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
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>AHUM Division of Humanities</th>
<th>1c. Department</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>ENGL</td>
<td>3. Course Number</td>
<td>A476</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>3</td>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(3+0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>History of English Language</td>
<td>Abbreviated Title for Transcript (30 character)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Type of Course</td>
<td>☒ Academic</td>
<td>☐ Preparatory/Development</td>
<td>☐ Non-credit</td>
<td>☐ CEU</td>
<td>☐ Professional Development</td>
</tr>
<tr>
<td>8. Type of Action:</td>
<td>☐ Add</td>
<td>☒ Change</td>
<td>☐ Delete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Repeat Status No</td>
<td># of Repeats</td>
<td>Max Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Grading Basis</td>
<td>☒ A-F</td>
<td>☐ P/NP</td>
<td>☐ NG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Implementation Date</td>
<td>semester/year</td>
<td></td>
<td>From: Fall/2012</td>
<td>To: /9999</td>
<td></td>
</tr>
<tr>
<td>12. Cross Listed with</td>
<td>☐</td>
<td>☐ Stacked with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13b. Initiation Name (typed): Jennifer Stone</td>
<td>Initiator Signed Initials:</td>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13c. Coordination with Library Liaison</td>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. General Education Requirement</td>
<td>Mark appropriate box:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16a. Course Prerequisite(s)</td>
<td>list prefix and number</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16b. Test Score(s)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16c. Co-requisite(s)</td>
<td>concurrent enrollment required</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16d. Other Restriction(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16e. Registration Restriction(s)</td>
<td>non-codable</td>
<td>Completion of Tier 1 (basic college-level skills) courses and junior standing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Mark if course has fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Mark if course is a selected topic course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course has been revised in order to meet the curricular needs of the GER Integrative Capstone, specifically to require effective communication, critical thinking, information literacy, and quantitative perspectives in a course that integrates historical, linguistic, and literary approaches to the study of the English language.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Stone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5
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

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

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


VII. Bibliography

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


