Memorandum

To: Faculty Curriculum Committee

From: Carol C.M. Toris, Director of the Linguistics Minor Program

Date: February 24, 2015

RE: Curriculum Committee Forms Being Submitted

Enclosed please find the following curriculum change forms:

- Course Form for a new course, LING 101: Introduction to Language
  - This course has been devised to meet the needs of SNAP students for a language alternative course as well as for other students who may desire a non-technical introduction to language study that is issue-focused.

- Change to Minor Program Form
  - Addition of LING 101: Introduction to Language as an elective to the Linguistics Minor.
  - Deletion of History 272: Pre-Colonial Africa as a course option in the minor.
  - Delete the requirement of one course in Historical Linguistics.
  - Move ENGL 312 History of the English Language and SPAN 446 History of the Spanish Language to the list of options under the category requirement “Language and Society.”
  - Increase the elective requirements from one course to two (3 to 6 credit hours).
  - Rewrite the description of the elective requirement to remove ambiguities created by a typographical error in the catalog.

Also included is a sample syllabus for LING 101, Introduction to Language, and email letters of support from the Chairs of Hispanic Studies and History for changes relevant to their departments.
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

LING Change of Minor Form
LING 101 Course Form
LING 101 Sample syllabus

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   ____________________________ Date: 2/24/15
   
   2. Signature of Academic Dean:
   
   ____________________________ Date: 2/24/13
   
   3. Signature of Provost:
   
   ____________________________ Date: 3/10/15
   
   4. Signature of Business Affairs (only for course fees):
   
   ____________________________ Date: ____________________ ☐ fee approved on ____________
   
   ☐ BOT approval pending

5. Signature of Curriculum Committee Chair:
   
   ____________________________ Date: 3/20/2015

6. Signature of Budget Committee Chair (only for new programs):
   
   ____________________________ Date: ____________________

7. Signature of Academic Planning Committee Chair (only for new programs):
   
   ____________________________ Date: ____________________

8. Signature of Faculty Senate Secretary:
   
   ____________________________ Date: ____________________

Date Approved by Faculty Senate: ____________________
Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Carol Toris
Phone: 843-953-8198
Email: torisc@cofc.edu

Department or Program: Linguistics
Minor: School: LCWA

Subject Acronym and Course Number: LING 101

Catalog Year in which changes will take effect: FALL, 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

X Add a New Course (complete parts C, D, F, G, H, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This non-technical introduction to the study of human language and its role in human interaction is meant to meet a language alternative course requirement for SNAP students as well as to spark an interest in the scientific study of language and linguistics in other students. We have planned this course in consultation with staff at the Center for Disability Services as a preferred alternative to LING 125, another course in the minor currently counting toward the language alternative course requirements.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course can count toward the minor based on the appropriateness of its content; it will count as an elective (choice) in the “Languages and Society” course grouping. If approved, we will be requesting that it be considered as a language alternative course to replace LING 125 on the list of courses that can be taken in lieu of a 100-level language course. (LING 125, the course currently offered by the minor as a language alternative course, utilizes students’ auditory processing skills to an extent that makes it problematic for some SNAP students.)

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:        School:        Subject Acronym:        Course Number:

Credit hours:      ___ lecture ___ lab ___ seminar ___ independent study
Contact hours:     ___ lecture ___ lab ___ seminar ___ independent study
Course title:

This form was last updated on 12/13/13 and replaces all others.
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Linguistics Minor School: LCWA Subject Acronym: LING Course Number: 101

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study

Course title:
Introduction to Language

Course description (maximum 50 words, exactly as it appears in the catalog):

An introduction to the nature of language; what it is, how it's learned, its diversity in form and function, how it affects and is affected by society and culture, and how it relates to social values and worldview.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? NO
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? NO If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? NO What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

This course will be offered at least once a year, requiring a faculty member from an appropriate department to teach it. In most cases, at least initially, this faculty member will be in Hispanic Studies and his/her availability will be with the support the Chair of this department and of the School of Languages, Cultures, and World Affairs.

