

General Education Review Committee Agenda

12:30-1:30
November 11th, 2011
ADM 204

I. Call to Order

Roll

() Sue Fallon	UAB/CHSW	Social Sciences, GERC Chair
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Kathryn Hollis-Buchanan	UAB	
() Vacant	UAB	
() Suzanne Forster	CAS	Humanities
() Len Smiley	CAS	Quantitative Skills
() Marcia Stratton	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Kyle Hampton	CBPP	Social Sciences
() Deborah Fox	Mat-Su	Written Communication
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair's Report – Sue Fallon

VI. Course Action Requests

Chg ENGL A476 History of English Language (3 cr)(3+0)(pg. 4-9)

VII. Old Business

- A. Developing a process for a statewide general education discussion
- B. Developing possible “scenarios” to integrate the LEAP Initiative into the current GERs

VIII. New Business

- A. AAC&U Summer Institutes
<http://www.aacu.org/meetings/SummerInstitutes.cfm>
- B. Continued discussion of the adoption of the LEAP Initiative

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30

October 28th, 2011

ADM 204

I. Call to Order

Roll

(x) Sue Fallon	UAB/CHSW	Social Sciences, GERC Chair
(x) Utpal Dutta	UAB/SOE	
(x) Kevin Keating	UAB/Library	
(x) Kathryn Hollis-Buchanan	UAB	
() Vacant	UAB	
(x) Suzanne Forster	CAS	Humanities
(x) Len Smiley	CAS	Quantitative Skills
(x) Marcia Stratton	CAS	Oral Communication
(x) Walter Olivares	CAS	Fine Arts
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
(x) Kyle Hampton	CBPP	Social Sciences
(x) Deborah Fox	Mat-Su	Written Communication
(e) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1-2)

Approved

III. Approval of Summary (pg. 3-4)

Approved

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

Information regarding the AAC&U Summer Institutes is available for review.

<http://www.aacu.org/meetings/SummerInstitutes.cfm>

V. Chair's Report – Sue Fallon

Initiating communications with UAF and UAS to propose a statewide discussion of general education including the revision of the BOR GER Policies and the AAC&U LEAP Initiative. This proposal was passed by the UAA Faculty Senate should be moving forward through the UAF and UAS Faculty Senates.

VI. Course Action Requests

VII. Old Business

The Faculty Senate Executive Committee, as directed by OAA, has tasked the GERC with the development of a sustainable process for the assessment of general education courses as required for NWCCU accreditation. The GERC reviewed a motion passed by the UAF Faculty Senate (May 2011) to integrate the AAC&U LEAP initiative into the general education curriculum. Based on the 2010-2011 GERC discussions of the LEAP initiative, the committee's recommendation was to draft a motion to the Faculty Senate to propose a statewide discussion of the topic of general education.

Additional info:

UAF: Initial attempt by Core Revitalization and Assessment Group
<http://www.uaf.edu/files/uafgov/fs159-CoreRecommendations.pdf>

UAF: PowerPoint from UAF General Education Revitalization Committee
<http://www.uaf.edu/files/uafgov/GERCSenateUpdate.pdf>

UAF Faculty Senate Motion

http://www.uaf.edu/files/uafgov/10-11_Motion175_GER-student-learning-outcomes-all-sigs.pdf

Additional Discussions:

Statewide Academic Council: Social Sciences, Arts and Humanities Planning Group

<http://www.alaska.edu/research/sac/ssah/>

Motion:

The General Education Review Committee recommends coordination with the UAF and UAS Faculty Senates to propose the formation of an ad hoc statewide committee to discuss general education requirements including the adoption of the AAC&U LEAP initiative, transferability of general education courses between the three MAUs, and the BOR general education policy.

Motion passed at Faculty Senate (10/07/11)

- *Sandra Pence distributed a spreadsheet comparing UAA GER Outcomes and GER Category Descriptors and the LEAP Essential Learning Outcomes.*
- *The suggestion was made to invite Dr. Paula Donson to speak to the board to clarify President Gamble's statements regarding general education, transferability amongst MAUs, and the revision of BOR Policies.*
- *Discussion continued regarding reframing of the current GERs to meet the LEAP requirements and the issue of becoming a LEAP state.*
- *Bart summarized the work of the ePortfolio working groups including the use of ePortfolios to assess program outcomes. The use of ePortfolios to provide a platform for the development of a sustainable process to assess GERs was discussed.*

VIII. New Business

A. Review of BOR GER Policies

B. AAC&U Summer Institutes

<http://www.aacu.org/meetings/SummerInstitutes.cfm>

C. Develop possible "scenarios" to integrate the LEAP Initiative into the current GERs

IX. Informational Items and Adjournment

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
Jennifer Stone			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

