.D.
Assistant Chair and Director of Freshman Programs
UNC Charlotte | Dept. of Computer Science | 410-B Woodward Hall
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8557 | Fax: 704-687-3516
jfrazie2@uncc.edu | www.cci.uncc.edu/cs/site/

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From: Frazier, James
Sent: Monday, February 27, 2012 11:26 AM
To: Davis, Boyd
Cc: Lejk, Richard
Subject: RE: interdisciplinary undergraduate linguistics minor

Boyd,

Yes, the Computer Science Department is still supportive of including the course mentioned (ITCS-3688) as part of the Linguistics Minor.

Let me know if you need any further clarification.

Best,
James

Cognitive Science/Psychology

From: Goolkasian, Paula
Sent: Monday, November 19, 2012 8:41 AM
To: Miller, Elizabeth
Subject: Re: Interdisciplinary Minor in Linguistics

Dear Dr. Miller;

I have reviewed the revised proposal for the interdisciplinary Minor in Linguistics and can pledge the full support of the cognitive science programs. As indicated in the note below, we approve of your listing of Psyc 3122, 3216 and 4316 as part of the linguistics minor and can strongly endorse the establishment of the minor. We look forward to working with you.

Best regards

Paula Goolkasian, PhD
Professor of Psychology and Director of Cognitive Science
UNC Charlotte | Colvard Rm 4032
9201 University City Blvd | Charlotte, NC 28223-001
Phone: 704-687-1335 | Fax: 704-687-1317
Email: pagoolka@uncc.edu | Website: <http://www.psych.uncc.edu/pagoolka>

From: Goolkasian, Paula
Sent: Friday, March 16, 2012 12:41 PM
To: Davis, Boyd
Subject: Re: for interdisciplinary minor in linguistics

Dear Boyd;

The cognitive science program is in full support of the the interdisciplinary minor in linguistics. We approve of your listing of Psyc 3122, 3216 and 4316 as part of the linguistics minor.

Best regards

Paula Goolkasian, PhD
Professor of Psychology and Director of Cognitive Science
UNC Charlotte | Colvard Rm 4032
9201 University City Blvd | Charlotte, NC 28223-001
Phone: 704-687-1335 | Fax: 704-687-1317
Email: pagoolka@uncc.edu | Website: <http://www.psych.uncc.edu/pagoolka>

From: Cachelin, Fary
Sent: Tuesday, November 27, 2012 8:59 AM
To: Miller, Elizabeth
Cc: Van Wallendael, Lori
Subject: RE: Interdisciplinary Minor in Linguistics

Dear Liz,
We still support establishment of this minor. Our classes remain overenrolled, but we will continue to do our best to accommodate students.

Regards,
Fary

From: Cachelin, Fary
Sent: Thursday, March 15, 2012 11:39 AM
To: Davis, Boyd
Cc: Van Wallendael, Lori
Subject: RE: for interdisciplinary minor in linguistics

Dear Boyd,

The Department of Psychology supports the new interdisciplinary minor in linguistics. We believe that some Psychology majors will be interested in this option. At the same time, we feel it necessary to point out that most of our classes fill up very quickly. With diminishing resources, we have had difficulty keeping up with demand. Therefore, many students (Psychology majors and non-) are not able to register for all of the classes they need.

I will have the syllabi sent to you electronically.

Regards,

Fary Cachelin

Professor & Chair

Department of Psychology

UNC Charlotte

9201 University City Blvd.

Charlotte, NC 28223

(704) 687-1319

Philosophy

From: Gonzalez, Ann
Sent: Tuesday, November 20, 2012 8:21 AM
To: Croy, Marvin; Miller, Elizabeth
Subject: RE: Interdisciplinary Minor in Linguistics

Dear Liz, The Philosophy Department continues to support this new minor in Linguistics. Let me know if you need a more formal letter of support. Ann

Ann Gonzalez, Ph.D.
Interim Chair Philosophy
Professor of Spanish and Latin American Studies UNC Charlotte 103C Winningham
704-687-2243
abgonzal@uncc.edu

From: Croy, Marvin
Sent: Sunday, November 18, 2012 6:16 PM
To: Miller, Elizabeth
Cc: Gonzalez, Ann
Subject: Re: Interdisciplinary Minor in Linguistics

Hello Liz,

As I am no longer department chair, I am copying this message to Ann Gonzalez, our current department chair.
Good luck with your proposal.

Marvin

From: Croy, Marvin
Sent: Monday, March 12, 2012 12:54 PM
To: Davis, Boyd
Subject: Re: interdisciplinary undergraduate linguistics minor

Dear Boyd,

The Department of Philosophy continues its enthusiastic support for the interdisciplinary undergraduate linguistics minor. The range of students who will be well served is quite wide, and we are happy to provide the opportunity to our own students to participate in this new minor.

I am attaching the syllabi for the three PHIL courses included in this minor. Please note that in the interim, two of our course numbers (as show both in the file names and the file contents) have changed from those listed below.

Let me know if there are any questions.

Thanks,

Marvin

Marvin J. Croy, Ph.D. | Professor and Interim Chair
Department of Philosophy,
UNC Charlotte | Winningham 103
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-2174 | Fax: 704-687-2172
mjcroj@uncc.edu | <http://www.philosophy.uncc.edu/mjcroj/croy.html>

Anthropology



Department of Anthropology

9201 University City Blvd., Charlotte, NC 28223-0001
t/ 704.687.3203 <http://anthropology.uncc.edu> f/ 704.687.3209

November 20, 2012
Dr. Elizabeth Miller
Department of English
UNC Charlotte

RE: Interdisciplinary Minor in Linguistics

Dear Liz:

I have read the revised proposal for an Interdisciplinary Minor in Linguistics. I am happy to support this proposal. This program will offer a valuable opportunity to majors in the Department of Anthropology.

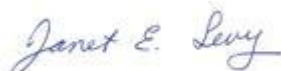
The Department of Anthropology is happy to list the following two courses as electives for the proposed Minor:

ANTH 2161 Introduction to Linguistic Anthropology (formerly ANTH 2090)
ANTH 4120 Intercultural Communication

We will welcome students from the Minor into these courses. This collaboration continues the long-standing efforts by the Department of Anthropology to support interdisciplinary programs. My goal is to offer each course at least once every three semesters, but I cannot promise that because of shifting faculty resources. We are also happy to open topics courses in linguistic anthropology to students in the Minor. These could be numbered ANTH 2090, 3090, or 4090; when I develop the schedule for each semester, I will let you know if an appropriate topics course is going to be offered.

If enrollments should increase dramatically in the Anthropology major and/or the Linguistics minor, I may have to set aside seats in our courses specifically for Anthropology majors. We have found that there is such a high demand for a couple of our courses from other programs that we have to protect the registration of our own majors. I don't know that this will happen with linguistics, but if so I will consult with the director of the Linguistics Minor before limiting registration, and leave some seats open.

Best of luck with this new program.



Janet E. Levy
Professor and Chair



Department of Anthropology

9201 University City Blvd., Charlotte, NC 28223-0001
t/ 704.687.3203 <http://anthropology.uncc.edu> f/ 704.687.3209

March 22, 2012

Dr. Elizabeth Miller
Department of English
UNC Charlotte

RE: Interdisciplinary Minor in Linguistics

Dear Liz:

I have read the revised proposal for an Interdisciplinary Minor in Linguistics. I am happy to support this proposal. This program will offer a valuable opportunity to majors in the Department of Anthropology.

The Department of Anthropology is happy to list the following two courses as electives for the proposed Minor:

ANTH 2161 Introduction to Linguistic Anthropology (formerly ANTH 2090)
ANTH 4120 Intercultural Communication

I attach PDFs of syllabi for each of these courses. We will welcome students from the Minor into these courses. This collaboration continues the long-standing efforts by the Department of Anthropology to support interdisciplinary programs. My goal is to offer each course at least once every three semesters, but I cannot promise that because of shifting faculty resources. We are also happy to open topics courses in linguistic anthropology to students in the Minor. These could be numbered ANTH 2090, 3090, or 4090; when I develop the schedule for each semester, I will let you know if an appropriate topics course is going to be offered.

If enrollments should increase dramatically in the Anthropology major and/or the Linguistics minor, I may have to set aside seats in our courses specifically for Anthropology majors. We have found that there is such a high demand for a couple of our courses from other programs that we have to protect the registration of our own majors. I don't know that this will happen with linguistics, but if so I will consult with the director of the Linguistics Minor before limiting registration, and leave some seats open.

Best of luck with this new program.

Teaching English as Second Language



Department of Middle, Secondary and K-12 Education

9201 University City Blvd, Charlotte, NC 28223-0001

November 21, 2012

MEMORANDUM

TO: Undergraduate Course and Curriculum Committee
FROM: Warren J DiBiase, Chair *Warren J DiBiase*
RE: Letter of support for the undergraduate minor in Linguistics

The Program Coordinator of the Teaching English as a second Language (TESL) programs and other members of the TESL faculty have met to determine the following three courses would be appropriate to include as electives in the newly proposed minor in Linguistics.

- TESL 4600 Literacy Development for Second Language Learners (3)
- TESL 4300 Second Language Development in K-12 Classrooms (3)
- TESL 4204 Inclusive Classrooms for Immigrant Children (3)

We support the establishment of the new minor in Linguistics and the inclusion of these three courses as part of the list of electives. Feel free to contact me at wjdiBiase@uncc.edu or 704-687-8881 if you have any questions.



Department of Middle, Secondary, and K12 Education
9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8875, www.uncc.edu

Letter of Support of the Undergraduate Minor in Linguistics

March 20, 2012

Dear Undergraduate Curriculum Committee:

The Program Coordinator of the Teaching English as a Second Language (TESL) programs and other members of the TESL faculty have met to determine that the following three courses would be appropriate to include as electives in the newly proposed minor in Linguistics.

TESL 4600 LITERACY DEVELOPMENT FOR SECOND LANGUAGE LEARNERS (3)
TESL 4300 SECOND LANGUAGE DEVELOPMENT IN K12 CLASSROOMS (3)
TESL 4204 INCLUSIVE CLASSROOMS FOR IMMIGRANT CHILDREN (3)

We support the establishment of the new minor in Linguistics and the inclusion of these three courses as part of the list of electives. Feel free to contact me at wjdi bias@uncc.edu or 704-687-8881 if you have any questions.

Regards,

A handwritten signature in black ink, appearing to read "Warren J DiBiase".

Warren J DiBiase, Ed.D. I Associate Professor and Chair
Department of Middle Grades, Secondary and K-12 Education

APPENDIX 2: COURSE SYLLABI

Syllabi are included for the following proposed English courses

ENGL 4061 Approaches to Discourse

Syllabi are included for the following courses from other departments

Anthropology

ANTH 2161 Introduction to Linguistic Anthropology
ANTH 4120 Intercultural Communication

Computer Science

ITCS 3688 Computers and their Impact on Society

Languages and Culture Studies

TRANS 3401 Introduction to Translation Studies
SPAN 4231 FONÉTICA DEL ESPAÑOL
SPAN 4232 Lingüística española
SPAN 4233 HISTORIA DE LA LENGUA ESPAÑOLA

Philosophy

PHIL 3420 Philosophy of Language
PHIL 3430 Mind, Cognition, Behavior
PHIL 3510 Advanced Logic

Psychology

PSYC 3122 Cognitive Development and Language Acquisition
ITCS 3216/PSYC 3216 Introduction to Cognitive Science
PSYC 4316 Cognitive Neuroscience

Teaching English as a Second Language

TESL 4202 Inclusive Classrooms for Immigrant Children
TESL 4300 Second Language Development in K12 Classrooms
TESL 4600 Literacy Development for Second Language Learners

ENGL 4061 – Approaches to discourse

Faculty Name
Office: Fretwell
Phone:
Office Hours:
Email:

Course description

This course provides the tools to understand and analyze discourse, (the totality of linguistic usages attached to a given type of social practice, such as literary discourse, legal discourse, medical discourse, religious discourse, classroom discourse, media discourse, computer mediated discourse, corporate discourse, etc.). It will start with a short introduction to pragmatics and discourse analysis, two subfields of linguistics that have much in common since they focus on the study of language production and interpretation in context. As Gee (2011, p. ix) describes: “Discourse analysis is the study of language in the world, not just to say things, but to do things. People use language to communicate, co-operate, help others and build things like marriages, reputations, and institutions. They also use it to lie, advantage themselves, harm people, and destroy things like marriages, reputations and institutions”. After the introduction, we will move on to apply the tools provided by pragmatics and discourse analysis to genres belonging to diverse discourse systems such as theater plays, classroom interaction, religious ritual, courtroom interaction, therapy sessions, anti-languages (used by marginal social groups such as prisoners, gang members, etc.), and service encounters (such as doctor-patient or sales-person/server-client interaction), etc. No previous knowledge of linguistics is required.

Goals

- 1) To raise students’ language awareness
- 2) To provide the conceptual and terminological tools to analyze oral and written discourse
- 3) To point out the relationship that exists between culture-specific ways of thinking and the use of language in special contexts, and how this relationship affects both meaning and structure.

Readings

Cutting, Joan (2008). *Pragmatics and discourse: A resource book for students*. 2nd edition. New York, NY: Routledge.

Note: It is important that you purchase the second edition of Cutting’s book.

Selected readings (**two/three chapters per week, highlighted in purple in the schedule**)

Course requirements:

Participation	7 %
Weekly glossaries and discussion points	15%
Take home exams	30%
Analysis of two discourse samples (to be chosen from a total of four)	18%
Facilitation of class discussion	10%
Research paper and short presentation	20%

Attendance, participation and weekly glossaries and discussion points

Since the course is designed to be interactive and hands-on, your attendance and participation in class are essential. Be on time and be prepared. To that effect, and as part of the homework requirements, students will be asked (i) to compile **four short glossaries** for the theoretical section of the course (date to date to be assigned), and (ii) to come to class with five **TYPED** questions, or discussion points, they have identified in the assigned reading material (date to be assigned and onwards). Students will be asked to use these points to contribute to class discussion. You will be asked to hand in your discussion points at the beginning of each class session.

When you prepare your questions/discussion points, allow yourself time to come up with different ideas. Address issues in an open ended way. You do not need to know the answer to the specific questions. Look for discussion points that are inclusive and establish connections among different topics.

For their part, the glossaries will have a **maximum** length of two pages (Times Roman 11/ 1, 5 spaced). The glossaries need to include the fundamental, new terms and concepts referred to in the theoretical sections.

Your participation grade will include how well you discuss in class, how well you listen, and your contribution to a respectful classroom climate. Some of the topics we will be discussing are sensitive, and it is imperative that you are respectful of your colleagues at all times. Students should not take the participations points for granted: unless they actively and continuously participate in the class discussion these points will not be given.

Take home tests

There will be three take-home exams on the contents. The final exam is not cumulative but simply the last exam of the course

Research paper, paper proposal and short presentation

This paper (**circa 3,000-3,500 words- not including references**) is meant to be a review of current literature discussing any context of language use included in the syllabus. Its main goal is to display in-depth knowledge of the selected issue. Your research paper is not supposed to be a summary of the sources, but should reflect your own critical thinking, be both coherent and cohesive, and be guided by your thesis statement.

The paper must include a review and integration of a minimum of six sources which you have found through library research (these are in addition to any readings done for this class). The paper should include an introduction and a conclusion. Make sure that you do not plagiarize. Use citation for both direct and indirect quotations appropriately

Papers should be typed, and double-spaced. You must use 12 point type Times New Roman font size. Please, allow standard margins and include a reference page.

