GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
SOCIAL SCIENCE

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Anthropology
Course Title: Introduction to Linguistics
Course Number: LING 270S

Type of Request: [ ] New [ ] One-time Only [ ] Renew* [ ] Change [ ] Remove
Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL
Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Mizuki Miyashita
  Phone/Email: x5164 / mizuki.miyashita@umontana.edu

Program Chair: Tully Thibeau
Dean: Jenny McNulty

Signature Mizuki Miyashita
Date 2/10/2016
Signature Tully Thibeau
Date 11/2/16
Signature Jenny McNulty
Date 11/16/2016

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

2. analyze individuals, groups, or social problems and structures; and/or

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

2. use theory in explaining these individual, group, or social phenomena; and/or
3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

Sample true/false questions that measure the first learning goal are:
1. If [p] and [ph] occur in minimal pairs, then these two sounds are allophones of the same phoneme.
2. A subject of a sentence is not always the actor of the verb in the sentence.
3. Modern English has lost case marking on nouns, and this is an example of a morphological change.

A sample multiple choice question that measure the first learning goal are:

1. Regardless of a governmental or political act, an existing language may be selected and used by different language communities for social or commercial communication purposes. What is this type of language called? [a. official language  b. standard language  c. pidgin  d. lingua franca]

Consider the distribution of [n] and [ŋ] in the Italian data below and examine if they are separate phonemes or variations of the same phoneme.


A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]
Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.