This form was last updated on 12/13/13 and replaces all others.
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Describe common linguistic misconceptions regarding what language is, how languages are learned, and how different social groups speak.</td>
<td>Reflection papers</td>
</tr>
<tr>
<td>2. Demonstrate an awareness of and appreciation for the diversity of the world’s languages and of the human experience shaped by these languages.</td>
<td>In-class discussion on readings and reflection papers</td>
</tr>
<tr>
<td>3. Recognize how and explain why sociocultural processes and relationships mediated by language practices vary across different contexts.</td>
<td>Written exams</td>
</tr>
<tr>
<td>4. Critically evaluate the ways in which languages relate to social values, prejudice, and worldview.</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course contributes to the students' intercultural competence and critical thinking by providing them exposure to language patterns, uses and attitudes, as well as diverse linguistic and cultural contexts.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? **YES**

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Change of Minor Form reflecting the inclusion of this course (and other changes) is included.

J. CHECKLIST.

- X☐ I have completed all relevant parts of the form.
- X☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.
- X☐ (For new courses only) I have attached a syllabus.
- X☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
- ☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
- X☐ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
College of Charleston
Introduction to Language
LING 101
Fall 2015

COURSE DESCRIPTION:
This is a non-technical introduction to the study of human language and its role in human interaction. In this course, we will survey essential topics in the study of language with a view toward providing you with an overview of the approaches, methods, and goals of linguistics. We will examine fundamental questions like how does language work? How do human languages differ and how are they alike? Is there a critical period for learning languages? Why does language change? What is the origin of language? What is the link between language and culture? Why do people have such strong opinions about others' language use? What is the impact of language loss in human society? We will address these questions and others through readings, problems and discussion. The goal of this course is to provide you with the evidence and the analytical methods by which you can critically evaluate your own and other people's opinions about language.

COURSE OBJECTIVES:
1. Intercultural competence. Students are able to identify and analyze diverse linguistic and cultural contexts, and are able to formulate basic questions about different linguistic and cultural situations that reflect multiple perspectives.
2. Knowledge and understanding. Students are able to identify and explain that basic points of significance of diverse linguistic patterns, uses, and attitudes.
3. Critical thinking. Students are able to recognize basic language patterns, uses, and attitudes through research techniques and are able to apply them to diverse linguistic situations,

LEARNING OUTCOMES:
1. Describe common linguistic misconceptions regarding what language is, how languages are learned, and how different social groups speak.
2. Demonstrate an awareness of and appreciation for the diversity of the world's languages and of the human experience shaped by these languages.
3. Recognize how and explain why sociocultural processes and relationships mediated by language practices vary across different contexts.
4. Critically evaluate the ways in which languages relate to social value, prejudice, and worldview.

GENERAL OUTLINE OF THE COURSE:
I. The nature of human languages
II. Language and the brain
III. Languages, culture, and society
IV. The birth and death of a language
REQUIRED TEXTS:

- Additional readings on OAKS

EVALUATION:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Completed Pre-Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Assignments (3) x 15%</td>
<td>45%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
</table>

GRADING SCALE

The grading scale at the College of Charleston is as follows:

- A  93-100
- A- 90-92
- B+ 87-89
- B  83-86
- C+ 77-79
- C  73-76
- D+ 69
- D  66-68
- D- 65
- F  64-0

The Pre-Quiz is available to be completed on OAKS until August 31. You will receive full credit for completing it.

The assignments are short papers based on readings, documentaries, and class discussion. They are evaluated rigorously following the ‘Grading Rubric’ found on OAKS. Information on how to do research and how to properly attribute your sources are found on the last page of this syllabus. Papers are due in class on the day indicated on the syllabus.

The exams will cover all material in the readings, films, and class notes. The Final Exam is comprehensive.

SYLLABUS

August 25: Can you wake up one day with a foreign accent?