Follow APA formatting <http://owl.english.purdue.edu/owl/resource/560/01/> for references, citations, and general organization.

The paper assignment is broken down into several stages which will be **electronically submitted**:

- 1) **Topics and sources** must be approved by the instructor. On February 28, you will hand in a brief description of the topic you are proposing and a list of the ten related sources you plan to use.
- 2) On May 1, all students will present to the class on the findings of their paper. To that end, you will prepare a short (5 minute, ten slide maximum) power point **presentation**. A one page handout summarizing the main points of the research paper will also need to be prepared and distributed to the class.
- 3) On May 8, the **final draft** of your paper will be submitted

Data sample analysis

Students will choose two, out of four possible, contexts of usage and will collect a related discourse sample which will then be analyzed, following precise instructions provided by the instructor. The four context of usage students can choose from are:

- a) Ordinary conversation
- b) Classroom discourse
- c) Language and ritual
- d) Service encounters

Check the schedule to see when these assignments are due.

Facilitation of class discussion

Students will sign up in pairs for a class for which they will be expected to prepare guiding discussion questions from the readings and facilitate small group and whole group discussion. Also, they will also be expected to provide a sample of real discourse data that fit in the general topic of the readings. Depending on the topic, the data can be textual, audiovisual or both. I know that everybody is busy, and it is hard to coordinate with others to work together, but this is meant to be a joint project, not putting together, at the last minute, work done individually. An important part of the academic experience is to be able to learn from your peers, and this is a perfect opportunity to do so.

The questions for the small/whole group discussions and the data sample need to be **submitted to me**, at the latest, on the **MONDAY PRIOR to the class in which you are scheduled to facilitate**. I am not looking for a review of the theory, which I will cover in my lectures, but for a discussion and application of the contents of the readings.

Grading system

100-90 points-	A
89-80 points-	B
79-70 points-	C
69-60 points-	D
Less than 60 points	F

Policies

Contacting me

E-mail is the best way to get in touch with me quickly. To discuss something face-to-face, see me before/after class, during office hours or make an appointment.

Office hours

Students are encouraged to come see me during my office hours. Early intervention saves grades! So if you are experiencing difficulties with a topic or assignment, we can work together and take the time to address any problems.

Late assignments

Late assignments (homework/research paper) will be accepted up to 24 hours after the day and time at which they were due, *but will be penalized*. If you cannot attend class on the day a particular assignment is due, contact me by e-mail (fastest way) or phone to arrange a time to give it to me in person. Assignments received more than 24 hours after they are due will receive no credit.

Absences

Attendance is mandatory. You are allowed **one** unexcused absence, all others must be justified. That unexcused absence cannot coincide with the dates that you are signed up to lead the class discussion or to give a presentation on the contents of your research paper.

Classroom etiquette

Be in class on time, be prepared and always display a conduct proper to the community of scholars of which you are a member. Please, remember to turn your cell phone off before class starts.

Academic integrity

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (2003-2005 Catalog p. 276). This code forbids cheating, fabrication, falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials and complicity in academic dishonesty. Any special requirements of permission regarding academic integrity in this course will be stated by the instructor and are binding by the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to "F". Copies of the code may be obtained from the Dean of Students Office or off the UNC Charlotte website. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Multicultural policy, Department of English Statement on Diversity (April, 2009)

The English Department strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

Tentative schedule – Subject to change

Date	Topic	Assignment
Week 1	Introduction to course	
Week 2	Pragmatics & discourse	Glossary#1 – A 2-12, B 76-79 & A13-21, B 80-82
Week 3	Pragmatics & discourse	Glossary#2 – A 22-32, B 83- 86 & A 33-42, B 87-89
Week 4	Pragmatics & discourse	Glossary#3 – A 43-52, B 90-92

Week 5	Pragmatics & discourse	Glossary#4 – A 53-74, B 93-103 Take home exam 1
Week 6	F#1 Ordinary conversation	Sacks, H., Schegloff, E. A., & Jefferson, G (1974) Goodwin & Heritage (1990) Pomerantz (1984) Discussion points#1
Week 7	F#2 Courtroom discourse	Drew (1992) Pennan (1990) Philips(1984) Discussion points#2 Data sample/analysis – OC
Week 8	F#3 Classroom discourse	Jones & Thornborrow (2004) Brice-Heath (2000) Kumaravadivelu (1999) Discussion points#3
Week 9	F#4 Anti-languages	Halliday (1976) Adams (1997) Riley (2000) Discussion points#4 Data sample/analysis – CD Take home exam 2
Week 10	F#5 Language and ritual	Ferguson (1985) Florey (1998) Jacobs (2007) Discussion points#5 Hand in paper topic proposal and sources
Week 11	F#6 Therapeutic discourse	Lakoff (1989) Antaki (2005) Stradford (1998) Discussion points#6 Data sample/analysis – LR
Week 12	F#7 Service encounters	Economidou-Kogetsidis (2005) Forseth (2005) Street et al (2007) Discussion points#7
Week 13	F#8 The language of literature	Fitzmaurice (2000) Rossen-Knill (2011) Chen (1996) Discussion points#8 Take home exam 3
Week 14		Presentations Data sample/analysis- SE
Week 15		Presentations
Week 16		Final research paper - due

SYLLABI FROM OTHER DEPARTMENTS:
ANTHROPOLOGY

INTRODUCTION TO LINGUISTIC ANTHROPOLOGY

ANTH 2161

Course Description: This course provides an in-depth look at linguistic anthropology, one of the four major sub-fields of anthropology. Linguistic anthropology is the study of the relationship between language and culture, with a particular focus on how individual practices and societal norms intersect. To understand these dynamics, we will survey basic concepts, case studies, and theoretical perspectives in the fields of anthropology, linguistics, and communication studies. The investigation of the many ways that language and culture interact provides fascinating perspective on the anthropological study of human beings. We will begin with the assumption that language and culture are not two separate realms of human life, but rather inherently connected. Therefore, we will examine various aspects of linguistic structure and language use as a means of understanding culture; we will also examine various cultural forms as a means of understanding language.

Required Texts:

1. Bonvillain, Nancy. 2003. *Language, Culture, and Communication*. (LCC) Fourth Edition. Prentice-Hall.
2. Course packet. (CP) Packet of readings may be purchased at Gray's bookstore OR downloaded free from Electronic Reserves through the Atkins Library website. These readings are FREE and require only that you log on to the library website, download, and print them. (Go to <http://www.library.uncc.edu/Next>. click on "Course Reserves" and search by the course number, title, or my name for readings. Note: you will need Adobe Reader installed on your computer, but you can download it for free by going to adobe.com.) It is REQUIRED that you print, read, and bring these articles to class for discussion, along with any other readings that you are assigned that day.

Required Films: Required films will be shown in class throughout the semester.

Course Requirements:

Student Professionalism Grade = 30 points

Homework & Pop Quizzes = 50 points

Exam 1= 60 points

Exam 2 = 80 points

Final Exam = 100 points

Total = 320 points

Grading: This course will not be graded on a curve. The distribution of final grades will be as follows:

A = 288-320 points B = 256-287 points C = 224-255 points D = 192-223 points

Class Policy: This class will involve a highly interactive approach to ensure your engagement and participation. In addition to weekly lectures, we will engage in discussions, in-class activities, and group work. To succeed in building an engaging class environment, students must keep up with the reading and attend class regularly throughout the semester. Readings should be completed by the date listed on your syllabus. You are responsible for information covered not lecture but in discussions, activities, and films shown during class.

Your responsibilities are-to:

- . o Attend class regularly and on time
- . o Be courteous and active in raising questions in class; participate in discussion.
- . o Take the exams and turn in assignments at the scheduled time.
- . o Take active responsibility for your education.
- . o In addition, you are responsible for abiding by the UNCC CODE OF STUDENT

Explanation of Requirements: *Student Professionalism Grade*'. This grade is based upon your overall professionalism in this course, measured by your timeliness, attendance, and contribution to class discussions.

Homework

Occasional required homework will be assigned to be sure that you master the concepts covered in class. Shorter assignments will be worth fewer points than the occasional longer assignment.

Pop Quizzes

Several randomly scheduled pop quizzes to ensure that you are keeping up with readings and attendance. These will not require special preparation and will occur at the beginning of class. They may not be rescheduled.

Exams

Exams will generally consist of a mixture of multiple choice and short essay questions. Each successive exam counts more than the previous one to help you adjust to my test writing and the course material. All exams must be taken at the scheduled time:

Accommodation to Students with Disabilities: I am happy to accommodate students with disabilities. If you know or think you have a disability, please visit the Office of Disability Services (230 Fretwell Building Phone: 704-6874355) early in the semester so that we have the necessary paperwork on file for you.

COURSE SCHEDULE Week 1: January 9 & 11	
T: Introduction to the Course What is a language? What does it mean to know a language?	
Th: Overview of formal linguistics How is language structured? What are the formal qualities of all languages?	Chapters 1 & part of 2, pp. 1-28 (LCC)
Week 2: January 16 & 18	
T: Phonetics & Phonology How is language structured? How does language convey meaning?	Rowe, B & D. Levine, "The Phonological Component: Phonetics" (<i>handed out in class Thursday</i>)
Th: Morphology	
What are words and how are they formed? How do we create new ones and how do words change?	Homework #1 due. No assigned readings, but required in-class exercises.
Week 3: January 23 & 25	
T: Syntax (Grammar) What is "grammar" to linguists? How are languages organized grammatically? Why should we care about grammar?	Smith, N. & D. Wilson, "What Is a Language?" (CP)
Th: Language as Cultural Signs How does language connect with the outside world? How is cultural meaning represented in language?	Chapter 3 in LCC, "Language and Cultural Meaning"
Week 4: January 30 & February 1	
T: Animal Communication vs. Language What are the differences between human and animal communication? Do animals have "language"?	Kemp, W. & R. Smith, "Animals, Communication, and Language" (CP)
Th: Non-verbal communication What do we communicate with gestures? How do we "talk" with our bodies? How is sign -,-	pp: 30-44 in LCC ..

Intercultural Communication
ANTH-4120-001/ANTH-5120-001

Course Description:

In this course, we will explore communication from an intercultural perspective, by surveying basic concepts, case studies, and theoretical perspectives from anthropology, linguistics, and communication studies. We will begin with the assumption that language and culture are not two separate realms of human life, but rather inherently connected. Thus our aim will be not only to understand the many ways that culture influences communication, but also how language and the act of communicating shape cultural experience. These are some of the questions we will explore and answer together:

*What do you know when you know a language?
How does knowing a language contribute to knowing
a culture? How do children learn language in
different cultures?
How does language affect our experience of reality?
How is social identity expressed and experienced through
language? Do men and women communicate differently?
How and when does intercultural mis-communication occur and how can we avoid it?
How are cultural stereotypes linked to language?*

Required Texts (Available in the UNC-Charlotte Bookstore):

- Basso, Keith. 1990 (1979). *Portraits of 'The Whiteman': Linguistic Play and Cultural Symbols among the Western Apache*. Cambridge: Cambridge University Press. (Listed as PW below.)
- Duranti, Alessandro, ed. 2001. *Linguistic Anthropology: A Reader*. Oxford: Blackwell Publishers. (Listed as LA below.)
- Heath, Shirley Brice. 1986. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. Cambridge: Cambridge University Press. (Listed as WW below.)
- Morgan, Marcyliena. 2002. *Language, Discourse, and Power in African American Culture*. Cambridge: Cambridge University Press. Listed as LDP below.

Electronic Reserves (Listed as ER below):

Some of your required readings will be posted on Electronic Reserves through the Atkins Library website. These readings are FREE and require only that you log on to the library website, download, and print them. (Go to <http://www.library.uncc.edu/>. Next, click on "Course Reserves" and search by the course number, title, or my name for readings. Note: you will need Adobe Reader installed on your computer, but you can download it for free by going to adobe.com.) **It is REQUIRED that you print, read, and bring these articles to class for discussion**, along with the other texts that you are assigned for class that day.

Course Requirements in Points:

Regular Attendance Participation: 40 points

AutoEthnography: 30 points

Journal of Applied Concepts: 50 points (weekly entries= 5 pts for each entry@ 10 entries)

Midterm: 70 points

Proposal for Final Project: 40 points

Final Project: 80 points

Final Presentation: 30 points

Leading Discussion (Graduate Student Assignment): 40 points

Total Points Possible: 340 for undergraduate

380 for graduate students

Grading:

This course will not be graded on a curve. The grade distribution will be as follows:

For Undergraduate Students:

A=324-340 points B=

272-323 points

C=238-271 points

D=204-237 points

For Graduate

Students:

A=342-380

points

B=304-341

points

C=266-303

points

D=228-265

points

Description of Course Requirements:

1) Regular Attendance and Participation

Your grade on this portion of the course will be based on your overall attendance and participation. Because we only meet once a week, you are only allowed one unexcused absence. After this, I will deduct two (2) points from your total points in the course for each unexcused absence.

2) AutoEthnography

You will receive a handout that describes this short (3 page) assignment in class on the first day.

3) Journal of Applied Concepts

This weekly assignment of one (1) page is due by Tuesday at noon and must be posted on our WebCT course site. (We will discuss how to do this in class.) It consists of weekly, personal journal entries in which you explore a concept from our readings and/or discussions. Ideally, this exploration will involve applying a particular concept or idea to an experience from your own life or observations from everyday reality. However, a discussion about the concept that includes questions you have about it would also be appropriate. This journal will be assigned every week except where otherwise noted on your syllabus, for instance, when we have another assignment due.

4) Midterm

The midterm will occur in class on the date listed on your syllabus and will consist of essay questions. I will provide sample questions ahead of time so that you can study effectively. Material covered on the midterm will come from readings, lectures, discussions, films viewed in class, and class assignments. There is no final exam for this class.

5) Proposal for Final Project

This short (2 page) assignment is a proposal for permission to conduct research for the final project. You will receive a handout in class with more information later.

6) Final Project

For this assignment, you will conduct original research outside of class on a cultural or communicative practice of your choice. We will discuss this project together in depth and I will provide you with ideas and examples of successful topics.

7) Final Presentation

During the final two days of the class, you will briefly present the findings of your research to your classmates.

8) Graduate Assignment: Leading Class Discussion

This assignment is only required for graduate students enrolled in the class. If you are a graduate student, once during the semester you will be asked to generate questions based upon a set of weekly readings. With them, you will lead a discussion of the readings with the other students in the class. We will discuss strategies for generating questions and for leading discussion together ahead of time.

Class Policy:

This seminar will involve a highly interactive approach to ensure your engagement and participation. In addition to weekly lectures, we will engage in discussions, in-class activities, and group work. To succeed in building an engaging class environment, students must keep up with the reading and attend class regularly throughout the semester. Readings should be completed by the date listed on your syllabus. You are responsible for information covered not only in lectures, but also in discussions, activities, and films shown during class.

Your responsibilities are to:

- o Attend class regularly and on time
- o Be courteous and active in raising questions in class; participate in discussion. o
Take the midterm and turn in assignments at the scheduled time.
- o Take active responsibility for your education.
- o In addition, you are responsible for abiding by the UNCC CODE OF STUDENT ACADEMIC INTEGRITY and the UNCC CODE OF STUDENT RESPONSIBILITY.
The Code of Student Academic Integrity forbids: cheating, fabrication and falsification, plagiarism, multiple submissions and complicity in academic dishonesty.

