

LING 255

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA D7: Interdisciplinary Social Science**
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: LING 255	Course Title: Language Endangerment and Revitalization	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Jocelyn Ahlers	Email: jahlers@csusm.edu	Submission Date: 7 December 2015

1. Course Catalog Description: Of the 6,000+ languages spoken throughout the world today, 50% are endangered; within 100 years, it will be 90%. This course explores contemporary language endangerment and revitalization through an interdisciplinary lens by considering the following questions: How do languages become endangered (e.g., genocide, national language policies, diaspora)? What is at stake (e.g., culture, science, identity, sovereignty, environment)? How and why do various communities respond (e.g., pedagogy, technologies, rhetorics)? Case studies of language endangerment and revitalization around the world are considered.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Jocelyn C. Ahlers Digitally signed by Jocelyn C. Ahlers
DN: cn=Jocelyn C. Ahlers, o=California State University, San Marcos, ou=Liberal Studies Department, email=jahlers@csusm.edu, c=US
Date: 2015.12.07 15:09:11 -0800

Jocelyn C. Ahlers Digitally signed by Jocelyn C. Ahlers
DN: cn=Jocelyn C. Ahlers, o=California State University, San Marcos, ou=Liberal Studies Department, email=jahlers@csusm.edu, c=US
Date: 2015.12.07 15:09:39 -0800

Digitally signed by Jocelyn C. Ahlers
DN: cn=Jocelyn C. Ahlers, o=California State University, San Marcos, ou=Liberal Studies Department, email=jahlers@csusm.edu, c=US
Date: 2015.12.07 15:09:48 -0800

Course Proposer _____ Date _____

Department Chair _____ date _____

Jocelyn C. Ahlers

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

Library Faculty _____ Date _____
Support Do not support*

Impacted Discipline Chair _____ Date _____
Support Do not support*

None _____ Support Do not Support*
Impacted Discipline Chair _____ Date _____

Approve Do not Approve
GEC Chair _____ Date _____

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Angela Baggett

Library

From: Rebecca Lush
Sent: Tuesday, January 19, 2016 3:35 PM
To: Angela Baggett
Subject: Fw: Library approval for LING 255

Follow Up Flag: Follow up
Flag Status: Flagged

Please keep for your records. We'll soon have a new C-Form for LING 255.

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jocelyn Ahlers
Sent: Tuesday, January 19, 2016 3:24 PM
To: Rebecca Lush
Subject: Library approval for LING 255

From: Allison Carr <acarr@csusm.edu>
Date: Tuesday, December 15, 2015 12:03 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Cc: Torie Quiñonez <tquinonez@csusm.edu>
Subject: Re: Forgot the attachments!

Hi Jocelyn,

I'm sorry for not getting back to you sooner. It looks great! Please consider this email my signature.

Happy holidays!
Allison

From: Jocelyn Ahlers <jahlers@csusm.edu>
Date: Wednesday, December 9, 2015 at 3:11 PM
To: allison carr <acarr@csusm.edu>
Cc: Torie Quiñonez <tquinonez@csusm.edu>
Subject: Re: Forgot the attachments!

Hi Allison (and Torie) -

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>Throughout the semester, students will learn about the causes of language endangerment and about revitalization programs and the contexts within which these programs are likely to succeed or fail. In their final projects, students must apply their understanding of this information to the language community that they are reporting on, in order to analyze the causes of the endangerment of the language(s) in that community, and to assess the potential for success in the programs in place for revitalization.</p>	<p>The final papers will be graded using a rubric that takes into account the need to apply multiple social science theories to the analysis of the causes of endangerment in their chosen community, and to their assessment of the likelihood of success for specific revitalization programs within the context they are investigating.</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>The course readings are chosen to provide students with clear examples of the ways in which race, class, gender, and cultural context have an impact on language maintenance, endangerment, and revitalization. For example, in many indigenous communities in Mexico, men leave the communities to work elsewhere, while women stay home. This leads to disparate patterns of language loss and maintenance (and disparate patterns in the acquisition of the dominant language, Spanish). At the same time, there are gendered differences in access to public space and public discourse, such that men and men’s speech appears more frequently in such settings. This has an impact on language revitalization efforts, because those who are most clearly socially licensed to advocate publically are those who have a diminishing access to the endangered language. In an example such as this, gender and economic realities both</p>	<p>Reading prompts and in class group reading tasks are designed to give students a chance to reflect on the impact of these factors on processes of maintenance, endangerment, and revitalization. Student responses to these prompts will be evaluated throughout the semester for evidence that students are reflecting on the interdependence of these factors. During the course of the semester, we will examine language communities across the globe, potentially including but not limited to: (in Europe) Gaelic, Manx and Welsh; (in the Middle East) Hebrew; (in Polynesia) Hawaiian, Maori; (in Australia) Djirbal; (in North America) Elem Pomo, Hupa, Kawaiisu, Navajo, Miami; (in Africa) Khwe; (in South America)</p>