August 27: Are exotic languages sometimes impossible to translate?
  Reading due:
  Trask, Chapter 1 “The uniqueness of human language”
  Video: Star Trek: The Next Generation: “Darmok”

September 1: What’s the difference between language and communication?
  Reading due:
  Napoli, Chapter 4 “Are sign languages real languages?”
September 3: Is human language unique?  
Reading due:  
Napoli, Chapter 5 “Do animals have languages?”

September 8: How do languages differ?  
Reading due:  
Trask, Chapter 2 “The grammatical backbone”  
Assignment 1 due

September 10: Why do some languages have grammatical gender?  
Reading due:  
Napoli, Chapter 2 “From one language to the next...”

September 15: What’s in a word?  

September 17: How do languages structure meaning?  
Reading due:  
Trask, Chapter 3, “Language and meaning”

September 22: Exam 1

September 24: Can you fully learn a language after age 5?  
Reading due:  
Napoli, Chapter 1 “How do we acquire language?”  
Video: The Birth of a language

September 29: Is there a language gene?  
Reading due:  
Trask, Chapter 8, “Children and language”  
“The gift of gabbling”

October 1: Where is language?  
Reading due:  
Trask, Chapter 7 “Language, mind, and brain”  
Assignment 2 due

October 6: Can you lose your first language?  
Video – The Brain 6: The two brains

October 8: Does language determine thought?  
Reading due:  
Napoli, Chapter 3, “Does language equal thought?”
October 13: How many words do Eskimos have for snow?
   Reading due:
   Pullum “The great Eskimo vocabulary hoax.”

October 15: Is English deteriorating?
   Reading due:
   Trask, Chapter 9, “Attitudes to language”
   Napoli, Chapter 7, “Whose speech is better?”

October 20: Why don’t we write like we speak?
   Reading due:
   Napoli, Chapter 10, “English spelling is hard…”

October 22: Exam 2

October 27: Is there a standard American accent?
   Reading due:
   Trask, Chapter 4, “Variation in language”
   Napoli, Chapter 7, “Whose speech is better”

October 29: Is TV causing us to lose our differences?
   Video: American Tongues

November 3: Class dialect project
   Complete assignment “your dialect of English” on OAKS

November 5: Is language sexist?
   Reading due:
   Napoli, Chapter 9, “Do men and women speak differently and who really cares?”

November 10: What’s a pidgin?
   Reading due:
   Napoli, Chapter 8, “Who do dialects and creoles differ from standard language?”
   Assignment #3 due

November 12: Are creoles a degraded form of a standard language?

November 17: Will raising children as bilinguals confuse them?
   Reading due:

November 19: How do languages change?
   Reading due:
   Trask, Chapter 5, “Change in language”
November 24: What’s the origin of language?
Reading due:

November 26: no class (Thanksgiving Break)

December 1: What makes a language die?
Reading due:

December 3: So, what is language anyway?

Final Exam

WRITING ASSIGNMENT RESOURCES

You must attribute your sources when you are writing an assignment otherwise you are open to charges of plagiarism. In the social sciences, we prefer to use an APA format. This requires using inter-textual citations rather than footnotes. If you reference others’ work, you must indicate their names and the date of the publication, like this:

Sancier and Fowler’s (1997) case study of a Portuguese-English bilingual suggests that a bilingual’s VOT values are not fixed rather they tend to drift according to the ambient speech environment.

Should you wish to actually use their own words in quotations then you must indicate the date and the page number on which the citation is found, like this:

Their results are often cited as evidence that in “normal speech” (Green 1998:73) or “natural circumstances” (Thomas and Allport 2000:62), bilinguals may be able to inhibit one lexicon, and, presumably in this particular case, one phonetic system.

Cited or referenced works that are found in your paper must also appear in the “References” section at the end of your paper.