The complete codes are available on the Web at: <http://www.legal.uncc.edu/policies/#student>. Should academic dishonesty or disruption of the class be proved for any individual, I shall use the full range of penalties available to me.

Accommodation to Students with Disabilities:

I am happy to accommodate students with disabilities. If you know or think you have a disability, please visit the Office of Disability Services (230 Fretwell Building/Phone: (704) 687-4355) early in the semester so that we have the necessary paperwork on file for you.

Class Schedule

August 24: Introduction to the course

Handout: AutoEthnography Assignment

August 31: Ethnography of Communication and Speech Communities

Readings:

LA: *pp. 1-52.* (Intro and Ch. 1)

LDP: *pp. 1-9.* (Intro)

ER: Lane, Hoffmeister, & Bahan, "Welcome to the Deaf-World"

September 7: Language, Gesture, and Non-verbal Communication

Readings:

ER: Cipollone, "What do you know when you know a language?"

ER: Basso, "'To Give Up on Words': Silence in Western Apache Culture" ER:

Dittman, "The Role of Body Movement in Communication"

ER: Lane, Hoffmeister, & Bahan, "The Language of the Deaf-World"

September 14: Language as social reality, The Sapir-Whorf hypothesis

Readings:

LA, *pp. 359-381.* ("The Power of Language" and Ch. 15)

PW: *pp. 3-33* (Ch. 1 & 2)

ER: Lakoff and Kovecses, "The Cognitive Model of Anger Inherent in American English"

Assignments: AutoEthnography assignment due. (No Journal due this week.)

September 21: Language Acquisition: a cross-cultural comparison

Readings:

LA: *pp. 263-293.* (Ch. 11) .

WW: *pp. 19-29 and 73-148.* (Ch. 1, 3, & 4)

September 28: Language Socialization and Communicative Competence

Readings:

LA: pp. 53-73. (Ch. 2)

ER: Eisenberg, "Teasing: Verbal play in two Mexicano homes"

WW: pp. 149-235. (Ch. 5 & 6)

October 5: Language and Education: Intercultural Contexts

Readings:

LDP: pp. 132-152. (Ch 6) WW: pp. 236-

314. (Ch. 7 & 8) LA: pp. 302-317. (Ch.

12)

October 12: In-class Midterm, no journal entry due.

October 19: Language, Race, and Ideology

Readings:

LDP: pp. 11-83. (Ch. 1, 2, & 3)

LA: pp. 450-462. (Ch. 20)

October 26: Bilingualism

Readings:

ER: Gumperz, "Conversational Code Switching"

ER: Urciuoli, "Introduction: The Semiotics of Exclusion" and

ER: Urciuoli, "Chapter Three: The Political Topography of Bilingualism"

November 2: Intercultural (Mis-)Communication

Readings:

LA: pp. 119-146. (Ch. 5)

ER: Gumperz, "Interviewing in Intercultural Situations"

ER: Watanabe, "Cultural Differences in Framing: American and Japanese Group Discussions"

Assignments: Proposal for Final Project due. (No journal entry due this week.)

November 9: Gender and Communication

Readings:

LA: pp. 431-449. (Ch. 19)

LDP: pp. 84-110. (Ch. 4)

ER: Tannen, "Put Down that Paper and Talk to Me"

ER: Cameron, "Rethinking Language and Gender Studies: some issues for the 1990s"

November 16: Verbal Art and Performance

Readings:

LA: pp. 151-188 (Ch. 6 & 7) PW:

pp. 37-76 (Ch. 3 & 4)

Assignments: Final journal entry due-there are no more entries due after this week.

November 23: Happy Thanksgiving!

November 30: Final Presentations

December 7: Final Presentations, Wrapping Up

December 12: Final Projects Due by 5 p.m. in my office, Fretwell490P

COMPUTER SCIENCE

Computers and Their Impact on Society Spring 2012 ITCS 3688-001 MW 8:00 - 9:15

<u>DATE</u>	<u>TOPIC</u>	<u>CLASS LEADER(S)</u>
JAN	9 Course Organization and Historical View of the Computer Industry	Dr Lejk
	11 Professionalism: What's in it for me? Responsibility: Software and Systems	Dr Lejk
	18 How to make a good presentation	Dr Hill
	23 How to approach good writing and how to cite researched papers and prepare slides	Dr Lejk
	25 Hacking and Viruses	Eric Dickson
	30 AI/Expert Systems	Luis Forero
FEB	1 IN-CLASS WRITING ASSIGNMENT – #1	Dr Lejk
	6 Computers in Sports	Beck Williams
	8 Computers in the Military	Ben Tran
	13 PEER REVIEW – PAPER #1	Dr Lejk
	15 Computers and the Gaming Industry	Heidi Haack
	20 The Future of the Computing Industry	Christopher Rusch
	22 Computers in Education	Anas Fabdan
	27 Mobile Technology	Darren Harton
	29 IN-CLASS WRITING ASSIGNMENT – #2	Dr Lejk
MAR	12 Computers in Architecture/Engineering	Sterling McCleod
	14 PEER REVIEW – PAPER #2	Dr Lejk
	19 Computers and Intellectual Property	Bradley Garton
	21 Computers in the Mass Media	Amelia Wheeless
	26 Virtual Reality	Patrick LaChance
	28 Computers in the Government (Non-military)	Seth Hollifield
APR	2 Computers in Discovery	Afnan Alawami
	4 Competition in the Computer Industry	Glenn Luisi
	9 Computers and Nanotechnology	Zainab Gaw
	11 Databases and Privacy	Eric Smithe
	16 Computers and Communication	Bimba Traore
	18 IN-CLASS WRITING ASSIGNMENT – #3	Dr Lejk
	23 PEER REVIEW – PAPER #3	Dr Lejk
	25 Computers and Human Sexuality	Chris Stonger
	30 Embedded Systems	Paul Drehs

MAY 7 Final Exam and Course Wrap-Up

Dr Lejk

8:00 AM – 10:30 AM, Woodward Hall 130

Course Wrap-up: Did we learn anything? Did we change our minds?

Formal Topics:

Paper #1 - "The role ethics has played in my life to date"

Paper #2 - Your class topic

Paper #3 - Contraction of any of the previous two

GRADE DETERMINATION

	<u>Without Final Exam</u>	<u>With Final Exam</u>
<u>Peer Reviews</u>		
Peer Review I	13.33%	13.33%
Peer Review II	13.33%	13.33%
Peer Review III	13.33%	13.33%
<u>In Class Writing Assignments</u>		
In Class I	10%	6.67%
In Class II	10%	6.67%
In Class III	10%	6.67%
<u>In Class Presentation</u>		
Oral Presentation	15%	10%
Bibliography	2%	2%
*Presentation Critique after Presentation	3%	3%
<u>Class Activity</u>		
Class Participation	10%	10%
<u>Final</u>		
Final Exam	0%	15%
	<hr/> 100%	<hr/> 100%

* After your presentation, you must schedule an appointment with me to critique your presentation. This is part of your grade. **Please contact Debbie in Woodward 421A to make your appointment. You can contact her in person, by phone at 704-687-8569, or by email at dsconnh@uncc.edu.**

REMEMBER: You are to spend only 15 - 20 minutes to present the technical state-of-the-art in your particular area. The majority of time must be spent on the social issues surrounding your topic as seen by the computer professional and the ordinary citizen.

NOTES:

1. Academic dishonesty, in any form, will not be tolerated. Cheating, copying parts or whole papers, or complicity in any violations of the student academic integrity code will result in prompt action on my part. The procedures are outlined in the UNCC Code of Student Academic Integrity. See more detailed statement at end of this syllabus.
2. Attendance is mandatory for all class meetings. After the fourth unexcused absence, the student will lose 2 points for each absence and after a student's seventh absence, the student will lose 3 points from their final average for each absence. Any student who has more than ten absences will receive an F in the class.
3. A list of sources must be submitted after your presentation. On this sheet should appear your name, topic, and the date of your presentation. You must also schedule an appointment for a critique of your presentation.

Course Website:

Copies of material presented in class and handouts can be found on the course website. You can view the course website by typing the URL <http://webpages.uncc.edu/~lejk/courses/itcs3688/fall/2009> into your preferred web browser.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity (See Catalog). This code forbids cheating, fabrication, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. There are no special requirements regarding academic integrity in this course. The code will be strictly enforced and is binding on the students. Grade and academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to an F. Copies of the Code can be obtained from me or the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to me immediately.

COUNCIL ON GENERAL EDUCATION GOALS

- I. Values (V)
- II. Communications (W & O)

LIBERAL EDUCATION GOALS

- I. Communication (W and O)

UNC Charlotte graduates should be able to:

Effectively send and receive in English written and oral messages, in different situations, for a variety of audiences, purposes, and subjects.

ASSESSMENT

This course is part of the College of Computing and Informatics' assessment program.

LANGUAGES AND CULTURE STUDIES

TRANS 3401-001 INTRODUCTION TO TRANSLATION STUDIES SPRING _____

Required materials:

1. Sofer, Morry. The Translator's Handbook. 6th Edition. Schreiber Publishing, Rockville, Maryland, 2006. ISBN-10: 088-4003248
2. Baker, Mona. In Other Words. A Coursebook on Translation. Routledge, NY: NY, 2001. ISBN-10: 0-415-03086-2
3. Munday, Jeremy. Introducing Translation Studies. Theories and Applications. Routledge, NY: NY, 2001. ISBN-10:0-415-22927-8

Course objectives: To review many of the major components of Translation. This course could also be called "Becoming a Translator," since this is the main objective. Through a series of theoretical and practical readings, practice exercises, projects and presentations, students who successfully complete all the tasks should be able to develop the right skills, resources, tools and mechanisms to become good translators. Students will be asked to complete translation tasks and, more importantly, examine how a translator prepares, thinks, works and accomplishes the difficult job of conveying the same information in another language. Since students come from different backgrounds and have different target languages, class will mostly concentrate on the process instead of the end result. Moreover, students are expected to develop their own process to better suit their needs and particular objectives.

Daily preparation: Before class, carefully read and study the assigned readings indicated on your syllabus and complete assignments as noted. Make a list of questions you would like addressed in class (or during office hours). This course carries a heavy reading load, so it is important to keep up with the readings. No late assignments will be accepted unless you provide the instructor with official written documentation (e.g. a note indicating that you were seen by a physician). This means that if you do not attend class on the day a homework assignment is collected, you may not leave the assignment in your instructor's mailbox or send it with a classmate and expect to receive credit for the work.

Attendance: Attendance is required for this course. Students are expected to arrive on time and to have read and prepared the material on the syllabus so that they will be fully prepared for each class and can participate actively. The first three (3) absences count only against your participation grade (however, if the absence is not excused, you will also lose points if work is collected or if a quiz or exam is given). The fourth (4) and subsequent absences are deemed excessive and also count against your final grade. Your overall grade will be lowered by 3% for each excessive absence. Absences may be excused if you present appropriate written documentation within one week of the absence. In addition, habitual tardiness will adversely affect your participation grade. If you incur more than 4 absences during the semester, you should consider withdrawing from the class and taking it when you are able to attend more regularly.

Evaluation:

- | | |
|-----|---|
| 10% | Class participation (includes attendance, quantity and quality of discussion, and attitude) |
| 10% | Class preparation (includes written responses to discussion questions and assignments) |
| 30% | Exams (2@15%) |
| 30% | Projects 1-3 (3@10%) |

20% Final Translation Project (#4)

Grading Scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Exams: During the semester, you will take (2) scheduled exams. Because of the pace of the class, it is critical not to miss an exam, so please keep the following in mind: **Only under extreme circumstances is it possible to take a makeup exam. You must see your instructor and present appropriate documentation as the initial step in making your case within 24 hours of the exam.** The final exam is scheduled for _____ Please note that the **final exam is comprehensive**; it will cover material from all chapters presented during the semester.

Discussions: During the semester, you will be asked to prepare discussion questions which are indicated in the “to turn in” column of the syllabus schedule. For these questions, you will be expected to do the following: 1) Actively participate in the class discussion on the topic and 2) Prepare a written response (target length: ½ page) that the instructor *may* decide to collect and evaluate for a grade.

Outside help/Academic integrity: The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct.” Cheating, plagiarism, and other examples of academic misconduct will be pursued and sanctions will be levied. If you have any questions about the issue of academic integrity, you should consult with your instructor. Students are required to read and understand the provisions and procedures of the Code that can be found at:

<http://www.legal.uncc.edu/policies/ps-105.html>

Learning Disabilities: Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #218, for securing appropriate accommodations. Any special needs have to be communicated before the end of the first week of classes.

Withdrawals: The last day to drop a course with a “W” is _____

Incompletes: Only under the most extreme and exceptional circumstances will the Department of Languages and Culture Studies consider a petition for an Incomplete.

Overview of Projects: All projects have to be formatted and presented according to the MLA Style. In addition, projects should be double-spaced, Font Size 12, Times New Roman, Garamond, or other similar fonts. In general, always try to tie in the readings that apply.

#1 Students will compile a list of resources in the foreign language of their specialization that will help them deal with future translation problems. The list should include all kinds of reference materials, such as, but not limited to, dictionaries, books, magazines, journals, and websites. This project should be 4-5 pages long. NB: If a student is planning on specializing in a particular field, the student is encouraged to explore that area at length.

#2 (Choose one)

- A) Each student will select a sonnet or a monologue by Shakespeare and will produce translations into modern English. However, the audiences for that work will be different: (a) a Hip-Hop audience and (b) NPR listener or NYTimes reader. The final project will include the two translations, but most

importantly, the student will write about the process and the different strategies employed in the translation.

B) Discussion #8 in *Introducing Translation Studies* (p.54)

NOTE: Target length is 4-5 pages double-spaced.

#3 Each student will select a scene from a movie from their target language country and translate it. Students will write about the difficulties encountered and how to find ways to solve such issues. The scene should be 5-10 minutes long and contain dialogue. For their presentations/papers, students will also consider the faithfulness of the original translator when subtitling and or dubbing the movie.

#4 Final Project. Each student will meet with me for approval. You should select a long article/book section from a field/area that you might want to consider translating into/from in the future. Students do not have to translate anything, instead the paper is about the strategies and techniques that they would need to apply in order to solve translation problems and the resources that they might need to achieve a professional translation. Students are expected to include material introduced in the course (10-15 pages double spaced) with appropriate citations. Students will present their final project to the class. The presentations should be limited to 5 minutes with 2 minutes allowed for questions.