University of Alaska Anchorage Course Content Guide

I. Initiation Date: September 16, 2011

II. Course Information

- A. College:** College of Arts and Sciences
B. Course Title: History of English Language
C. Course Number: ENGL A476
D. Credit Hours: 3.0 Credits
E. Contact Time: 3 hours per week
F. Grading Information: A-F
G. Course Description:
Investigates origins, development, and variation of the English language from linguistic, social, literary, and technological perspectives. Connects history and variation in English to contemporary issues about language.
H. Status of Course: Integrative Capstone GER; Fulfills a requirement for BA in English
I. Lab Fees: No
J. Coordination: History, UAA Faculty Listserv
K. Prerequisites: [ENGL A201 with minimum grade of C or ENGL A202 with minimum grade of C]; and [ENGL A211 with minimum grade of C or ENGL A212 with minimum grade of C or ENGL A213 with minimum grade of C or ENGL A214 with minimum grade of C]; and HIST A101 and HIST A102
L. Registration Restrictions: Completion of GER Tier 1 (basic college-level skills) courses and junior standing.

III. Course Level Justification

As a course that deals with advanced linguistic and historical concepts, it is best suited to students in their junior or senior years. It is also appropriate for graduate students.

As the included course outline demonstrates, the course content emphasizes the study of connections between the English language and the cultural, social, linguistic, and economic forces that have influenced its development. The course introduces students to a range of methodologies—including both quantitative and qualitative approaches—for studying language variation and change. The course also integrates knowledge from multiple disciplines including history, literature, linguistics, sociology, geography, economics, anthropology, communications, and psychology.

IV. Instructional Goals and Defined Outcomes

Instructional Goals	Student Outcomes	Assessment Methods
Provide an overview of the history of the English language, as shaped by linguistic, social, geographical, political, and technological forces.	Identify key events and factors that have affected the development of the English language.	Performance on exams/problem sets Reading guides Discussion
Introduce specialized terminology necessary to discuss the origins, development, and variation in the English language.	Apply technical concepts appropriately to linguistic artifacts.	Research paper Data collection/analysis Performance on exams/problem sets Reading guides Discussion
Relate the history and variation of English to contemporary issues about language.	Connect the development and variation of English to students' own use of the language and to contemporary issues and debates about language.	Research presentations Performance on exams/problem sets Reading guides Discussion
Integrate communication skills, critical thinking, information literacy, and quantitative perspectives in assignments and classroom activities.	Analyze texts by integrating information literacy skills, communication skills, and critical thinking/analysis. Collect and analyze data on local language variation and change.	Research paper Data collection/analysis

V. Topical Course Outline

A. Review of Basic Linguistics

B. Linguistic, Social, Political, Literary, and Technological Changes During Key Periods

1. Prehistory of English
2. Old English
3. Middle English
4. Early Modern English
5. Late Modern English

- C. Variation in English
 1. Dialect and language variation
 2. Methodologies for studying language variation (quantitative and qualitative)
 3. Dialects in American English
 4. Dialect topography
 5. Regional, social class, and ethnic variation

- D. Case Studies of the Development and Variation of English
 1. African American Vernacular English
 2. English in Alaska
 3. English Online

- E. Contemporary Controversies
 1. Taboo words
 2. Censorship
 3. English as our national language
 4. English Language Learner (ELL) education

VI. Suggested Texts

- Algeo, J. & Pyles, T. (2009). *The origins and development of the English language* (6th ed.). Boston: Thompson Wadsworth.
- Janson, T. (2004). *Speak: A short history of languages*. New York: Oxford University Press.
- Wolfram, W. & Schilling-Estes, N. (2006). *American English* (2nd ed.). Malden, MA: Blackwell.

VII. Bibliography

Note: This is a selective list of references for teaching.

- Algeo, J. & Butcher, C.A. (2009). *The origins and development of the English language: Workbook*. Boston: Thompson Wadsworth.
- Barber, C. (2000). *The English language: A historical introduction* (New ed.). Cambridge: Cambridge University Press.
- Baugh, A.C. & Cable, T. (2002). *A history of the English language* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- Burnley, D. (2000). *The history of the English language: A source book* (2nd ed.). London: Pearson Education.
- Campbell, L. (1998). *Historical linguistics: An introduction*. Cambridge, MA: The MIT Press.
- Fennell, B.A. (2001). *A history of English: A sociolinguistic approach*. Malden, MA: Blackwell.

- Leith, D. (1997). *A social history of English* (2nd ed.). New York: Routledge.
- McCrum, R., Cran, W., & MacNeil, R. (1992). *The story of English*. New York: Penguin Books.
- Nevalainen, T. & Raumolin-Brunberg, H. (2003). *Historical sociolinguistics*. London: Pearson Education.
- Rickford, J.R. & Rickford, R.J. (2000). *Spoken soul: The story of Black English*. New York: Wiley.
- Smitherman, G. (1977). *Talkin and testifyin: The language of Black America*. Detroit, MI: Wayne State University Press.