Journal Article Citation:

Web Citation:

Chapter in a Book Citation:

Book Citation:
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward.
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Carol Toris
Phone: (843) 953-8198
Email: torisc@cofc.edu

School: LCWA
Department or Program: Linguistics Studies Program

Name and Acronym of Minor: Linguistics Minor - LING

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)
✓ Change an Existing Minor (complete C, D, E, G, H, and I)
   X Add existing course or courses to requirements or electives
   X Add new course(s) to requirements or electives (attach completed course form for each)
   X Delete courses from requirements or electives
☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): 18
Number of Proposed Credit Hours (for new or changing minors): 18

Catalog year in which changes will take effect: FALL 2015

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?
☐ Yes—Which major(s) or concentration(s)?
☐ No

This form was last updated on 6/6/2013 and replaces all others.
D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

1. Addition of LING 101: Introduction to Language as an elective to the Linguistics Minor.
2. Deletion of History 272. Pre-Colonial Africa as a course option in the minor.
3. Delete the requirement of one course in Historical Linguistics.
4. Move ENGL 312 History of the English Language and SPAN 446 History of the Spanish Language to the list of options under the category requirement “Language and Society.”
5. Increase the elective requirements from one course to two (3 to 6 credit hours).
6. Rewrite the description of the elective requirement to remove ambiguities created by a typographical error in the catalog.

Linguistics Minor

Phone: 843.953.8198

Carol Toris, Director

This interdisciplinary minor in Linguistics is designed to permit an examination of the structure, history, evolution and sociocultural roles of language through exposure to a variety of courses about language from different disciplinary perspectives. Such exposure should convey the importance of language and its study for a variety of career choices and should contribute to students’ understanding of human interaction, from the levels of the interpersonal to that of the global community.

Requirements

Credit Hours: 18

Students will take the following selection of courses for a total of eighteen (18) credits:

Introduction course (3 credit hours):

LING 125 Introduction to Language and Linguistics

One course from "Structural Linguistics" (3 credit hours):

CSCI 325 Declarative Programming Languages
CSCI 410 Automata and Formal Languages
CSCI 470 Principles of Artificial Intelligence
ENGL 303 Modern English Grammar
ENGL 309 English Language: Grammar and History
FREN 342 Advanced Grammar
FREN 341 Phonetics and Advanced Language Study
GRMN 341 Advanced Grammar and Syntax
LALP 301 Applied Linguistics (with special permission)
LING 290 Special Topics in Linguistics (depending on course topic)
LING 490 Special Topics (depending on course topic)

This form was last updated on 6/6/2013 and replaces all others.
PHIL 120  Symbolic Logic
PHIL 333  Philosophy of Language
SPAN 344  Spanish Grammar and Lexicon
SPAN 381  Introduction to Spanish Linguistics
SPAN 443  Spanish Morphology
SPAN 445  Spanish Phonetics and Phonology
SPAN 590  Spanish Linguistics – Special Topics (with special permission)

NOTE: Any new, additional, or special topics courses in the area of structural linguistics will be considered for inclusion toward this requirement on an individual basis.

One course from “Historical Linguistics” (3 credit hours):

ENGL 309  English Language - Grammar and History
ENGL 312  History of the English Language
HIST 223  Pre-Colonial Africa
LING 390  Special Topics in Linguistics (depending on course topic)
LING 490  Special Topics (depending on course topic)
SPAN 446  History of the Spanish Language
SPAN 447  Spanish Dialectology

NOTE: Any new courses or special topic courses related to the history or evolution of language will be considered on an individual basis.

Two courses from “Languages and Society” (6 credit hours):

LING 101  Introduction to Language
ANTH 205  Language and Culture
COMM 215  Communication, Identity and Community
COMM 389  Studies in Communication (when appropriate to the area of language and linguistics)
ENGL 309  English Language - Grammar and History
HIST 223  Pre-Colonial Africa
LING 290  Special Topics in Linguistics (depending on course topic)
LING 490  Special Topics (depending on course topic)
PSYC 358  Non-Verbal Communication
PSYC 378  Psychology of Language
SPAN 447  Spanish Dialectology
SPAN 448  Spanish Sociolinguistics
SPAN 590  Spanish Linguistics – Special Topics (with special permission)

NOTE: Any new, additional, or special topics courses in the areas of socio- or psycholinguistics will be considered for inclusion toward this requirement on an individual basis.