	<i>Topic</i>	<i>Before class</i>	<i>To turn in</i>
day 1	Course Introduction		
day 2	Introduction to Trans.	TH Chapter 1-3 Read ATA's Website www.atanet.org	
day 3		TH-19-33	
day 4		TH-33-80 (refer to your language only).	
day 5	Labor day		
day 6	Main Trans. Studies Issues	ITS 4-15	Discussion #2 (17)
day 7		ITS 18-29	Discussion #1 (34)
day 8	Trans. Theory before XX Cent	ITS 18-29	Discussion #5&7 (34)
day 9	Equivalence vs. Equiv. Effect	ITS 35-49	Project #1
day 10	Trans. Shift Approach	ITS 55-63 (Exam#1)	Discussion #1&5 (54)
day 11	Exam #1		
day 12	Discourse and Register Analysis Approaches	ITS 78-84	Discussion #8 (54)
		ITS 89-101	Discussion #2(87)
day 13	System Theories	ITS 108-119	Discussion #1&8 (124)
day 14	No class		
day 15	Varieties of Cultural Studies	ITS 126-138	Discussion #13 (142)
day 16	Translating the Foreign	ITS 144-156	
day 17	Phil. Theories of Trans.	ITS 162-170	Project #2
day 18			
day 19			ITS 181-190

<i>day 20</i>	Interdiscipline		
<i>day 21</i>	Exam #2		
<i>day 22</i>	Equivalence at Word Level	<u>OW</u> 10-45	<i>Exer. 3-4 (43)</i>
<i>day 23</i>	Thematic and Information Structures	<u>OW</u> 47-81	
<i>day 24</i>			<i>Project #3</i>
<i>day 25</i>			
<i>day 26</i>		<u>OW</u> 119-179 <u>ITS</u> 97-102	
<i>day 27</i>	Thanksgiving Break		
<i>day 28</i>	Textual Equivalence & Pragmatic Equivalence	<u>OW</u> 181-230	
<i>day 29</i>			Exer. 1-4 (79)
<i>day 30</i>	Final Presentations of Project #4		
<i>day 31</i>	<i>Final Presentations of Project #4 - Final Projects Due</i>		
<i>day 32</i>	Final exam 11:00 AM – 1:45 PM		

ESPAÑOL 4231.001: FONÉTICA DEL ESPAÑOL * PRIMAVERA `11

Instructor: Dra. Concepción Godev

Oficina: COED 442

Teléfono: (704) 687-8783

E-mail: cgodev@email.uncc.edu

Horas de oficina: **martes y miércoles 2:00 - 3:00, y previa cita**

1) MATERIALES :

1. John B. Dalbor (1997). *Spanish Pronunciation. Theory and Practice*. New York, NY: Holt, Rinehart and Winston. 3ª. (ISBN 0-03-018077-5).
2. Cintas de *Spanish Pronunciation. Theory and Practice*. (ISBN 0-03-020082-2).
3. Bibliografía disponible en la biblioteca Atkins (p. 2 de este programa).
4. Cuatro cintas vírgenes de 90 minutos de duración, nuevas y de buena marca (TDK, Sony o algo similar).
5. www.uncc.edu/cgodev/3231

2) OBJETIVOS

- Discutir las bases teóricas de la fonética y fonología españolas
- Discutir las tendencias dialectales más destacables del español
- Comparar fonos españoles e ingleses
- Discutir la múltiple representación gráfica de algunos sonidos
- Práctica de los sonidos españoles al nivel de la palabra, la oración y el discurso extenso

3) PARTICIPACIÓN: se espera que el estudiante participe activamente en la discusión de cada clase, por lo tanto el estudiante tendrá que completar a tiempo las tareas asignadas por el profesor.

4) TRABAJOS: comprenden proyectos para completar fuera de clase. Los trabajos que se entreguen fuera de plazo no se aceptarán.

5) EXÁMENES: habrá tres, un examen final y una grabación final. No hay recuperación de exámenes ni de grabación final.

6)

ESCALA DE NOTAS

DISTRIBUCIÓN DE PORCENTAJES

A 90-100	Trabajos 20%
B 80-89	Exámenes 45%
C 70-79	Recitación 10%
D 65-69	Examen final 25%

7) ASISTENCIA

La asistencia diaria a clase es esencial para el progreso del estudiante. Si la asistencia es insuficiente, la nota puede verse afectada negativamente. Se aceptan dos ausencias. Por cada ausencia no permitida, la nota final se penalizará restando dos puntos. Así, si sacas un 90 (A) de nota final pero tienes una ausencia no permitida, la nota final quedará en 88 (B).

8) CÓDIGO DE HONOR

El Departamento de Languages and Culture Studies aplica el UNC Charlotte Code of Student Academic Integrity. Es tu responsabilidad conocer y observar las reglas de dicho código. Por favor, estudia el código, disponible en el **UNCC Catalog**.

9) SERVICIOS ESPECIALES

Los estudiantes que tengan prueba documentada de algún tipo de inhabilidad y que requieran arreglos especiales deben contactar en la mayor brevedad a UNC Charlotte Office of Disability Services in Fretwell Building #230, teléfono: 687-4355, página web: www.uncc.edu/dability/staff.htm

10) LIBROS EN RESERVA EN LA BIBLIOTECA ATKINS

1. Catford, J. C. (1988). *A practical introduction to phonetics*. New York, NY: Oxford University Press.
2. Gili Gaya, Samuel (1961). *Elementos de fonética general*. Madrid: Editorial Gredos.
3. Jones, Daniel (1966). *The pronunciation of English*. London: Cambridge University Press.
4. MacKay, Ian R. A. (1987). *Phonetics : the science of speech production*. Boston: Little Brown.
5. Navarro Tomás, T (1957). *Manual de pronunciación española*. New York, NY: Hafner.

6. Singh, Sadanand (1976). Phonetics : principles and practices. Baltimore: University Park Press.

7. Smalley, William Allen. (1973). Manual of articulatory phonetics. South Pasadena, CA: William Carey Library.

11) PROGRAMA

FECHA	CONTENIDO DE LA CLASE	TAREA
día 1	Introducción Presentación de los materiales Discutir las exigencias de la asignatura	
día 2	Fonética, fonología y dialectología El español estándar	SPTP 125-7, 130-2 Grupos fónicos SPTP 35-46 La sílaba acentuada
día 3	Elementos segmentales y suprasegmentales Grupos fónicos SPTP#13 La sílaba acentuada y la ortografía SPTP#6	SPTP 132-3A : 21-40; 133B : 2-4, 6, 8-11; 14-24; 26; 28-30; 134C : 1-2
día 4	Grupos fónicos SPTP#13	SPTP 26 El aparato fonador
día 5	El aparato fonador SPTP #26 Consonantes, semiconsonantes, vocales y semivocales SPTP#11 Lugar y modo de articulación SPTP#11	SPTP 109-15
día 6	La transcripción fonológica y fonética SPTP #12	SPTP 122 : 2, 4, 6 SPTP 194-9
día 7	/p t k/ SPTP#21	SPTP 202F Laboratorio
día 8	/p t k/ SPTP#21	SPTP 203-11 Laboratorio
día 9	EXAMEN 1	
día 10	/b d g/ SPTP#22	SPTP 214H : 1-5 Laboratorio
día 11	/b d g/ SPTP#22	SPTP 214H : 6-10 SPTP 215-20 Laboratorio
día 12	/y w/ SPTP#23	SPTP 222E : 1-10 SPTP 223-30 Laboratorio / Trabajo No. 1
día 13	/s θ / SPTP#24	SPTP 232D : 1-10 SPTP 234-8 Laboratorio
día 14	/c f x (h)/ SPTP#25	SPTP 240D : 1-4 Laboratorio
día 15	/c f x (h)/ SPTP#25	SPTP 240D : 5-10 SPTP 241-245 Laboratorio / Trabajo No. 2
día 16	/m n ñ/ SPTP#26	SPTP 246C SPTP 246D : 1-4 Laboratorio
día 17	/m n ñ/ SPTP#26	SPTP 246D : 5-8 SPTP 248-53

		Laboratorio
día 18	/l/ SPTP#27	SPTP 255D : 1-8 SPTP 257-61 Laboratorio
día 19	/r r/ SPTP#28	SPTP 263E : 1-8 SPTP 141-146 Laboratorio
día 20	EXAMEN 2	
día 21	/a e o/ SPTP#15	SPTP 149F : 1-8 SPTP 150-4; 158-62 Laboratorio
día 22	/i/ SPTP#16 /u/ SPTP#17	SPTP 156F : 1-5 SPTP 165F : 1-5 SPTP 167-77 SPTP 181H : 1-6 Laboratorio / Trabajo No. 3
día 23	Combinación de vocales SPTP#18	SPTP 31-46 Laboratorio
día 24	Elementos suprasegmentales SPTP#5-6	SPTP 50H : 1-8 SPTP 51-83 Laboratorio
día 25	Elementos suprasegmentales SPTP#7-8	SPTP 77S : 1-6 Laboratorio / Trabajo No. 4
día 26	Elementos suprasegmentales SPTP#7-8	Laboratorio
día 27	Recitación de un poema	Laboratorio
día 28	Recitación de un poema	Laboratorio / Trabajo No. 5
día 29	EXAMEN 3	
día 30	Recitación de un poema	
Se anunciará	EXAMEN FINAL	

12) CONTROL DE LA NOTA

1. TRABAJOS

No. 1 + No. 2 + No. 3 + No. 4 + No. 5 = /5 = x .20 = %

Ejemp. 70 75 80 70 75 370 74
14.8

2. EXÁMENES

Ex 1 + Ex 2 + Ex 3 = /3 = x .45 = %

Ejemp. 80 95 85 260 86.6 38.97

3. RECITACIÓN

REC x .10 = %

Ejemp. 75 7.5

3. EXAMEN FINAL

FE x .25 = %

Ejemp. 85 21.25

4. NOTA FINAL

TRABAJOS % + EXÁMENES % + REC% + EF/GF % =

Ejemp. 14.8 38.97 7.5 21.25 82.52 B

13) CALCULAR LA NOTA DEL EXAMEN FINAL NECESARIA PARA SACAR LA NOTA FINAL DESEADA

1. Calcula 1 a 2 arriba.

2. Suma TRABAJOS % + EXÁMENES % + REC =%
Ejemp. **14.8** **38.97** **7.5** **61.27**

3. Resta el resultado previo (línea 2) a la **nota final deseada (e. g. 80 B)**.
Ejemp. 80 - 61.27 = 18.73 %

4. Resultado de la línea anterior (línea 3) / .25 =
Ejemp. **18.73** **74.92**

5. Resultado en línea 4 es la nota del examen final que necesitas para sacar la nota final deseada.

ESPAÑOL 4232.001: Lingüística española □ OTOÑO 2010 * PROGRAMA 3:30pm-4:45pm in COED 169

Instructor: Dra. Concepción Godev

Oficina: COED 442

Teléfono: 704.687.8783

E-mail: cgodev@uncc.edu NOTA: la profesora responderá **dentro de 48 horas de lunes a viernes** entre **9:00am y 5:00pm**

Horas de oficina: **martes y jueves de 05:00 a 06:00, y previa cita**

1) MATERIALES:

1.1. Una selección de capítulos de Azevedo, Milton M. (2005). *Introducción a la lingüística española*. 2a ed. Upper Saddle River, NJ: Prentice Hall. (ISBN 0-13-110959-6). Este material está formato electrónico en Atkins Library Course Reserves

<http://library.uncc.edu/reserves/>

1.2. Página web: <http://www.languages.uncc.edu/cgodev/4232f10>

1.3. Espacio moodle: <http://moodle.uncc.edu>

2) **PRERREQUISITO:** Haber cursado dos clases de nivel 3000.

3) **COMUNICACIÓN**

3.1. Cualquier pregunta sobre la clase debe escribirse en el "fórum" de moodle.

3.2. La comunicación por correo electrónico se reserva para preguntas personales. La profesora responderá el correo electrónico **dentro de 48 de lunes a viernes** entre **9:00am y 5:00pm**.

4) OBJETIVOS

Después de haber cursado esta asignatura:

- conocerás las diferentes áreas en que se dividen los estudios de lingüística
- estarás familiarizado con la terminología básica que usan los lingüistas
- tendrás una perspectiva más científica y especializada de fenómenos que hasta ahora has estudiado bajo el término *gramática*
- podrás explicar razonadamente por qué el inglés o el español de un hablante no suena nativo
- podrás explicar cómo nació el español y cómo ha evolucionado
- conocerás las características dialectales propias de diferentes grupos de hispanohablantes

5) **TRABAJOS:** comprenden dos proyectos para completar fuera de clase. Los trabajos que se entreguen fuera de plazo no se aceptarán.

6) **EXÁMENES:** habrá dos exámenes y un examen final. No hay recuperación de exámenes.

7) <u>ESCALA DE NOTAS*</u>	8) <u>DISTRIBUCIÓN DE PORCENTAJES</u>
A 90-100	Trabajos 30%
B 80-89	Exámenes 45%
C 70-79	Examen final 25%

*Para que este curso cuente para el "mayor" o el "menor" en español, es necesario obtener una calificación de C o más alta.

9) **ASISTENCIA**

La asistencia diaria a clase es esencial para el progreso del estudiante. Si la asistencia es insuficiente, la nota puede verse afectada negativamente. Se aceptan dos ausencias. Por cada ausencia no permitida, la nota final se penalizará restando dos puntos. Así, si sacas un 90 (A) de nota final pero tienes una ausencia no permitida, la nota final quedará en 88 (B).

10) CÓDIGO DE HONOR

El Departamento de Languages and Culture Studies aplica el UNC Charlotte Code of Student Academic Integrity. Es tu responsabilidad conocer y observar las reglas de dicho código. Por favor, estudia el código, disponible en <http://provost.uncc.edu/catalogs/2010-2011/>

11) SERVICIOS ESPECIALES

Los estudiantes que tengan prueba documentada de algún tipo de inhabilidad y que requieran arreglos especiales deben contactar en la mayor brevedad a UNC Charlotte Office of Disability Services at www.ds.uncc.edu/

TEMARIO TENTATIVO

Ma 24/08	Áreas de la lingüística
Ju 26/08	Áreas de la lingüística
Ma 31/08 NOTA: 01/09 último día para dejar o añadir clases	Áreas de la lingüística
Ju 02/09 NOTA: 06/09 Labor Day	La lengua española en el mundo
Ma 07/09	La lengua española en el mundo
Ju 09/09	Lenguaje, lengua y lingüística
Ma 14/09	Lenguaje, lengua y lingüística
Ju 16/09	Lenguaje, lengua y lingüística
Ma 21/09	Fonética: Los sonidos del habla
Ju 23/09	Fonética: Los sonidos del habla
Ma 28/09	EXAMEN 1
Ju 30/09	Fonética: Los sonidos del habla
Ma 05/10	Fonética: Los sonidos del habla
Ju 07/10 NOTA: 11/10- 12/10 Fall Break	Fonología: Los fonemas del español
Ju 14/10	Morfología: Forma y función de las palabras
Ma 19/10	Morfología: Forma y función de las palabras
Ju 21/10	Morfología: Forma y función de las palabras
Ma 26/10	Morfología: Forma y función de las palabras TRABAJO 1
Ju 28/10 NOTA: 01/11 último día para dejar la clase con"W"	Morfología: Forma y función de las palabras
Ma 02/11	Sintaxis I: La estructura de las oraciones
Ju 04/11	EXAMEN 2
Ma 09/11	Sintaxis I: La estructura de las oraciones
Ju 11/11	Sintaxis I: La estructura de las oraciones
Ma 16/11	Sintaxis I: La estructura de las oraciones
Ju 18/11	Variación y lengua
Ma 23/11 NOTA: 24/11--	Variación y lengua

27/11 Thanksgiving	
Ma 30/11	Variación y lengua
Ju 02/12	Variación y lengua
Ma 07/12	Repaso Discusión del examen final TRABAJO 2
Ju 16/12 Hora: 02:00-3:15	EXAMEN FINAL

ESPAÑOL 4233.001 / 5050.002: HISTORIA DE LA LENGUA ESPAÑOLA * OTOÑO 2011 * [PROGRAMA](#)

Instructor: Dra. Concepción Godev
Oficina: COED 442
Teléfono: 704.687.8783
E-mail: cgodev@uncc.edu
Horario de clase: martes y jueves 02:00-03:15 en COED 402
Horas de oficina: **jueves 03:30-05:30 y previa cita**

1) COMUNICACIÓN

1.1. Cualquier pregunta sobre la clase debe escribirse en el espacio moodle "[Colgar preguntas y comentarios sobre la clase aquí](#)".