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

	have direct impacts on the language endangerment and revitalization processes.	Warao.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Language endangerment takes place within very specific historical contexts, and the reversing of language loss must be located within contemporary political, economic, and cultural trends. The course readings and lectures are geared towards introducing students to the historical (and, alas, contemporary) contexts within which language endangerment occurs (the first part of the class), and the factors that lead to favorable outcomes when attempting to reverse loss, along with those factors which hinder attempts to reverse language loss.	Students will demonstrate their understanding of these trends in their final papers, where they must apply that understanding to the specific case study that they choose to investigate. The grading rubric mentioned above will also include a focus on assessing students' expression of their understanding of the historical and contemporary political, economic, and cultural developments that lead to, and obviate, language endangerment and loss.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Because language endangerment and revitalization must be understood from multiple perspectives in order to even begin to grasp the processes by which they take place, the course as a whole is geared towards demonstrating to students that these phenomena can only be understood through an interdisciplinary approach.	Throughout the semester, in the reading prompts and group reading tasks, students will be asked to reflect on the interdisciplinary approaches (including disciplinary lenses taken from, e.g., anthropology, linguistics, economics, history, education) being used to understand specific elements of language loss and revitalization. These prompts will be assessed for the clarity of students' understanding of the implications of using an interdisciplinary (rather than a monodisciplinary) approach.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Reading prompts, group reading tasks, final paper. Students are also required to develop one community-oriented paper or presentation (e.g., participation in the Student Poster Showcase; an article for the student newspaper; reports on interviews with tribal and non-tribal language revitalization practitioners; a "report	The rubrics that are used to assess these assignments will include a focus on the effective communication of ideas. Furthermore, the rubrics which assess student work in the community-oriented assignment will specifically consider

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

	to the tribe” piece in their final project; etc).	contextualization, and the culturally-sensitive inclusion of multiple perspectives.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Reading prompts, group reading tasks, class discussion.	As discussed in more detail above, the course readings, in combination with the reading prompts, group reading tasks, and in-class discussion, are designed to lead students to think critically and analytically about the sociocultural processes which lead to language endangerment, and which foster language revitalization. Students’ ability to think critically and analytically will be assessed using the rubrics referenced above, when grading the reading prompts and group reading tasks.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Final paper (which will include work with the library faculty during the course of the semester, as students prepare each part of the final paper project).	The final paper for this course requires students to research a community whose language of heritage is currently endangered, and which is engaged in revitalization efforts. This project requires students to find, evaluate, and make use of information about the language and community upon which they choose to focus. The rubric for the assessment of this final project will include a section which evaluates the appropriateness of the resources students have chosen to use in researching their chosen community.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science
See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Language endangerment disproportionately affects groups who do not have access to the power structures of government, education, and the mainstream economy. At the same time, each language spoken in the world today encodes the social reality and history of its speakers – thus, the loss of any given language represents loss of diversity in cognition, in representation of the world at large, in discussion and performance of cultural practices, and in data which allows us to understand the human mind. Language revitalization programs address these concerns in very different ways, depending on the needs and structure of the group involved in revitalization. Thus, the entire course content focuses on areas of diversity, including cultural, linguistic, geographic, and cognitive diversity.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Language endangerment does not happen in a vacuum. Communities move away from the use of their traditional languages of heritage, at root, because of contact with other human communities. That contact can result in everything from genocide to economic pressure to educational policies which hinder or forbid the transmission of linguistic knowledge within a community. At the same time, the revitalization of a language requires a range of relationships <u>within</u> the community engaged in revitalization, across such communities as they share resources and inspiration, and <u>between</u> communities sharing resources while revitalizing their languages of heritage amid dominant language communities. Each of these relationships must be considered through a critical lens in order to understand its impact on both endangerment and revitalization outcomes.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing	Throughout the semester, students will engage in writing responses to each of the course readings –