Two electives from any of the above areas, LING 498, or LING 499, or an approved Independent Study or Bachelor’s Essay course in another program on a topic also approved by the Linguistics Program director. (36 credit hours)

NOTE: FREN 630 Seminars in French Language Studies (with special permission), Director must approve topic for the minor.

This form was last updated on 6/6/2013 and replaces all others.
This program can benefit a variety of students and programs, for example:

- Language majors
- SNAP program students (by providing some alternative courses for language requirements)
- School of Education, Health, and Human Performance majors (especially in the areas of English as a Second Language and Special Education)

NOTE: Courses transferred to the College that count for requirements in different departments, must contain one-third linguistic content (similar to those courses taught here), to satisfy the minor requirement.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g., interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

1. Addition of LING 101 Introduction to Language as an elective to the Linguistics Minor.
   This non-technical introduction to the study of human language and its role in human interaction is meant to meet the language alternative requirements for SNAP students as well as to spark an interest in the scientific study of language and linguistics among all enrolled students.

2. Deletion of History 272 Pre-Colonial Africa as a course option in the minor.
   Because of a change in personnel teaching this course, we can no longer be guaranteed that one-third of its content will be related to linguistics.

3. Delete the requirement of one course in Historical Linguistics.
   Because of the limited number of choices/course offerings in this category, it is difficult for some linguistic minors to complete this requirement.

4. Move ENGL 312 History of the English Language and SPAN 446 History of the Spanish Language to the list of options under the category requirement “Language and Society.”
   These are the only two courses currently listed under the “Historical Linguistics” category that are not already listed under any of the other requirements. It makes the most sense to include them in the category of “Language and Society.”

5. Increase the elective requirements from one course to two (3 to 6 credit hours).
   Removing the requirement of one course in “Historical Linguistics” will require that an additional course requirement occur elsewhere in the minor. Including the new requirement here will give students maximum flexibility in their course selections.

6. Rewrite the description of the elective requirement to remove ambiguities created by a typographical error in the catalog.
   Under the current wording, it is not clear that LING 498 OR LING 499 are among the OPTIONS that can count toward the elective requirement.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

This form was last updated on 6/6/2013 and replaces all others.
Addition of LING 101: Introduction to Language as an elective to the Linguistics Minor.

While faculty who teach this course may come from any of the departments involved in the minor, they are likely, at least initially, to be from Hispanic Studies. This may affect faculty teaching schedules and course offerings in Hispanic Studies. An email letter of support from the Chair of this department is included.

Deletion of HIST 272: Pre-Colonial Africa as a course option in the minor.

Confirmation of the change of personnel and expected linguistic coverage for this course has been received from the History Department and an email letter of support from the Chair of that department is included.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional resources are needed for these changes.

I. CHECKLIST.

☐ I have completed all relevant parts of the form.
☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.
☐ I have attached a Course Form for each newly-created or modified course.
☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.
☐ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.
☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Hi, Carol:

Yes, I approve your dropping of HIST 272 from your curriculum. Today seems to be curriculum book-keeping day.

Cheers,
Phyllis

-- Dr. Phyllis G. Jestice
Professor & Chair
Department of History
College of Charleston

Dear Dr. Jestice:

The Linguistic Program will be submitting some initiatives to the Faculty Curriculum committee tomorrow, a part of which is “housekeeping” of our interdisciplinary curriculum.

We have one course listed as an elective from the History Dept., HIST 272, Pre-Colonial Africa, which I understand no longer includes one-third linguistic content, a requirement for its inclusion in our program.

I've been in touch with Tim Carmichael (who used to teach the course when it DID fit our program) and he confirmed that it may not always fit our criteria (pertinent emails copied below).