1.2. La comunicación por correo electrónico se reserva para preguntas personales. La profesora responderá el correo electrónico **dentro de 48 horas de lunes a viernes entre 9:00am y 5:00pm.**

2) **PRERREQUISITO:** Haber cursado dos clases de nivel SPAN 3000. [SUBGRADUADOS]

3) MATERIALES:

- Resnick, Melvyn C. (1981). Introducción a la historia de la lengua española. Washington, DC: Georgetown University Press: ISBN: 0-87840-083-4
- Artículos asignados
- Espacio moodle: **moodle.uncc.edu**

4) **OBJETIVOS:** Después de haber cursado esta asignatura:

- conocerás cómo se originó el español a partir del latín vulgar.
- conocerás cómo ha evolucionado el español desde su origen hasta nuestros días desde el punto de vista fonético, morfosintáctico, léxico, semántico y sociolingüístico.
- estarás familiarizado con las características que comparten todas las lenguas romances.
- sabrás comentar un texto desde la perspectiva lingüístico-histórica.

5) **TRABAJO:** Consiste en un proyecto para completar fuera de clase. Los trabajos que se entreguen fuera de plazo no se aceptarán.

6) **INFORME ORAL:** Consiste en una presentación en clase sobre algún aspecto de tu trabajo. [GRADUADOS]

7) **EXÁMENES:** Habrá dos exámenes y un examen final. No hay recuperación de exámenes.

8) <u>ESCALA DE NOTAS</u>	9A) <u>DISTRIBUCIÓN DE PORCENTAJES</u> [SUBGRAD]	9B) <u>DISTRIBUCIÓN DE PORCENTAJES</u> [GRAD]
A 90-100	Trabajo 30%	Trabajos 30% (informe oral 10% y trabajo escrito 20%)
B 80-89	Exámenes 45%	Exámenes 45%
C 70-79 *	Examen final 25%	Examen final 25%
D 65-69		

*NOTA 1: Esta clase cuenta para la especialidad de español con una calificación de C o más alta. [SUBGRADUADOS]

NOTA 2: La Escuela Graduada solamente admite dos notas de C en el Máster. [GRADUADOS]

10) ASISTENCIA

La asistencia diaria a clase es esencial para el progreso del estudiante. Si la asistencia es insuficiente, la nota puede verse afectada negativamente. Se aceptan dos ausencias. Por cada ausencia no permitida, la nota final se penalizará restando dos puntos. Así, si sacas un 90 (A) de nota final pero tienes una ausencia no permitida, la nota final quedará en 88 (B).

11) **CÓDIGO DE HONOR**

El Departamento de Languages and Culture Studies aplica el UNC Charlotte Code of Student Academic Integrity. Es tu responsabilidad conocer y observar las reglas de dicho código. Por favor, estudia el código, disponible en <http://catalog.uncc.edu/>.

12) **SERVICIOS ESPECIALES**

Los estudiantes que tengan prueba documentada de algún tipo de inhabilidad y que requieran arreglos especiales deben contactar en la mayor brevedad a UNC Charlotte Office of Disability Services in Fretwell Building #230, teléfono: 687-4355, página web: <http://www.ds.uncc.edu/>

TEMARIO TENTATIVO	
Ma 23/08	Introducción histórica
Ju 25/08	Introducción histórica Influencias extranjeras
Ma 30/08 mi 31 de agosto, último día para añadir/abandonar clases	Sistema vocálico y consonántico del latín
Ju 01/09 lu 5 de sept Labor Day	Sistema vocálico y consonántico del latín
Ma 06/09	Cambios vocálicos y consonánticos
Ju 08/09	Cambios vocálicos y consonánticos
Ma 13/09	Cambios vocálicos y consonánticos
Ju 15/09	Cambios vocálicos y consonánticos

Ma 20/09	Cambios vocálicos y consonánticos
Ju 22/09	Cambios vocálicos y consonánticos
Ma 27/09	Cambios vocálicos y consonánticos
Ju 29/09	EXAMEN 1
Ma 04/10	Tema y bibliografía preliminar del trabajo final [GRADUADOS] Cambios semánticos
Ju 06/10 10-11 de octubre vacación	Cambios semánticos
Ju 13/10	Cambios semánticos
Ma 18/10	Cambios semánticos
Ju 20/10	Cambios morfosintácticos
Ma 25/10	Cambios morfosintácticos
Ju 27/10 lu 31 de oct, último día para dejar clases con "W"	Cambios morfosintácticos
Ma 01/11	Historia y dialectología

Ju 03/11	Historia y dialectología
Ma 08/11	Informe oral [GRADUADOS] Indigenismos
Ju 10/11	Informe oral [GRADUADOS] Expansión léxica con elementos hispánicos Extranjerismos
Ma 15/11	EXAMEN 2
Ju 17/11	Expansión léxica con elementos hispánicos Extranjerismos
Ma 22/11 Clase virtual 23-26 de nov, acción de gracias	Clase virtual en espacio moodle
Ma 29/11	Comentario de textos
Ju 01/12	Comentario de textos
Ma 06/12 7 de dic último día de clases	Discusión del examen final y repaso TRABAJO FINAL [SUBGRADUADOS] TRABAJO FINAL [GRADUADOS]
Ma 13/12 Hora: 02:00am-04:30pm	EXAMEN FINAL

PHILOSOPHY

Philosophy of Language

(PHIL3420-001; 12:30-1:45 PM Tue. & Thu.; Friday 106 [formerly, Friday 001])

Instructor: Bill Gay
Office Location: Winningham 103D
Office Hours: 2:00-3:00 PM & 5:00-5:30 PM Tue. & Thu.; & by app't
Phone, Email, FAX: (704) 687-2266; wcgay@uncc.edu; (704) 687-2172
Course Web Site: <http://www.philosophy.uncc.edu/wcgay/pl.html>

Philosophy of language occupies a central position in contemporary philosophy. Moreover, in the twentieth century the study of language was established as an autonomous science. While Anglo-American philosophy of language is dominated by the analytic perspective, continental philosophy of language is rooted in phenomenological, structural, and Marxist traditions. This course is an inquiry into the nature of language that will show the close relation of the Anglo-American tradition to logic and the Continental tradition to linguistics. In addition to focusing on the resulting theories of meaning, the course will address issues in linguistic creativity and linguistic violence. Class sessions will involve both lecture and discussions.

For majors, this course satisfies the elective course required in the Knowledge/Language category. For minors, this course satisfies one of the two courses required from the categories of Ethics/Aesthetics, Knowledge/Language, and Identity/Society.

Optional Text

Philosophy of Language. Course Packet available at Gray's College Bookstore (9430 University City Blvd.)

Course Evaluation

- After each of the three parts, students will write brief expositions in response to questions on some of the assigned texts. (25% each; for a total of 75%)
- In consultation with the instructor, each student will write a research paper on one of the issues or perspectives in philosophy of language. (15%).
- Each student is expected to attend class regularly and to participate actively. (After two absences, 5 points will be subtracted from the attendance grade for each additional absence. Also, arriving late or leaving early 4 times will be counted as an absence.) (10%)

Policy Statements:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation and/or gender identity and expression, and socio-economic status. The UNC Charlotte Diversity Website is <http://diversity.uncc.edu/>

Students have the responsibility to know and observe the UNC Charlotte's "The Code of Student Academic Integrity." The code is on the web at: <http://www.legal.uncc.edu/policies/ps-105.html>. Further information can be found at <http://integrity.uncc.edu/>.

Students with documented disabilities requiring accommodation in this course should contact Disability Services in Fretwell 230 or at: <http://www.ds.uncc.edu>.

Students are not to use any electronic devices (including cell phones and laptops) during class without the permission of the instructor.

Course Overview

Part I. Traditional Anglo-American Philosophy of Language

In January and February we will trace the rise and demise of analysis. We will read selections from Weitz, Ayer, and the early and late Wittgenstein.

Part II. Traditional Continental Philosophy of Language

In February and March we will trace the rise and criticism of the linguistic approach. We will read selections from Saussure, Merleau-Ponty, Ricoeur, and Gay.

Part III. Recent Trends in Philosophy of Language

In April we will survey non-traditional approaches. We will read selections from the later Heidegger, Foucault, Gay, hooks, and Tirrell.

Topics and Readings

Dates of Class Topics and Assignments Are Subject to Change
Readings, indicated in parentheses, are on Moodle or are on Class Web Site
(<http://www.philosophy.uncc.edu/wcgay/pl.html>)

- 01-10 Introduction: Analytic and Continental Philosophy of Language
- Part I. Traditional Anglo-American Philosophy of Language
- 01-12 Weitz, "Philosophical Analysis"
01-17 Wittgenstein, "Tractatus"
01-19 Ayer, "The Elimination of Metaphysics"
01-24 Ayer, "Truth and Probability"
 Receive Exam#1
- 01-26 Wittgenstein, "Philosophical Investigations"
01-31 Wittgenstein, "Philosophical Investigations" continued
02-02 Lecture by Paul Taylor (4:00 PM)
02-07 Gay, "From Wittgenstein to Applied Philosophy" (web)
 <http://www.philosophy.uncc.edu/wcgay/pubwitt.htm>;
02-09 Review
02-14 Gay, "Social Conditions of Wittgensteinian Language Games" (web)
 <http://www.philosophy.uncc.edu/wcgay/pubbourdieu.htm>
 Exam#1 Due
- Part II. Traditional Continental Philosophy of Language
- 02-16 Saussure, "Course in General Linguistics"
02-21 Merleau-Ponty, "Indirect Language and the Voices of Silence"
02-23 Gay, "Merleau-Ponty on Language and Social Science"
02-28 Ricoeur, "Structure, Word, Event"
03-01 Ricoeur, "Word, Polysemy, Metaphor"
- Spring Break (no classes)
- 03-13 Gay, "Analogy and Metaphor"
 Receive Exam#2

- 03-15 Gay, "Ricoeur on Metaphor and Ideology" (web)
<http://www.philosophy.uncc.edu/wcgay/pubricoeur.htm>
- 03-20 Gay, "Language of War and Peace" (web)
<http://www.philosophy.uncc.edu/wcgay/publangwp.htm>
- 03-22 Review
- 03-27 Gay, "Nonsexist Public Discourse and Negative Peace" (web)
<http://www.philosophy.uncc.edu/wcgay/pubnonsexist.htm>
Exam#2 due

Part III: Recent Trends in Philosophy of Language

- 03-29 Heidegger, "The Nature of Language"
- 04-03 Heidegger, "The Nature of Language" continued
- 04-05 Foucault, "The Order of Things"
- 04-10 Foucault, "The Order of Things" continued
Research Paper Abstract Due
- 04-12 Gay, "Nuclear Discourse and Linguistic Alienation"
 Gay, "Linguistic Violence" (web)
<http://www.philosophy.uncc.edu/wcgay/publingvio.htm>
- 04-17 Gay, "Exposing & Overcoming Linguistic Alienation" (web)
<http://www.philosophy.uncc.edu/wcgay/pubexposeovercomlvla.htm>
Receive Exam#3
- 04-19 hooks, "Language: Teaching New Worlds/New Words" and
 Tirrell, "Derogatory Terms: Racism, Sexism"
- 04-24 Review; Research Paper Due
- 04-26 Conclusion: (3:30-4:30) Gay, "Practice of Linguistic Nonviolence" (web)
<http://www.philosophy.uncc.edu/wcgay/publingnonvio.htm>
- 05-01 Exam#3 Due

Course: PHIL-3430 Mind, Cognition, Behavior Spring 2012

Instructor: Marvin Croy mjcroy@uncc.edu
103C Winningham 704-687-2174

Office Hours: TR 12:30-1:30 (other times negotiable)

Texts: Margolis, Howard: Patterns, Thinking, and Cognition:
A Theory of Judgment
University of Chicago Press, 1987.

Other readings will be include:

Turing, on whether computers can think;

Searle, on whether computers can have mental states;

Libet, on whether free will can be experimentally disproven

**Lloyd, on whether we should refrain from building intelligent
machines on ethical grounds.**

Churchland, on Connectionism

Plus philosophical selections from Plato

Overview:

This course is one component of the Knowledge/Language category in the undergraduate Philosophy major curriculum. It also counts towards the Cognitive Science minor. So, one key topic of discussion will be the relation between Philosophy and Science, particularly Cognitive Science. More generally, we will pursue questions concerning the investigation of the mind and concerning the relationship between the mental and physical. In addition, the plausibility of the mind and/or brain as a symbol manipulating system or as a type of computer will be assessed. Also to be considered is the bearing of cognitive science on traditional philosophical inquiries concerning knowledge of other minds and of one's own mind and self. Finally, questions about the desirability of building intelligent machines will be addressed.

Objectives:

To develop the student's ability to:

- (a) identify, comprehend, and critically analyze issues concerning the investigation of the mind;
- (b) formulate reasonable alternatives to viewpoints analyzed; and
- (c) pose intelligent questions for further study of the issues.

Evaluations:

Class activities will emphasize discussion of assigned reading material. For each class, one or more students will be assigned the task of leading the discussion of assigned material. All students are expected to attend class prepared to discuss, demonstrate understanding of, and ask helpful questions about the assigned material.

Each student will provide a report and in-class presentation concerning a topic related to mind/cognition/behavior. (Details are below). In addition, a research paper (3000-3500 words) will be due at semester's end.

Point System

- 1) Class Participation (25 points)
- 2) Service as Discussion Leader (25 points)
- 3) Article Report (50 Points)
- 4) Term Research Paper (80 Points)

Grading: Letter grades will be assigned as follows:

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-0%

Tasks of the Class Discussion Leader

Prior to class: Post an outline of the main points contained in the assigned reading. This should be done via the course website, by 8pm of the evening prior to class.

- 1) Provide a summary of the reading's main points (in your own words, don't merely quote from the reading).
- 2) Provide some reasonable criticisms or alternatives to the points made.
Pay attention to: Unanswered questions, assumptions made, unsupported conclusions, faulty inferences, relevant information ignored, additional questions raised, etc
- 3) Be prepared to answer questions concerning the contents of the reading and its cogency.
- 4) Suggest related topics/questions of interest.

Article/Chapter Reports

Provide a 15-20 minute in-class presentation plus a 1,000 word report.

- 1) Base your report on 2 or more articles/chapters focused on a common theme or question.
- 2) Provide a clear description of the experiments or arguments discussed in the articles.
- 3) Emphasize points of potential criticisms of the experiments/arguments.
- 4) Be prepared to answer questions concerning the content of the article) and their importance/cogency.
- 5) Include a bibliography (at least 3 items) of clearly related sources (peer reviewed articles or books).

Policy Statements:

Students have the responsibility to know and observe UNC Charlotte's *Code of Student Academic Integrity*. < <http://integrity.uncc.edu/index.php?>>.

Students with documented disabilities requiring accommodation in this course should contact Disability Services in the Fretwell Building.

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, gender identity and expression, and socio-economic status. The UNC Charlotte Diversity Website is <http://diversity.uncc.edu/>.