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

<p>shall be required for 3+ unit courses.</p>	<p>these responses are part of the group reading tasks described in the syllabus; these responses will, in themselves, come close to meeting the All-University Writing Requirement. The final group project requires a written paper which is significant in its total length (each paper should exceed 10 double-spaced pages); students will jointly contribute to the paper. Finally, the midterm and final will include short answer prompts. All of these together will exceed the 2500 words of writing required.</p>
<p>Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.</p>	<p>Students will submit their group reading responses via TurnItIn, which allows the instructor to give prompt feedback regarding both content and writing proficiency. Furthermore, students will submit preliminary drafts of pieces of the final paper assignment throughout the semester, again via TurnItIn, where they will receive feedback on both content and writing proficiency.</p>
<p>Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.</p>	<p>The final paper assignment, which students will work towards throughout the semester, has several parts, each of which will lead students to explore and make use of core information resources in the field (such as the Ethnologue website), and to seek out key foundational articles in the field of language revitalization. Furthermore, students will need to seek out information about the specific revitalization programs in the communities they choose to research, as well as a list of extant documentation materials, in order to successfully complete the final project.</p>
<p>All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.</p>	<p>The reading tasks assigned for each of the core course readings (drawn from literature in the social scientific disciplines covered in the course) will guide students to evaluate, analyze, and compare information on language endangerment status and revitalization efforts presented in those readings. Students will be required to find, with the help of the librarian, additional materials outside of the assigned readings that they must evaluate, analyze, and compare them with the course readings. Students will share these analyses with their classmates in their final paper presentations.</p>

Linguistics 255: Language Endangerment and Revitalization
Course syllabus

Professor: Dr. Jocelyn Ahlers **Phone:** 760-750-8014 **Email:** jahlers@csusm.edu
Office hours: XX and by appointment **Office:** SBSB 4228

Course description: *Language endangerment and revitalization do not occur in a social, political, or historical vacuum, so they thus must be investigated, evaluated, and theorized accordingly.* Of the 6,000+ languages spoken throughout the world today, some 50% are endangered; within the next 100 years, that will rise to 90%. This course takes the statement above as a working guide in its exploration of contemporary language endangerment and revitalization through an interdisciplinary lens. Over the course of the semester, we will explore the following questions: How do languages become endangered (e.g., genocide, national language policies, diaspora)? What is at stake (e.g., culture, science, identity, sovereignty, environment)? How and why do various communities respond (e.g., pedagogy, technologies, rhetorics)?

We will look at case studies of language endangerment and revitalization around the world to address these questions. These case studies will be broad-ranging, including languages from major language endangerment hot spots around the world (Europe, Africa, Australia, North and South America, in particular). Language discussed will include (but not be limited to): Welsh, Gaelic, Hebrew, Djirbal, Elem Pomo, Hupa, Kawaiisu, Warao, Navajo, Hawaiian, and Maori.

There are no prerequisites for this class.

By the end of the class, you will be able to:

- Identify events leading to the need for language revitalization worldwide;
- Articulate the major tenets of endangered language theory, as put forth both by academic and indigenous communities;
- Recognize and describe major scientific, cultural, and political issues in language endangerment and revitalization;
- Describe and assess major methods of language revitalization, and link their success to features of community structure, history, and language endangerment status.

As a lower-division interdisciplinary social sciences course, this course also introduces a number of key general education skills. By the end of the semester:

- Students will describe and critically apply social science theories and methods to the problem of language endangerment and the process of revitalization.
- Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies, with specific reference to their role in language endangerment and revitalization.
- Students will outline the contemporary and historical perspectives of major political, intellectual, psychological, economic, scientific, technological or cultural

developments as they relate to the contexts within which language endangerment and revitalization take place.

- Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues specific to language endangerment and revitalization.
- Students will communicate effectively in writing to various audiences.
- Students will think critically and analytically about the issues surrounding language endangerment and revitalization.
- Students will find, evaluate, and use information appropriate to researching the language community they focus on in this class.

Required reading:

- Romaine, Suzanne and Daniel Nettle. 2000. *Vanishing voices: The extinction of the world's languages*. Oxford: Oxford University Press.
- Hinton, Leanne and Ken Hale. 2001. *The Green Book of Language Revitalization in Practice*. Academic Press.
- Harrison, K. David. 2007. *When languages die: The extinction of the world's languages and the erosion of human knowledge*. New York: Oxford University Press.
- Additional articles will be distributed on Moodle.

Grades:

Attendance and participation	10%
Reading tasks (graded as group assignments)	10%
Midterm	15%
Endangered language report (group assignment)	25%
Community-oriented presentation or paper	15%
Final	25%
TOTAL:	100%

Final grade breakdown:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 84-86 B
- 80-83 B-
- 77-79 C+
- 74-76 C
- 70-73 C-
- 67-69 D+
- 64-66 D
- 60-63 D-
- 59 and below F

Participation:

Class participation is evaluated based on attendance, on the asking and answering of questions during the class period, and on the quality of work done for the reading tasks (below). At the end of the semester, group members (more on that below) will anonymously grade themselves and one another; the average of those grades will be part of my calculation of the final attendance/participation grade. Due to the importance of participation, **cell phones are banned** from class. Furthermore, if you are not in class by the time I have finished taking roll, I will not add you to the roll sheet later (although your participation will still be noted). The reading for each day should **always** be completed by the beginning of the class period in which that article is to be discussed.

