

Slavic & Eastern Languages & Literatures Program in Linguistics

Note: I am completing this form with reference to the course Ling2379/ Engl2132 / Socy2275 which offers Cultural Diversity credit. It was last taught Spring 2017

1)

(What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

Students completing this course will be able to examine how groups of contemporary Americans define and express their identities through the use of varieties of English, and how they exploit language variation to regulate power relations across boundaries of race, ethnicity, locale, and class. Case studies include the English of rural Appalachia and the Ozark Mountains; language variation in Eastern New England and its history; Hiberno-English; African-American Vernacular English; and language use among Native Americans and among people who identify with Deaf culture. Graduates of the class will also understand on-going debates about language endangerment and bilingual education in the context of US language policy. Student learning outcomes are evaluated by producing four medium-length papers; a single individual or larger group presentation to the class; completing an on-line quiz; and sitting for midterm and final exams.

2)

(Where are the department's expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

These learning outcomes are specified in the course syllabus, made available to the institution at large through online publication, and distributed to students in hard copy at the beginning of the semester.

3)

(What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

(1) At mid-semester, students complete an informal course assessment in which they are invited to reflect on their progress in the direction of the course goals. That pooled data informs the subsequent direction of the course; (2) Linguistics majors can elect to present texts they created for this class as an

Slavic & Eastern Languages & Literatures Program in Linguistics

Note: I am completing this form with reference to the course Ling2379/ Eng12132 / Socy2275 which offers Cultural Diversity credit. It was last taught Spring 2017

6)

(What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

Students completing this course will be able to examine how groups of contemporary Americans define and express their identities through the use of varieties of English, and how they exploit language variation to regulate power relations across boundaries of race, ethnicity, locale, and class. Case studies include the English of rural Appalachia and the Ozark Mountains; language variation in Eastern New England and its history; Hiberno-English; African-American Vernacular English; and language use among Native Americans and among people who identify with Deaf culture. Graduates of the class will also understand on-going debates about language endangerment and bilingual education in the context of US language policy. Student learning outcomes are evaluated by producing four medium-length papers; a single individual or larger group presentation to the class; completing an on-line quiz; and sitting for midterm and final exams.

7)

(Where are the department's expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

These learning outcomes are specified in the course syllabus, made available to the institution at large through online publication, and distributed to students in hard copy at the beginning of the semester.

8)

(What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

(1) At mid-semester, students complete an informal course assessment in which they are invited to reflect on their progress in the direction of the course goals. That pooled data informs the subsequent direction of the course; (2) Linguistics majors can elect to present texts they created for this class as an example of their best work in the discipline on the occasion of their senior departmental Colloquium; (3) Students may further elect to submit their work for publication in the Boston College undergraduate Linguistics journal, [Linguistics Today](#), or other venues; (4) The instructor grades and extensively comments on mid-term exams, and posts online both further discussion of the exercise and samples of ideal responses. Final exams are comprehensive of the full course, and graded but not returned to students. They are retained as a permanent record of the group's accomplishments.

- 9) (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The instructor, in collaboration with the course Teaching Assistant, interprets informal evidence for student achievement gathered at mid-semester. The Chair of the Department and other faculty members teaching in linguistics serve a consultative role as needed. In addition, student course evaluations are carried out every year at the end of the semester; summaries are available to both the Chair of the Department and to the Departments of English and of Sociology, where the course is cross-registered. The instructor retains the full content of the course evaluations, including narrative responses to questions which probe students' self-evaluations of course goals. The instructor and TA

11)

- 13) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

- 18) **Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes for the Core requirement?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

Students are assigned an early short paper, which also serves as a writing sample (3-4 pp.). The paper is graded for both writing and analysis, and is returned copy-edited. The goal is to provide an example of formal writing and to indicate to the student what is required in terms of analysis. There is a midterm, a longer paper (10-12 pp.), and a final exam. There may be an additional short writing assignment.

- 19) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Core literature courses (2) in Slavic and Eastern Languages and Literatures are taught by the two FT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 20) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes or assessment findings? Have t

Students are assigned an early short paper, which also serves as a writing sample (3-4 pp.). The paper is graded for both writing and analysis, and is returned copy-edited. The goal is to provide an example of formal writing and to indicate to the student what is required in terms of analysis. There is a midterm, a longer paper (10-12 pp.), and a final exam. There may be an additional short writing assignment.

- 24) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Cultural diversity courses in the fields of Slavic Studies and Jewish Studies are taught by the two FT faculty and one PT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 25) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

The SELL department conducts annual reassessments of its core literature courses. The most recent

- 29) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Cultural diversity courses in the fields of Slavic Studies and Jewish Studies are taught by the two FT faculty and one PT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 30) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

The SELL department conducts annual reassessments of its core literature courses. The most recent changes included an emphasis on a broader representation of genres and literary movements, as well as on gender diversity of the authors/materials taught.

- 6 (Your latest comprehensive departmental self-study and external review.)

2012

Students are assigned an early sh

36)

43) **Other than GPA, wh**