Course: **PHIL-3510 - Advanced Logic**
 (This course counts for Philosophy credit and as a core
 disciplinary course within the Cognitive Science minor.)

Instructor: **Marvin Croy** mjcroy@uncc.edu
 112 Winningham 704-687-2174

Office Hours: TTh 3:00 - 4:00,
 (And by appointment)

Texts: Understanding Symbolic Logic, by Virginia Klenk
 Reasoning and Thinking, by Ken Manktelow, this e-book is
 available free of charge via Atkins Library.
 On Library Reserve:
 A Border Dispute : The Place Of Logic In Psychology, by John Macnamara
 Additional reading materials from the Web will also be assigned.

Objectives: To understand (1) the mechanics, foundations, and
applications of three deductive systems: syllogistic, propositional, and predicate logic (up through identity and definite descriptions), (2) psychological accounts of human reasoning and rationality, and (3) to use this understanding as a means of inquiring further into the nature of reasoning and the normative/descriptive distinction.

Content: The emphasis of the course will be divided between the theory and meta-theory of the three logical systems mentioned above, i.e., between (a) mastering the concepts and mechanical rules of these systems and (b) understanding their applications and foundations. Attention will be focused mainly on the relation between these logical systems and natural language. Attention will also be given to psychological research on reasoning. Finally, we will consider the relation of logic to theories of reasoning and to performance on the LSAT (Law School Admission Test). (We may also take a brief look at connectionist systems and/or complex adaptive systems as means of modeling performance on deductive tasks.)

Evaluations:

(1) Two in-class exams (mid-term/final) (100 points each).
Make up exams will be considered only when a request is made PRIOR TO the time of the exam.

(2) Research Report (50 points - due near semester's end)
A 2,000-word written report, plus bibliography, focused on some issue related to the application or foundation of a logical system.

(3) In-Class Report: (30 points: these will occur throughout the semester)

Each student will present an in-class report (approximately 20 minutes in duration) on an assigned topic relevant to a figure or topic in the history of logic and/or reasoning. A 600-word written version is required within one week of the presentation date.

(4) Class Participation: (20 points): Contribution to class discussion and occasional reasoning tasks.

Grading: Letter grades will be assigned as follows:

A	=	100-90%
B	=	89-80%
C	=	79-70%
D	=	69-60%
F	=	59-0

General Classroom Activities:

Much of the classroom activities will involve practicing various logical operations and problem solving techniques. Particular exercises from the text will be identified and students will be expected to have worked a selection of problems prior to the class. During class we will examine and evaluate proposed problem solutions.

Policy Statements and Other Information:

Academic Integrity

Students are expected to be familiar with and to abide by the standards of the UNC Charlotte code of Student Academic Integrity. In particular, each student is expected to his or her own work on all assignments, quizzes, and exams.

Disability Services

Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information on Disability Services, please see the UNC Charlotte catalogue. The office is Disability Services is located in Fretwell 230.

Diversity

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Grade of Incomplete

Any student requesting a grade of incomplete must fill out a form for such purpose available from the Philosophy Department.

PSYCHOLOGY

COGNITIVE DEVELOPMENT & LANGUAGE ACQUISITION PSYC 3122 001

Fall 2011

Dr. Mary Michael
Office: 4036 Colvard
Office Hours: Tues 1-2pm and Thurs 10-11am, or by appointment.
E-Mail: mmichal10@uncc.edu Office phone: 704-687-4746

Texts:

Cognitive Development: Infancy Through Adolescence, by Kathleen M. Galotti

Pathways to Language From Fetus to Adolescent by Kyra Karmiloff & Annette Karmiloff-Smith (Recommended)

Course objectives: How do we know what we know? How do we begin to understand the world? This course will consider the development of human cognition and language.

Course Requirements: 1. Four exams (which include a cumulative final) of equal weight
2. Optional paper that can count instead of one exam, but not the final (**and must be in my hand prior to Test 3**).

Exams: Exams will include multiple choice and short answer questions and will be online.

Optional written papers: Three to five pages on a topic of your choice. Find two or three recent research articles on a related topic that we have discussed in class, and write about them. Consider using the "Times Cited"/"Citing articles" link in PsycINFO from the library web page. In your paper, describe the ideas, method and results in the articles you have read and what you make of them.

Check your topic and articles with me before starting your paper.

In general, there will be NO make-up exams. However, if you let me know at least **5 days BEFORE** the exam that you have a University-excused absence (e.g., university-sponsored trip) a make-up exam will be given. A make-up exam will also be allowed in case of serious illness, but documentation will be required. Students with disabilities should register with disability services so that any special needs can be accommodated.

Final exam date/time cannot be changed without obtaining an Official Examination Excuse from an academic dean (or the Office of the University Registrar for an excuse authorized by the University Student Health Service).

Attendance: Class is intended to check your interpretation of your textbook readings, to clarify confusing concepts, and to apply and/or demonstrate the concepts you have read about. Attendance will not be taken.

Grading:

A = 90-100% B = 80-89% C = 70-79% D = 60-69%

Schedule	Topics	Readings
AUG 23	Introduction	Chapter 1
AUG 25	Biological bases	Chapter 2
AUG 30	Theories - Piaget, Vygotsky, and others	
SEP 1	Information processing etc	
SEP 6	Infancy - perception	Chapter 3
SEP 8	Infancy - attention(+ review)?	
SEP 13	Exam 1	
SEP 15	Representation, learning and memory	Chapter 4
SEP 20	Categorization	
SEP 22	Language acquisition	Chapter 5
SEP 27		
SEP 29	Childhood - perception	Chapter 9
OCT 4		Chapter 10
OCT 6	Exam 2	
OCT 10-16	Fall break	
OCT 18	Memory and Metacognition	Chapter 8
OCT 20	Autobiographical memory	
OCT 25	Social cognition	
OCT 27	Theory of Mind	
NOV 1	More on Language	
NOV 3	Language and reading	
NOV 8	Thinking and Reasoning	
NOV 10	Problem Solving(+ review)	Chapter 12
NOV 15	Exam 3	
NOV 17	Academic Skills	
NOV 22	Adolescence - Memory	
NOV 23- 26	Thanksgiving	Chapter 14
NOV 29	Reasoning and Problem solving	Chapter 15
NOV 31	Individual differences	
DEC 6	Review	Chapter 16
DEC 8	Reading day	
DEC 13 2-4.30	Final Exam	Cumulative

Dates are a guide only.

ITCS 3216/PSYC 3216 – Introduction to Cognitive Science

Instructor: Mark Faust, Ph.D. **Office:** Room 4041 Colvard
Phone: 704-687-3564 (Office) **e-mail:** mefaust@uncc.edu
Office Hours: 11 am – 1:30 pm, TWR, open door policy 9-5 M-F, scheduled appts. not necessary
Text: *Cognitive Science: An Interactive Approach*, P. Goolkasian, Ed.
Lecture: TR 9:30– 10:45, 3120 Colvard
Prerequisites: None, PSYC 1101 General Psychology recommended

- Goals:**
- 1) To undertake a survey of major topics in the sub-fields of cognitive science.
 - 2) To identify the fundamental concepts in cognitive science.
 - 3) To learn to think critically about theory and evidence regarding how the mind works.

Overview: This course will provide an overview scientific research and theory regarding how natural and artificial cognitive systems represent knowledge and produce intelligent action.

Notes on Grades:

- (A) **Final grade** based on percent total points earned. 90%(A), 80%(B), 70%(C), 60%(D), are guaranteed **maximum** criteria. Criteria may be shifted down if distribution of total scores warrants.
- (B) Quizzes will be taken from test bank for chapters in the text. Quizzes will be administered online in Moodle, will be time-limited to 20 minutes for 20 questions, and may be repeated with the best score out of a maximum of 3 attempts recorded in the score sheet online in Moodle. Deadlines for completion of each of the chapter online quizzes will be posted in the syllabus.
- (C) There will be 4 mid-term exams, the last will be administered during the final exam period. **NO** make-up exams will be given. Instead, students will drop an exam score.
- (D) If, for any reason, you think you might miss a *third* quiz or a *second* exam, consult with the instructor *immediately* (that is, BEFORE the fact)!!
- (E) Late writing assignments will receive a 10% late penalty (equivalent to a letter grade) up to the point that the assignment is handed back in class, and a 20 % late penalty thereafter.
- (F) While there is no explicit attendance requirement for this course, the high number of pop-quizzes and lack of mid-term make-up exams make regular attendance critical.
- (G) The comprehensive final exam will be a randomly selected set of questions, taken verbatim from the quiz questions for each chapter of the text (see study guide for text).

Tentative Schedule :

<u>Week</u>	<u>Date</u>	<u>Topic(s)</u>	<u>Text</u>	<u>Assignment</u>
1	Jan. 10 12	Introduction CRUM	Ch. 1	
2	17 19	Cognitive Science Emerges Cognitive Science Emerges	N/A	http://www.pbs.org/wnet/humanspark/ Watch Human Spark Episode 1 Online
3	24 26	Knowledge Representation Knowledge Representation	Ch. 2	Watch Human Spark Episode 2 Online
4	31 Feb. 2	Enduring Questions Vision	Ch. 3 Ch. 4	Watch Human Spark Episode 3 Online
5	7 9	Vision Exam 1		
6	14 16	Attention Cognitive Neuroscience 1	N/A Ch. 5	
7	21 23	Cognitive Neuroscience 1 Cognitive Neuroscience 2		
8	28 Mar. 1	Cognitive Neuroscience 2 Exam 2		Human Spark Assignment Due
9	6, 8	Spring Break NO CLASS		
10	13 15	Memory Memory	Ch. 6	
11	20 22	Network Models Network Models	Ch. 6	
12	27 29	Decision Making Decision Making	Ch. 7	
13	Apr. 3 5	Problem Solving and Reasoning Language	Ch. 8	
14	10 12	Language Language		
15	17 19	Artificial Intelligence Exam 3	Ch. 11	Watch NOVA Episode on Watson http://video.pbs.org/video/1786674622/
16	24 26	Artificial Intelligence Robotics		
17	May 1	Complex Systems, Bonus Quiz	Ch. 12	
Finals	10	Required Final, Optional Midterm Exam 4, & Watson Writing Assignment Due (Thursday, 8:30-10:30am)		

NOTE: (A) Unforeseen circumstances may necessitate changes to course schedule or policies. Ample notice will be given. (B) If you have a specific disability that qualifies you for academic accommodation, please notify the instructor and provide certification (Office of Disability Services, 237 Fretwell, 704-687-4355, www.uncc.edu/disability/).

PSYC 4316/5316 – Cognitive Neuroscience – Fall 2010

The brain – is wider than the sky – For – put them side by side – The one the other will contain
-Emily Dickinson

Instructor: Mark Faust, Ph.D. **Office:** Room 4041, Colvard South
Phone: 704-687-3564 (Office) **e-mail:** mefaust@uncc.edu
Office Hours: 12:00 pm – 2:00 pm, TWH, dropping by *anytime* during normal business hours *encouraged!*
Text: *Cognitive Neuroscience 3rd Ed.*, by Gazzaniga, Ivry, & Mangun
Lecture: TH 2:00 – 3:15, 3066 Colvard
Prerequisites: PSYC 3313 Physiological Psychology, OR PSYC 3316 Human Cognitive Processes

Goals:

- 1) To identify the fundamental concepts driving research in cognitive neuroscience
- 2) To survey the empirical findings in cognitive neuroscience
- 3) To become familiar with the techniques used to link brain and cognition
- 4) To learn to think critically about issues related to the neural basis of cognition

Overview: The course will focus on the neurobiological basis of cognitive processes by which we perceive, allocate attention, process emotional information, set and achieve goals, learn and remember, use language, and control action. We will consider evidence from studies using electrophysiological and brain imaging techniques, individuals with brain injuries, direct neural recordings, and network simulation models. Of central interest will be the ways that knowledge about brain function computational adds to our knowledge of human cognitive processes, and conversely, how knowledge about

Approx. Grading:

Pop Quizzes (7-9, Drop 2 Lowest Grades).....	10 pts. each
1-2 Homework Assignments	20 pts. each
4 Exams (Drop Lowest Grade)	100 pts. each
Take home Comprehensive Final (Required)	50 pts.
Term Paper (Graduate Students Only).....	N/A

Notes on Grades:

- (A) **Final grade** based on percent total points earned. 90%(A), 80%(B), 70%(C), 60%(D), are guaranteed **maximum** criteria. Criteria may be shifted down if distribution of total scores warrants.
- (B) Quizzes will not be announced ahead of time, will take approximately 10 - 15 minutes of class time.
- (C) **NO** make-up quizzes or exams will be given. Students can miss 1 exam and 2 pop quizzes, no questions asked, as the lowest exam and 2 lowest pop quiz grades will be dropped.
- (D) If, for any reason, you think you might miss a *third* quiz or a *second* exam, consult with the instructor *immediately* (that is, BEFORE the fact)!!
- (E) Late homework assignments will lose 10-20% of their possible value (i.e., 2-4 points deducted from a 20 point homework assignment).
- (F) While there is no explicit attendance requirement for this course, the high number of pop-quizzes and lack of make-up exams make regular attendance critical.
- (G) The 4th exam will be administered during the official final examination period for the course. Take home comprehensive will be due during the official final examination period.

Academic Integrity: UNCC's code of Student Academic Integrity will be followed and enforced in this course. In particular, the following conduct is prohibited: cheating, fabrication and falsification, multiple submissions, plagiarism, abuse of academic materials, and complicity in academic dishonesty. A fuller description of this code can be obtained on p. 275 of the catalogue and complete text of it can be obtained from the Office of the Dean of Students. Violation of the code will result in failure for that activity, possible failure of the course, and possible reporting to Department Chair and Dean. Please see the instructor if you have any questions regarding what constitutes academic dishonesty.

Tentative Schedule :

<u>Week</u>	<u>Date</u>	<u>Topic(s)</u>	<u>Readings</u>
1	Aug. 23 25	Introduction Historical Debates	Chapter 1
2	31 Sept. 2	Neural Communication Neural Communication	Chapter 2
3	7, 9	Functional Anatomy of Cognition	Chapter 3
4	14, 16	Review Exam 1	
5	21, 23	Methods & Techniques	Chapter 4
6	28, 30	Perception I: Early Visual Processes	Chapter 5
7	Oct. 5, 7	Perception II: Higher Perceptual Functions	Chapter 6
8	12 14	Fall Recess (NO CLASS) Review	
9	19 21	Exam 2 Control of Action	Chapter 7
10	26 28	Control of Action Learning & Memory	Chapter 8
11	Nov. 2 4	Learning & Memory Emotion	Chapter 9
12	9 11	Emotion Language	Chapter 10
13	16, 18	Review Exam 3	
14	23 25	Language Thanksgiving Break (NO CLASS)	
15	30	Cognitive Control	Chapter 13
	Dec. 2	Social Cognition	Chapter 14
16	7	Review & Evaluation	
Finals	14 (2pm)	Exam 4, Comprehensive Final Exam (Take Home, Due during final exam)	

NOTE: (A) Unforeseen circumstances may necessitate changes to course policies and schedule of topics. Ample notice will be given for any changes. (B) If you have a specific disability that qualifies you for academic accommodation, please notify the instructor and provide certification from the Office of Disability Services, 237 Fretwell, 704-687-4355, www.uncc.edu/dability/.