Group reading tasks: During the first week of class, I will be breaking students up into working groups. You will be working with the same group of students throughout the semester, to complete tasks associated with each reading. For every article that we read in class, some groups will be responsible for reading tasks, on a rotating basis (these tasks are to be complete PRIOR to coming to class on the day the article is to be discussed – see the schedule at the end of the syllabus); the other groups must be prepared to participate in the general discussion of the day’s article, and all groups will be expected to use the information from the article to complete additional in-class group tasks. More information about these tasks will be distributed during the first week of class.

Community-oriented paper or presentation: At one point during the semester, each student will be expected to produce a presentation or paper on their research findings which is aimed towards a community audience. Further details will be distributed early in the semester, but projects may include: participation in the Student Poster Showcase; an article for the student newspaper; reports on interviews with tribal and non-tribal language revitalization practitioners; a “report to the tribe” piece in their final project; etc. These projects will be assessed not only for the clarity of writing and presentation of research information, but also for cultural sensitivity and contextualization and the inclusion of multiple perspectives.

Endangered language report: Throughout the semester, the working groups will also complete a report on an endangered language. Specific assignments associated with this report will be distributed throughout the semester. These assignments will lead students through an exploration of the causes of the endangerment of their chosen language; the current status of that language; elements of the language and culture that are at risk; and the efforts made by community members to revitalize the use of that language. Students will work with library faculty to find, evaluate and use information about language and community for this paper. Groups will present their completed research to the class as a whole during the last two weeks of class. The report will be due on the day of the presentation, and both the report and the presentation will be graded as group projects.

Midterm and final exam: The midterm and final will each focus on the information covered in half of the course, with the final covering information from the first half of the class only insofar as it is necessary for the understanding of the second half. **Exams may be made up only in case of documented medical excuse.**

All-University Writing Requirement: The University's required minimum of 2500 words of writing for a 3-unit course will be met through the student responses to course readings and the final paper project.

University Academic Honesty Policies:

- Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the instructors of both courses.
- The maintenance of academic integrity and quality education is the responsibility of each student within CSUSM and the CSU system; students are responsible for adhering to ALL of the CSUSM academic honesty policy, whether or not specific elements of that policy are restated here. Cheating and plagiarism in connection with an academic program at a campus is listed as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction. You may assume that any paper which includes an instance of cheating or plagiarism will automatically be given a zero; further disciplinary action will be decided upon at that time, and may include removal of the cheating student or students from the class with a failing grade, as well as reporting the incident to the Dean of Students.

Students with disabilities are encouraged to discuss with me as soon as possible any special testing, homework, seating, or other arrangements that might be necessary.

Schedule of readings and assignments

Week 1: Course introduction. Read: *When languages die* (Intro through p21); Hinton 2001, Introduction

Week 2: How do languages become endangered? Read: Nettle and Romaine, Chapter 1.

Week 3: What does our linguistic world look like? Read: Nettle and Romaine, Chapter 2.

Week 4: What is lost when a language dies? Community concerns. Read: Goddard, 2004, *Endangered knowledge*; Tatsch, 2004, *Language revitalization in Native North America* – issues of intellectual property rights and intellectual sovereignty; Fagan, 2007, Only living Elem Pomo speaker teaches so she won't be the last.

Week 5: What is lost when a language dies? Community concerns continued; environmental and global concerns. Read: Leonard, 2008, *When is an "extinct language" not extinct?*; Nettle and Romaine, Chapter 3.

Week 6: Understanding language endangerment: categories of language endangerment, and what they measure. Read:

Week 7: Understanding language endangerment continued. Read:

Week 8: Review and **midterm**

Week 9: Language revitalization: the big issues. Read: Nettle and Romaine, Chapters 7 and 8

Week 10: Language revitalization: practical issues. Read: Hinton and Hale

Week 11: Language revitalization: practical issues, continued. Read: Speas, 2009 – Someone else's language: On the role of linguists in language revitalization

Kimberley Language Resource Centre, 2010 – Whose language centre is it anyway?

