

CCC Agenda
December 2nd, 3:00–4:30pm
Filippi Academic Hall 205

The discussion of the potential Language Learning Goal will be
first.

1. Upcoming CCC Meetings.

- December 15th, Filippi Academic Hall 205 (Faculty only)
- December 16th, Filippi Academic Hall 205 (Faculty only)

2. Updates

- (a) Ranked Teaching in Jan Term and Seminar
- (b) Designation Renewal
- (c) LEAP & BALOS
- (d) Core Data needs
- (e) Integral
- (f) Graduation Petitions
- (g) Other

3. Action Items

(a) Language Requirement and the Core Curriculum

Following on last meeting's discussion, our goals are

- 1) Wordsmithing: Produce a document that is sufficiently mature that examining it in wider circles will lead to productive conversations.
- 2) Process: Outline how to involve the community in vetting and (eventually) approving a new learning goal.

Both the conversations about the proposed wording and the approval process (should we decide to proceed) need to involve all stakeholders. This includes those teaching or potentially teaching such course, as well as all faculty, since this is a universal requirement of students.

(b) Assessment Projects a) Assessment project plan

- b) Types of data gathered
- c) Progress
- d) How to share with the community? (Assessment Forum next October. ?)

(c) Working Group considerations

Discussion of Working Group consideration process. Collegial advice.

Linguistic and Sociolinguistic Understanding

Learning Goal: Language is a constitutive element of the human being. Not only is it a means of communication and self-expression, granting us access to a wealth of knowledge and experience, it also deeply shapes the way we experience the physical reality surrounding us. Moreover, studying a second language helps us recognize universal aspects of the human condition and embrace the diverse backgrounds of people at home and around the world. A linguistic and sociolinguistic understanding of the world is therefore a crucial element of the liberal arts education.

Learning Outcomes: Students will:

1. demonstrate knowledge of a culturally determined set of linguistic rules beyond their first language;
2. communicate effectively in a second language;
3. demonstrate the ability to gain new knowledge in a second language;
4. recognize that human perceptions of the world are linguistically determined.

Rationale: (Explanation of what learning outcomes are about)

Learning Outcomes #1 is to occur within a second language, and implies that students will familiarize themselves with a set of vocabulary and a range of tools that govern the use of this vocabulary, including phonology, morphology, syntax, and semantics.

Learning Outcomes #2 and #3 are about the abilities students are to demonstrate. Language learners do not simply acquire content knowledge, but they also learn how to use that knowledge in the expression and reception of ideas.

Because second language acquisition makes students conscious of the ways in which language shapes our world on both a personal and collective level, second language learning helps students recognize that language does not simply reflect the world, that their perception of the world is linguistically determined.

Implementation: Students will demonstrate intermediate level proficiency in a modern or classical language, a standard which will be applied in a way appropriate to the language in question. For example, romantic language courses would include significant oral communication, which may be more complex than that occurring in Asian languages, while classical Greek courses may include no oral communication. Similarly, the expectations for writing in the romantic languages will be more complex than those for which the grammar and/or typography must receive a heavier emphasis. (Continue with current Catalog language.)

COMMENTS/QUESTIONS

- 1) Jim suggests we first aim this document toward student who complete this goal via the 3-semester sequence at SMC, only worrying about the other completion methods later.
- 2) LO's 1-3 seem more about skills, 4-5 about attitudes.
- 4) Is this a Habit of Mind or A Pathway to Knowledge? If HoM, does title change?