TEACHING ENGLISH AS A SECOND LANGUAGE



The University of North Carolina at Charlotte
The College of Education
Department of Middle, Secondary and K-12 Education
Teaching English as a Second Language

COURSE NUMBER: TESL 4204

COURSE TITLE: INCLUSIVE CLASSROOMS FOR IMMIGRANT CHILDREN

COURSE CATALOG: TESL 4204 Inclusive Classrooms for Immigrant Students (3) An introduction to the general issues related to the teaching of English Language Learners in diverse classroom and school contexts. Topics include understanding current demographics and immigration trends, second language acquisition and the development of academic English, modifying course content to meet the needs of ELLs. Other topics include understanding sheltered instruction and ESL program models, the special education/ESL interface, authentic assessments and development of pedagogical strategies to increase academic achievement and literacy. (Fall)

Course Description: TESL 4204 provides a foundation in the understanding of immigrant populations in K12 classrooms. Specifically, this course explores the challenges that both teachers and the English Language Learners face within the school context. This course examines issues of power, race, class, privilege, gender, and other "isms" that impede the educational success of diverse students that include English language learners, minority and socio-economically "disadvantaged" populations in today's public schools. This course addresses the need to develop instructional practices that infuse critical multicultural education into the curriculum.

Course Rationale and Relationship to Current Program and Professional Standards:

TESL 6204 Multicultural Education emphasizes issues related to diversity, multicultural education, language acquisition learning and loss, identity development, culturally relevant pedagogy, mentoring techniques for working with and advocating for students in a pluralistic society. Students in this course will examine a variety of topics, problems, and instructional strategies related to theory, design and implementation of multicultural curriculum for K-12 schools. Emphasis will be placed upon cultural and cross-cultural interactions, and cultural diversity in the United States, North Carolina and the South, and will include strategies for the provision of culturally responsive/ culturally relevant instruction. This course will help candidates deepen their cultural understanding to interact successfully with students from diverse cultural groups. Concepts of accessibility, integration, cultural relevance, and mutual respect are central to this course; candidates are encouraged to foster an inclusive and safe environment in their classrooms where all students grow as individuals and as a community of learners.

This course is designed to satisfy "Diversity" licensure requirements for the North Carolina State Department of Public Instruction (DPI) as well as the standards of the National Council of Accreditation of Teacher Education (NCATE), and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Course Objectives:

- Develop an understanding of the current status of American education with regard to excellence and equity through analysis of data (UNCC Conceptual Framework, Knowledgeable Teachers)

- Identify existing barriers to student learning (INTASC Standard 2, Student Development; INTASC Standard 5, Motivation and Management; INTASC Standard 6, Communication and Technology)

- Develop skills in self-reflection that lead to adjusting instructional practices to student learning needs (UNCC Conceptual Framework, Reflective Teachers; INTASC Standard 9, Professional Development; DPI Diversity Standard 6.1)
- Enhance the variety and quality (effectiveness) of instructional practices through the use of academic interventions that support high levels of achievement for language minority, and low-income minority children (INTASC Standard 1, Content Pedagogy; INTASC Standard 3, Diverse Learners; INTASC Standard 4, Critical Thinking, INTASC Standard 7, Planning; INTASC Standard 8, Assessment; DPI Diversity Standard 2.3)
- Develop a plan to revise instructional practices to close the student achievement gap (UNCC Conceptual Framework, Responsive Teachers)
- Broaden candidate understanding of diverse cultural groups as determined by written reflection, self-assessment, and by collaborative group analysis (DPI Diversity Standard 4.1 and 4.4)
- Demonstrate leadership by contributing to the growth and development of their colleagues, their school, and the advancement of educational equity (DPI Diversity Standard 5.1, 5.2, 5.3)
- Demonstrate understanding of laws, regulations, and policies at the federal, state, and local levels that relate to serving limited English proficient students (DPI Standards for English as a Second Language, 4.0).
- Utilize and respect the diversity in the languages and cultures of limited English proficient students (DPI Standards for English as a Second Language, 10.0).

College of Education's Diversity Statement

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Academic Integrity:

All UNCC students have the responsibility to be familiar with and to observe requirements of the UNCC Code of Student Academic Integrity (<http://integrity.uncc.edu>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic

materials (such as library books on reserve), and complicity in academic dishonesty (helping others violate the code). **UNC Charlotte policies for academic integrity are rigorously applied.**

Sexual harassment: Students are required to abide by the university policy expressed at <http://www.legal.uncc.edu/policies/ps-66.html>

READINGS

Textbook

Ovando, C. J., Collier, V. P., and Combs, M. C. (2006). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (fourth edition). McGraw Hill.

Rabinowitz, S. (2008). [Assessment of English Language Learners under Title I and Title III: How One Testing Program Can Inform the Other](#). Paper delivered to the October 2008 LEP Partnership Meeting, Washington, DC.

Links to Other Readings in Moodle:

<http://www.ncela.gwu.edu/accountability/#leg>

Gregory, G. & Chapman, C. (2006) *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks, CA: Corwin Press.

Other Suggested Readings (See selected in Moodle)

- Baker, C. (2001). *Foundations of bilingual education and bilingualism*. Bristol, PA: Multilingual Matters.
- Baca, L. M., & Cervantes H. T. (Eds.). (1989). *The bilingual special education interface* (2nd ed.). Columbus, OH: Merrill.
- Cummins, J. (1994). Knowledge, power, and identity in teaching English as a second language. In Genesee, F. (Ed.), *Educating second language children: The whole child, the whole curriculum, the whole community*. Cambridge: Cambridge University Press, 33-58.
- (Optional) Cheng, L-R L. (1998). Beyond multiculturalism: Cultural translators make it happen. In V. O. Pang & L-R. L. Cheng (Eds.), *Struggling to be heard: The unmet needs of Asian Pacific American children*. Albany, NY: State University of New York Press, 105-122.
- Delgado-Gaitan, C. (2004). *Involving Latino families in schools: Raising student achievement through home-school partnerships*. Thousand Oaks, CA: Corwin Press.
- Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 30-52). Cambridge University Press.
- Lippi-Green, R. (1997). *English with an accent: Language, ideology, and discrimination in the United States*. New York: Routledge.
- Lucas, T., Henze, R. & Donato, R. (1990). Promoting the success of Latino language-minority students: An exploratory study of six high schools. *Harvard Educational Review*, 60 (3): 315-340.

- McKay, S. L. & Wong, S-L. C. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, 66 (3), 577-608.
- Nieto, S. (1995). From brown heroes and holidays to assimilationist agendas: Reconsidering the critiques of multicultural education (pp. 191-220). In C. E. Sleeter & P. L. McLaren (Eds.), *Multicultural education, critical pedagogy, and the politics of difference*. Albany, NY: State University of New York Press.
- Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press.
- Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. *Educational Researcher*, 27 (6): 4-18.
- Vandrick, S. (2002). ESL and colonial legacy: A teacher faces her 'missionary kid' past. In V. Zamel & R. Spack, (Eds.), *Enriching ESOL pedagogy: Readings and activities for engagement, reflection, and inquiry* (pp. 411-422). Mahwah, NJ: Lawrence Erlbaum.

Grading

- The grade of A signifies clearly outstanding work, exceeding expectations = 90% of total points (90-100% = A)
- The grade of B indicates good work, meeting expectations = 80% of total points (80-89 % = B)
- The grade of C indicates average work with acceptable progress, work meets minimum expectations = (70-79% = C)

UNCC Grading policy:

UNDERGRADUATE GRADES			
Letter	Meaning	Point Breakdown	Grade Points Per Semester Hour
A	Excellent	90-100	4
B	Good	80-89	3
C	Fair	70-79	2
D	Passing	60-69	1
F	Failing	Below 60	0

Overview of Course Topics

- Multicultural Education Paradigms
- Racism, Discrimination, and Expectations of Students' Achievement
- Structural and Organizational Issues in Schools
- Legal Issues & laws related to ELLs/ ESL programs
- Federal Policies, Regulations, & Accommodations
- Culture, Language, Identity, and Learning
- Language Politics & Linguistic Diversity in U.S. Classrooms

- Special Education/ ESL interface
- Implications for Teachers, Schools, and Families
- Culturally Relevant Pedagogy & ESL strategies
- Teaching for Social Justice

SAMPLE



University of North Carolina at Charlotte
The College of Education
Department of Middle, Secondary and K-12 Education
Teaching English as a Second Language

COURSE NUMBER: TESL 4600

COURSE TITLE: LITERACY DEVELOPMENT FOR SECOND LANGUAGE LEARNERS (3)

CATALOG DESCRIPTION

An introduction to the challenges associated with first language literacy, second language literacy, and second language development. Examinations of the interaction between language, literacy, and culture and their implications for additive models of literacy instruction in a non-native and/or heritage language in diverse K-12 settings

Pre- or Co-requisites

Enrollment and good standing in TESL and/or Second Language Minor

Objectives of the course

ESL/Foreign Language undergraduate minor coursework is aligned with NC standards for licensed 21st Century K-12 ESL and Second Language teachers. **LITERACY DEVELOPMENT FOR SECOND LANGUAGE LEARNERS (3)** introduces participants' into knowledge and understanding of the interaction between language, literacy, and culture, and their implications for additive literacy instruction in a non-native and/or heritage language. Particular attention is directed to understanding challenges associated with first language literacy, second language literacy, and second language. Course objectives include 21st Century Teacher Candidates'

- Demonstration of theoretical understandings of literacy within society (ESL Standard 2d; Second Language Standard 2b)
- Understanding of the challenges associated with first language literacy, second language literacy, and second language (ESL Standard 3c; Second Language Standard 4a)
- Knowledge in and ability to conceptualize and design additive literacy instruction in a non-native and/or heritage language for diverse communities of K-12 learners. (ESL Standard (ESL Standard 4a, 4b; Second Language Standard 4a, 4b)

Instructional Method

Instructional methods emphasize the free, open, and rigorous exchange of ideas within a community of supportive professionals. Teaching and learning are grounded in a theoretical lens underscoring the social nature of professional and academic development. Representative activities include, but are not limited to individual and/or collaborative inquiry and response, and hands-on applications of theoretical concepts.

Assignments

INQUIRY GROUPS-25%

At the start of the semester participants will divide into inquiry groups. The groups will serve as reading and writing support during the course of the semester. Additionally, groups choose a minimum of one additional

approved text to read together. The selection may be fiction or non-fiction. However, it should not be an assigned text for a previous or current course. For the midterm, participants will submit a collaborative book review.

THEORY TO PRACTICE: CLASSROOM APPLICATION POSTER SESSION—25%

Individually, you will prepare a theory-to-practice poster sessions on a classroom application or activity of an aspect of literacy teaching learning. This can be an extension of a topic we have discussed or read about, and must be based on additional outside investigation (*it must be more than a reiteration of something we're already discussing*). It should include an abbreviated presentation of the research and/or theory behind the application, and should handouts that would facilitate the other students in applying the material themselves in the future. You should also list websites or online resources relevant to the topic.

FINAL EXAM—50%

The final exam, a take-home essay, will require that participants articulate a solution informed by course text and supplementary readings to a typical institutional and/or classroom scenario involving non-native and/or heritage language learners and literacy instruction.

Means of student evaluation

Participants' will be evaluated on a series of collaborative and individual assignments demonstrating their formative and summative knowledge and understanding of the interaction between language, literacy, and culture, and their implications for additive literacy instruction in a non-native and/or heritage language.

Specify policies that apply to this course:

Academic Integrity:

All UNCC students have the responsibility to be familiar with and to observe requirements of the UNCC Code of Student Academic Integrity (<http://integrity.uncc.edu>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as library books on reserve), and complicity in academic dishonesty (helping others violate the code). **UNC Charlotte policies for academic integrity are rigorously applied.**

Attendance

Participants share the responsibility of being present and on time to all classes, of contributing what they have learned from the readings and in fieldwork, and of being involved in all discussions and activities in a collegial, supportive, and professional manner. A pattern of unexplained absences or a pattern of tardiness will result in course failure.

c. Grading policy

UNDERGRADUATE GRADES			
Letter	Meaning	Point Breakdown	Grade Points Per Semester Hour
A	Excellent	90-100	4
B	Good	80-89	3
C	Fair	70-79	2
D	Passing	60-69	1

UNDERGRADUATE GRADES			
Letter	Meaning	Point Breakdown	Grade Points Per Semester Hour
F	Failing	Below 60	0

Required Texts:

- Cloud, N., Genese, F., & Hamayan, E. (2009). *Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices*. New York: Heineman.
- Collier, V. P. (1988). *Promoting Academic Success for E. S. L. Students: Understanding Second Language Acquisition for School*. Woodside, NY: Bastos Book Company.
- Delpit, L., & Dowdy, J. K. (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York: New Press.
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2008). *Learning in a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.
- Valdés, G. (2003). *Expanding Definitions of Giftedness: The Case of Young Interpreters From Immigrant Communities*. Mahwah, NJ: Lawrence Erlbaum.
- Valenzuela, A. (2004). *Leaving children behind: Why Texas-style accountability fails Latino youth*. Albany, NY: State University of New York Press.

Topical outline of course content and representative calendar

- Session 1-2
Theories of Diversity and Literacy
- Sessions 3-4
Review of Research in Second Language Acquisition in Classroom Settings and its Implications for Non-native/Heritage Literacy Instruction
- Sessions 5-6
Roles of Engagement, Valuing, and Identification in Literacy Development of Students from Diverse Background
- Sessions 7-8
Additive Models of Literacy Instruction and the Elementary School Classroom
Midterm Book Review
- Sessions 9-10
Additive Models of Literacy Instruction and the Middle Grades
- Sessions 11-12
Additive Models of Literacy Instruction across the Secondary Curriculum
Poster Sessions Round One
- Sessions 13-14 Family Literacy: Cultural Significance and Schooling/ Poster Sessions Round Two
- Sessions 15-16 Policy Related to Issues of Diversity and Literacy & Final Exam



University of North Carolina at Charlotte
The College of Education
Department of Middle, Secondary and K-12 Education
Teaching English as a Second Language

COURSE NUMBER: TESL 4300

COURSE TITLE: SECOND LANGUAGE DEVELOPMENT IN K12 CLASSROOMS (3)

COURSE DESCRIPTION (CATALOG DESCRIPTION)

An introduction to English language as a system, with a particular focus on teaching English as a second language in K-12 public school settings. Topics include: first and second language acquisition processes, cultural identity & language development, implications for teaching English language learners the four language skills – listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies). English phonology, morphology, and syntax will be reviewed.

PRE- OR CO-REQUISITES

Enrollment and good standing in TESL and/or Second Language Minor

OBJECTIVES OF THE COURSE

ESL/Foreign Language undergraduate minor coursework is aligned with NC standards for licensed 21st Century K-12 ESL and Second Language teachers. LINGUISTICS FOR TEACHERS (3) introduces undergraduates to knowledge and understandings of the different internal systems of language specific to English and concepts, theories, research, and practice related to the language acquisition and literacy development of English Language Learners. Objectives include:

- Apply the principles of phonology, morphology, and syntax to help students develop skills and strategies to language as a system;
- Inform their practice with major theories, concepts, and current research in the field of second language acquisition to identify and employ effective strategies that support students' social and academic language.
- Understand the challenges associated with first language literacy, second language literacy, and second language development.

INSTRUCTIONAL METHOD

Instructional methods emphasize the free, open, and rigorous exchange of ideas within a community of supportive professionals. Teaching and learning are grounded in a theoretical lens underscoring the

social nature of professional and academic development. Representative activities include, but are not limited to individual and/or collaborative inquiry and response, and hands-on applications of theoretical concepts.

