

Departmental/Program Master Assessment Plan Reporting Form 2018-19

Department/Program: Linguistics

Degrees: BA

Assessment Coordinator: Kristin Denham

Departmental Mission (Revised September 2018):

Our mission is to pursue the scientific investigation of language as a human phenomenon in its historical, psychological, and social dimensions, through effective and innovative teaching and high-quality faculty and student research covering the major subareas within the discipline of linguistics.

The Linguistics major engages the student in the scientific analysis of human language. Students analyze the structural components of language and study how language is acquired, how it varies across time and space, and how it is used in different social contexts. Students are introduced to various subfields of linguistics, including neurolinguistics, sociolinguistics, psycholinguistics, historical linguistics, computational linguistics, applied linguistics, and discourse analysis. Because linguistics is inherently interdisciplinary, students also develop a solid foundation in a language other than English, and engage in a concentration based in one of the following departments or programs: Anthropology, Communication Sciences and Disorders, Computer Science, Educational Linguistics, English, Modern and Classical Languages, Neuroscience, Philosophy, Psychology, and Teaching of English as a Second Language. Our classes engage in critical inquiry and best research practices, thereby providing students with the necessary tools and experiences to follow their intellectual curiosity, to work across disciplines, to effectively contribute to evolving societal needs, and to become informed participants and leaders in public discourse about language and its role in our world, both locally and globally.

Linguistics Program Student Learning Outcomes (revised September 2018)

Upon graduation, Linguistics majors will be able to:

Students graduating with a major in Linguistics are expected to:

1. Demonstrate foundational knowledge of language as a biological system: phonetics, phonology, morphology, syntax, semantics, and pragmatics.
2. Demonstrate an understanding of the social factors that shape language use and the dynamic nature of human language.
3. Identify and precisely describe patterns found in language data and construct well-reasoned linguistic analyses by formulating, testing, and refining hypotheses about these patterns.
4. Effectively and ethically conduct linguistic research and present the findings.
5. Critically evaluate popular beliefs regarding the nature and use of language and provide informed contributions to contemporary debates about language.
6. Explore the inherent interdisciplinarity of linguistics.

GUR Student Learning Outcomes

In both LING 201 and LING 204, Social Science GURs, students engage directly with the following GUR Competencies:

- Use quantitative and scientific reasoning to frame and solve problems (GUR Competency 3)

- Identify and analyze complex problems (GUR Competency 4)
- Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society (GUR Competency 7)
- Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities (GUR Competency 8)

DEPARTMENTAL ASSESSMENT PLAN (Revised December 2018)

Assessment Measures <i>(Be sure to include at least one direct measure of student learning for each SLO)</i>	SLOs Assessed	Procedure / Use of the Information
Student demonstration of foundational knowledge of linguistics core (phonetics, phonology, morphology, syntax, semantics, and pragmatics) is assessed using assignments, exams, projects, and/or research papers in 200-400 level courses.	1	Student understanding of SLO 1 for a particular course is assessed, coordinated by the Director. Recommendations grounded in that assessment are brought to and discussed by the faculty. The faculty discuss and approve plans for improvement when necessary.
Student demonstration of understanding of social factors that shape language use and the dynamic nature of human language is assessed using assignments, exams, projects, and/or research papers in 200-400 level courses.	2	Student demonstration and understanding of SLO 2 for a particular course is assessed, coordinated by the Director. Recommendations grounded in that assessment are brought to and discussed by the faculty. The faculty discuss and approve plans for improvement when necessary.
Student ability to identify and describe patterns found in language data and construct well-reasoned linguistic analyses by formulating, testing, and refining hypotheses about these patterns is assessed using assignments, exams, projects, and and/or research papers in 300-400 level courses.	3	Student ability to demonstrate SLO 3 for a particular course is assessed, coordinated by the Director. Recommendations grounded in that assessment are brought to and discussed by the faculty. The faculty discuss and approve plans for improvement when necessary.

<p>Student ability to effectively and ethically conduct linguistic research and present the findings is assessed using experimental and/or research papers and projects in 300-400 level courses.</p>	<p>4</p>	<p>Student ability to demonstrate SLO 4 is assessed, coordinated by the Director. Recommendations grounded in that assessment are brought to and discussed by the faculty. The faculty discuss and approve plans for improvement when necessary.</p>
<p>Student ability to critically evaluate popular beliefs regarding the nature and use of language and provide informed contributions to contemporary debates about language is assessed using assignments, exams, projects, and/or research papers in 200-400 level courses.</p>	<p>5</p>	<p>Student ability to demonstrate SLO 5 is assessed, coordinated by the Director. Recommendations grounded in that assessment are brought to and discussed by the faculty. The faculty discuss and approve plans for improvement when necessary.</p>
<p>Student ability to explore the inherent interdisciplinarity of linguistics arises out of the required area concentrations and from the language requirement.</p>	<p>6</p>	<p>Student ability to demonstrate SLO 6 comes about as an epiphenomenon of proceeding through the major.</p>