Would you be so kind as to send me a one sentence email verifying that dropping this course from our curriculum meets with your approval? (I'm not even sure if it is necessary in this case, but I do hope you do not find this small detail to be an inconvenience in any way.)

Many thanks,
Carol Toris
Dear Carol,

I support these changes, especially in light of your steering committee's deliberation process and approval.

Yes, I heard that Lipski's talk on Wednesday was a big success. Unfortunately I could not attend due to a prior commitment, but I had the pleasure of spending time with him for breakfast on Thursday morning.

Best,

Mark

-----------------------------------------------
Mark P. Del Mastro
Professor and Chair, Hispanic Studies
Interim Chair, German & Slavic Studies
College of Charleston
66 George Street
Charleston, S.C. 29424-0001 USA
Tel: 843.953.6748
http://spanish.cofc.edu/
http://german.cofc.edu/
Attached please find three documents we’ve been working on in the Linguistic Steering committee regarding some curriculum initiatives we’d like to pursue this semester, with your approval. Antonio is supposed to “touch down” in town on Monday, when we’ll hope to get his signature, since I understand that’s the only day he is in town next week. We’ve talked to him about these and we’re hoping he’ll also be on board with our final set of proposals. Of course, if you have any problems with this that will necessitate substantive changes, we’ll probably wait for next semester, since the deadline for curriculum proposals that will be voted on by the Faculty Curriculum committee and Senate for next semester is Friday next (Feb. 27th).

In short, what we would like to do, as summarized on the change of minor form includes:

1. **Addition of LING 101: Introduction to Language** as an elective to the Linguistics Minor.
   This non-technical introduction to the study of human language and its role in human interaction is meant to meet the language alternative requirements for SNAP students as well as to spark an interest in the scientific study of language and linguistics among all enrolled students.

2. **Deletion of History 272: Pre-Colonial Africa** as a course option in the minor.
   Because of a change in personnel teaching this course, we can no longer be guaranteed that one-third of its content will be related to linguistics.

3. **Delete the requirement of one course in Historical Linguistics.**
   Because of the limited number of choices/course offerings in this category, it is difficult for some linguistic minors to complete this requirement.

4. **Move ENGL 312 History of the English Language and SPAN 446 History of the Spanish Language** to the list of options under the category requirement “Language and Society.”
   These are the only two courses currently listed under the “Historical Linguistics” category that are not already listed under any of the other requirements. It makes the most sense to include them in the category of “Language and Society.”

5. **Increase the elective requirements from one course to two (3 to 6 credit hours).**
   Removing the requirement of one course in “Historical Linguistics” will require that an additional course requirement occur elsewhere in the minor. Including the new requirement here will give students maximum flexibility in their course selections.

6. **Rewrite the description of the elective requirement to remove ambiguities created by a typographical error in the catalog.**
   Under the current wording, it is not clear that LING 498 OR LING 499 are among the OPTIONS that can count toward the elective requirement.

Of these items, the one probably most pertinent to your concerns is the new course (LING 101) that we are proposing, since it will be taught by your faculty, at least initially. We’d like to offer it next semester, and Alyson would like to teach it (in addition to LING 125 and LING 290). The Dean indicated that he would support this, pending a formal request from me (which I’ll submit to him with the attached documents for his consideration on Monday). He was in favor of the Linguistics program helping to support the language alternative curriculum with this new course. I know Hilary is also interested in teaching it as well, as her schedule permits. (She provided the syllabus.) Indeed, just about everyone on our committee thought it would be a fun course to teach! We would probably hope to offer it once a year (and continue to offer LING 125 every semester) unless faculty availability and/or enrollments suggested otherwise.

I apologize for getting this to you so close to the deadline, but, as you know, your folks have been quite busy this week (you missed a great talk on Weds.!) I recently got back from a family funeral in Texas, and Dean Tillis has been out of town a bit. Because Monday is our only chance to catch the Dean for his signature, we’ll proceed as if everything is copacetic with you. However, we can delay anything with which you’re not comfortable until we can talk further and work on any necessary changes.