Week 12: Issues of authenticity (modernization, linguists, etc): Class lecture and discussion

Week 13: Endangered language report presentations

Week 14: Endangered language report presentations

Week 15: Wrap-up and review for final

Virginia Mann

Subject: FW: Query regarding two courses applying for GE credit
Attachments: LING 255 D D7 form.pdf

Hi GEC:

As we discussed earlier today, please see Jocelyn's (the proposer for LING 255) response to our request for more information regarding how issues of race, class, gender, and culture are addressed in this course.

Please respond to this email stating if the response is sufficient for you to approve this course for a GE designation.

Thanks,
Yvonne

Yvonne Nalani Meulemans
Director, Information Literacy Program

From: Jocelyn Ahlers <jahlers@csusm.edu>
Date: Thursday, February 25, 2016 at 1:43 PM
To: Yvonne Meulemans <ymeulema@csusm.edu>
Subject: Re: Query regarding two courses applying for GE credit

Hi Yvonne,

Please thank GEC for its support, and also for the opportunity to make this addition to the information provided in the GE form so easily. I have amended the form (attached), with the following addition: "For example, in many indigenous communities in Mexico, men leave their communities to work elsewhere, while women stay home. This leads to disparate patterns of language loss and maintenance (and disparate patterns in the acquisition of the dominant language, Spanish). At the same time, there are gendered differences in access to public space and public discourse, such that men and men's speech appears more frequently in such settings. This has an impact on language revitalization efforts, because those who are most clearly socially licensed to advocate publically are those who have a diminishing access to the endangered language. In an example such as this, gender and economic realities both have direct impacts on the language endangerment and revitalization processes."

I hope that this provides GEC with the information that it needs.

Thanks again,
Jocelyn

From: Yvonne Meulemans <ymeulema@csusm.edu>
Date: Thursday, February 25, 2016 11:43 AM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: Re: Query regarding two courses applying for GE credit

Hi Jocelyn:

I literally just came out of GEC and wanted to get back to you ASAP. GEC stands ready to approve this course.

Because of my oversight, I forgot to add in my email on behalf of the committee one thing they asked for. I think its pretty easy to address:

In the form, row D.2...it states that "Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies. Could you please add to your response in the 2nd and/or 3rd column how this will be done in the course? We believe this could be addressed in a sentence or two, perhaps with a "For example" statement.

This was totally MY oversight. So, as a goodwill gesture to you, once I receive your response, the **GEC is willing to review the additional information by email and approve the course. Once I have a majority of votes, I will let you know the status of this course.**

Please don't hesitate to give me a ring or I can stop by if you have any questions.

Thanks,

Yvonne

0-750-8014; jahlers@csusm.edu

Virginia Mann

Subject: FW: Query regarding two courses applying for GE credit
Attachments: LING 255 syllabus.pdf; LING 255 D D7 form.pdf; LING 255 C form.pdf

From: Jocelyn Ahlers
Sent: Thursday, February 18, 2016 3:33 PM
To: Yvonne Meulemans
Subject: Re: Query regarding two courses applying for GE credit

Hi, Yvonne -
Thanks to you and GEC for your suggestions and questions. Answers are in blue, below (and in the attached documents).
Best,
Jocelyn

From: Yvonne Meulemans <ymeulema@csusm.edu>
Date: Thursday, February 18, 2016 11:35 AM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: Re: Query regarding two courses applying for GE credit

Hi Jocelyn:

GEC did indeed have a few fairly straightforward changes they'd like to see on the LING 255 proposal. Generally, the committee felt this course merited GE designation but requests the following:

Please include the General Education Program Learning Outcomes on the syllabus. (The committee is becoming quite a stickler on this, understandably.) **Done – the attached syllabus has these included.**

In both the course catalog description and in the D2 row, second column: please provide sampling of the languages (and the region, cultural/ethnic group) that would be included in the course. **Done, please see attached.**

In the D7 row, second column: please mention which disciplines will be included. This is a common request for D7 courses. It helps GEC document that disciplines that are included in D7 courses. **Done, please see attached.**

In the syllabus, GEC asks for more details about what languages are included in the course. Or, if you don't wish to include which specific languages, there was a request for generally more detail about what is included in each week. **I have included a list of languages in the course description at the beginning of the syllabus, attached.**

My thought is that these are relatively straightforward requests, but if I'm wrong, I'm happy to speak with you more about any of this. As soon as Virginia Mann receives the updated forms, I will put it on the next GEC agenda. We meet every Thursday.

Thank you,
Yvonne

Yvonne Nalani Meulemans
Director, Information Literacy Program
Library Faculty
Kellogg 3422
California State University at San Marcos
760-750-4375