MEANS OF STUDENT EVALUATION

Participants' will be evaluated on a series of collaborative and individual assignments demonstrating their formative and summative knowledge and understanding of the interaction between language, literacy, and culture, and their implications for additive literacy instruction in a non-native and/or heritage language.

POLICIES THAT APPLY TO THIS COURSE:

a. University integrity

UNC Charlotte policies for academic integrity are rigorously applied to this and all graduate certificate coursework (see, <http://integrity.uncc.edu/>).

b. Attendance

Participants share the responsibility of being present and on time to all classes, of contributing what they have learned from the readings, and of being involved in all discussions and activities in a collegial, supportive, and professional manner.

c. Grading policy

Letters are used to designate the quality of student academic achievement

TEXTBOOKS OR RESOURCES

Andrews, L. (2000). *Linguistics for L2 Teachers*. Mahwah, NJ: Lawrence Erlbaum.

Collier, V. P. (1988). *Promoting Academic Success for E. S. L. Students: Understanding Second Language Acquisition for School*. Woodside, NY: Bastos Book Company.

Freeman, D. & Y. Freeman. (2004). *Essential Linguistics: What you need to know to teach*. Portsmouth, NH: Heinemann.

APPENDIX 3: PROPOSED CATALOG COPY

An interdisciplinary minor in Linguistics provides students with an opportunity to study linguistics within an interdisciplinary context. This minor recognizes that the academic study of linguistics is linked to other disciplines that focus on particular aspects of language as the object of study. Students participating in this minor will select from a range of courses in English, Philosophy, Computer Sciences, Anthropology, Communication Studies, Cognitive Science, Languages and Cultures, and Teaching English as a Second Language.

The interdisciplinary minor in Linguistics consists of 18 semester hours of coursework at the 2000-level and above. Students must take **ENGL 3132** ('Introduction to Contemporary American English'), and they must select three courses from the following:

ENGL 2161 Grammar for Writing	ENGL 4167 The Mind and Language
ENGL 3162 Language and the Virtual World	ENGL 4168 Multimodality and Text Description
ENGL 3267 Vocabulary, Grammar, and Etymology	ENGL 4260 History of Global Englishes
ENGL 4160 Origins of Language	ENGL 4262 Language and Diversity
ENGL 4061 Approaches to Discourse	ENGL 4263 Linguistics and Language Learning
ENGL 4161 Modern English Grammar	ENGL 4267 Identity, Social Interaction, and Community in Digital Spaces
ENGL 4165 Multiculturalism and Language	ENGL 4405 Literacy and Language

Other courses that do not appear on the list, especially special topics courses and independent study courses, may be approved by the Applied Linguistics coordinator if they pertain to language study.

For the remaining 6 hours, students will select courses pertaining to language study from the approved distribution list. Listed below are the courses from other departments that are approved for this minor:

ANTH 2161 Introduction to Linguistic Anthropology	PSYC 4316 Cognitive Neuroscience
ANTH 4120 Intercultural Communication	SPAN 3231 Fonética del Español
ITCS 3688 Computers and their Impact on Society	SPAN 4232 Lingüística Española
PHIL 3420 Philosophy of Language	SPAN 4233 Historia de la lengua Española
PHIL 3430 Mind, Cognition, Behavior	TRANS 3401 Introduction to Translation Studies
PHIL 3510 Advanced Logic	TESL 4204 Inclusive Classrooms for Immigrant Children
PSYC 3122 Cognitive Development and Language Acquisition	TESL 4300 L2 Acquisition in K12 Classrooms
PSYC 3216 Introduction to Cognitive Science	TESL 4600 Literacy and ELL's

ENGL 4061. Approaches to Discourse. (3) Provides tools to understand and analyze discourse and pragmatics in order to analyze genres belonging to various discourse systems such as theater plays, classroom interaction, religious ritual, courtroom interaction, therapy sessions and service encounters. (*On demand*)

NOTE: For catalog copy of ENGL 2161, 3162, 3267, 4160, 4168, 4262, and 4267, see Proposal for the *Revision of the B.A. in English with new Concentrations*, approved by the Department of English on October 29, 2012.

APPENDIX 4: ACADEMIC PLAN OF STUDY

**Department of English
BA degree, Minor in Linguistics
College of Liberal Arts and Science
<http://english.uncc.edu>**

Academic Plan of Study

Program Summary:

- **Declaring the minor:** minimum GPA of 2.0 required for admission; no prerequisite courses. ‘Change of Major/minor Form’ accepted year-round in the Department of English. Pre-enrollment advising is strongly encouraged.
- **Advising:** The coordinator of the Minor in Linguistics and designated faculty in linguistics will be at hand for advising appointments. Advising is not mandated unless the GPA in the minor falls below 2.0. Advising appointments are made on nineradvisor.uncc.edu.
- **Minimum grades/GPA:** All courses in linguistics and all course work applied towards the minor in linguistics must meet a minimum threshold GPA of 2.0 for graduation.
- **Teacher Licensure:** NO.
- **Night classes available:** YES. The course offerings in Applied Linguistics (ENGL) are spread for maximum availability, but it is not guaranteed that the minor can be completed exclusively with night classes.
- **Weekend classes available:** NO.
- **Other information:** Up to six hours of ENGL credit applied toward this minor may be shared with the major in English. Annual Blair Rudes Award for Excellence in Linguistics.
- **Contact person:** Dr. Liz Miller, coordinator of Applied Linguistics, 250-A Fretwell, (704) 687-6566, ermiller@uncc.edu.

Program Requirements:

Flexible curriculum: The minor in Linguistics consists of 18 semester hours of coursework at the 2000-level and above. Students must take **ENGL 3132** (‘Introduction to Contemporary American English’), and they must select three courses from the following:

ENGL 2161 Grammar for Writing	ENGL 4167 The Mind and Language
ENGL 3162 Language and the Virtual World	ENGL 4168 Multimodality and Text Description
ENGL 3267 Vocabulary, Grammar, and Etymology	ENGL 4260 History of Global Englishes
ENGL 4160 Origins of Language	ENGL 4262 Language and Diversity
ENGL 4061 Approaches to Discourse	ENGL 4263 Linguistics and Language Learning
ENGL 4161 Modern English Grammar	ENGL 4267 Identity, Social Interaction, and Community in Digital Spaces
ENGL 4165 Multiculturalism and Language	ENGL 4405 Literacy and Language

Other courses that do not appear on the list, especially special topics courses and independent study courses, may be approved by the Applied Linguistics coordinator if they pertain to language study.

For the remaining 6 hours, students will select courses from other departments pertaining to language study from the approved distribution list.

Listed below are the courses that are approved for this minor:

ANTH 2161 Introduction to Linguistic Anthropology	PSYC 4316 Cognitive Neuroscience
ANTH 4120 Intercultural Communication	SPAN 3231 Fonética del Español
ITCS 3688 Computers and their Impact on Society	SPAN 4232 Lingüística Española
PHIL 3420 Philosophy of Language	SPAN 4233 Historia de la lengua Española
PHIL 3430 Mind, Cognition, Behavior	TRANS 3401 Introduction to Translation Studies
PHIL 3510 Advanced Logic	TESL 4204 Inclusive Classrooms for Immigrant Children
PSYC 3122 Cognitive Development and Language Acquisition	TESL 4300 L2 Acquisition in K12 Classrooms
PSYC 3216 Introduction to Cognitive Science	TESL 4600 Literacy and ELL's

Suggested Plan of Study:

The minor can be completed within two academic years.

	ENGL	interdisciplinary
Year 1	ENGL 3132 (required), one course from the ENGL list	1 course from the approved list
Year 2	two courses from the ENGL list	1 course from the approved list

Though ENGL 3132 may be taken at any time, it is highly recommended as an entry course. The Minor in Linguistics does not require writing-intensive or oral-communication-intensive courses, and courses within the minor are not applicable towards General Education requirements.

Advising Resources:

- <https://ucol.uncc.edu/general-education> is the definitive source for General Education requirements for ALL students.
- <http://advising.uncc.edu/> is the central university source of information on advising
- <http://catalog.uncc.edu/undergraduate-catalogs> is the location for the official undergraduate catalog
- <http://clas.uncc.edu/Students/Advising-News/> is the advising site for the College of Liberal Arts and Sciences
- <http://english.uncc.edu/Undergraduate/undergraduate-advising.html> is the undergraduate advising site for the Department of English
- <http://advisingcenter.uncc.edu/> is the web site of the University Advising Center

APPENDIX 5: STUDENT LEARNING OUTCOMES



2012-13 Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: Liberal Arts and Sciences

Department: English

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program:
Interdisciplinary Minor in Linguistics

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

Empty box for reflection response.

Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Minors in linguistics will demonstrate an awareness of linguistic diversity, including an understanding of how the English language has changed across time and how it continues to evolve.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Empty box for changes to the assessment plan.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

Minors in linguistics will demonstrate an awareness of linguistic diversity, including an understanding of how the English language has changed across time and how it continues to evolve, through their performance on a Midterm exam and/or a Final exam in the required course, ENGL 3132 Introduction to Contemporary American Literature.

ENGL 3132. Introduction to Contemporary American Literature. (3) This course provides an introduction to the inner workings of modern American English, including examination of the sound inventory and sound patterns of the language, the structure of words and phrases, word creation and word meaning, language use in social context, language acquisition, dialect variation and change within the United States and how the language has changed over the centuries and continues to change. (Fall, Spring)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Copies of Midterm or Final exams will be collected in the required course, ENGL 3132 Introduction to Contemporary American Literature, at the end of every semester. The exams completed by Linguistics minors will be assessed at the end of the spring term of each academic year.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

80% of the exams completed by Linguistics minors in this required course should demonstrate satisfactory or exemplary performance in demonstrating their awareness of linguistic diversity, including an understanding of how the English language has changed across time and how it continues to evolve (see attached rubric).

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

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Assessment Lead's Comments on Student Learning Outcome 1:

Student Learning Outcome 2
(knowledge, skill or ability to be assessed)

Minors in linguistics will demonstrate an ability to describe linguistic forms and functions.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

Minors in linguistics will demonstrate an ability to describe linguistic forms and functions through their performance on a Midterm exam and/or a Final exam in the required course, ENGL 3132 Introduction to Contemporary American Literature.

ENGL 3132. Introduction to Contemporary American Literature. (3) This course provides an introduction to the inner workings of modern American English, including examination of the sound inventory and sound patterns of the language, the structure of words and phrases, word creation and word meaning, language use in social context, language acquisition, dialect variation and change within the United States and how the language has changed over the centuries and continues to change. (*Fall, Spring*)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Copies of Midterm or Final exams will be collected in the required course, ENGL 3132 Introduction to Contemporary American Literature, at the end of every semester. The exams completed by Linguistics minors will be assessed at the end of the spring term of each academic year.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

80% of the exams completed by Linguistics minors in this required course should demonstrate satisfactory or exemplary performance in demonstrating their awareness linguistic forms and functions (see attached rubric).

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

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Assessment Lead’s Comments on Student Learning Outcome 2:

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Student Learning Outcome 3

(knowledge, skill or ability to be assessed)

Minors in linguistics will demonstrate an ability to analyze language through transcription and analysis.

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Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

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Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

Minors in linguistics will demonstrate an ability to analyze language through transcription and analysis through their performance on a class assignment in the required course, ENGL 3132 Introduction to Contemporary American Literature.

ENGL 3132. Introduction to Contemporary American Literature. (3) This course provides an introduction to the inner workings of modern American English, including examination of the sound inventory and sound patterns of the language, the structure of words and phrases, word creation and word meaning, language use in social context, language acquisition, dialect variation and change within the United States and how the language has changed over the centuries and continues to change. (*Fall, Spring*)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Copies of the language transcription and analysis assignment will be collected in the required course, ENGL 3132 Introduction to Contemporary American Literature, at the end of every semester. The assignments completed by Linguistics minors will be assessed at the end of the spring term of each academic year.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.

80% of the assignments completed by Linguistics minors in this required course should demonstrate satisfactory or exemplary performance in demonstrating their ability to analyze language through transcription and analysis (see attached rubric).

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

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Assessment Lead's Comments on Student Learning Outcome 3:

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Student Learning Outcome 4

(knowledge, skill or ability to be assessed)

Minors in linguistics will demonstrate an understanding of conventional methods for researched inquiry in the discipline and the documentation of sources.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

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Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

Minors in linguistics will demonstrate an understanding of conventional methods for researched inquiry in the discipline and the documentation of sources in researched essays produced in 4000-level linguistics courses. All 4000-level linguistics courses require students to produce research essays, including the documentation of sources.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Copies of students research essays will be collected from all 4000-level linguistics courses at the end of every semester. The essays completed by Linguistics minors will be assessed at the end of the spring term of each academic year.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.

80% of the essays completed by Linguistics minors in this required course should demonstrate satisfactory or exemplary performance in demonstrating their understanding of conventional methods for researched inquiry in the discipline and the documentation of sources (see attached rubric).

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Assessment Lead's Comments on Student Learning Outcome 3:

Copy and paste the format above for additional student learning outcomes as needed.

Assessment Lead's Overall Comments

Scoring Rubric for SLOs 1-4, Interdisciplinary Minor in Linguistics

	Unsatisfactory	Satisfactory	Exemplary
SLO – 1 Awareness of linguistic diversity and language change from Midterm and/or Final exam, ENGL 3132 Introduction to Contemporary American English	No or inaccurate knowledge of diversity / history of the language when the exam calls for it; disparaging attitudes towards ‘non-standard’ varieties and linguistic equality	Substantial evidence of knowledge of diversity / history of the language when the exam calls for it; sensitive understanding of issues pertaining to linguistic equality and alignment	Evidence of detailed and superior knowledge of diversity / history of the language when the exam calls for it; detailed understanding of linguistic equality and exact mechanisms of linguistic alignment
SLO – 2 Ability to describe linguistic forms and functions from Midterm and/or Final exam, ENGL 3132 Introduction to Contemporary American English	Minimal to no ability to describe grammatical structures and functions, relying on poorly understood terminology or uncritically adopted stereotypical school grammar	Sufficient working knowledge in describing grammatical structures and functions with the ability to distinguish between the two	All descriptions of grammatical structures and functions clearly reflect conscious and sincere engagement with data and demonstrate the ability to evaluate grammatical descriptions informed by linguistic theory
SLO – 3 Ability to analyze language through transcription and analysis from Class Assignment, ENGL 3132 Introduction to Contemporary American English	Poorly transcribed or analyzed samples of language reflecting lack of commitment to or respect of the task	Demonstrated ability to transcribe and analyze data faithfully, without omissions, additions, and with minimal bias	Ability to render exact transcripts and to analyze them professionally, using the required notation with competence
SLO- 4 Understanding of conventional methods for researched inquiry in the discipline and the documentation of sources from essays written in all 4000-level linguistics classes	Essay submitted fails to reflect the student’s understanding of conventional methods for researched inquiry in the discipline and the documentation of sources	Essay submitted reflects the student’s understanding of conventional methods for researched inquiry in the discipline and the documentation of sources	Essay submitted reflects the student’s confident understanding of conventional methods for researched inquiry in the discipline and the documentation of sources

APPENDIX 6: TEXTBOOK COSTS

It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Electronic textbooks and articles available through the library databases will be considered and adopted when appropriate.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.