CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Borough of Manhattan Community College
Course Prefix and Number	LIN 150.6
Course Title	Language, Race, and Ethnicity in the US and Its Territories for ESL 95
Department(s)	Academic Literacy & Linguistics
Discipline	Linguistics
Subject Area	Linguistics
Credits	3
Contact Hours	6
Pre-requisites (if none, enter N/A)	ACR 94/ESL 94/ENG 88
Co-requisites (if none, enter N/A	N/A
Catalogue Description	This course explores historical, cultural, and theoretical perspectives on the relationship between language, race, and ethnicity in the United States and its territories. It examines how language is understood to reflect, reproduce, and/or challenge and defy racial and ethnic boundaries, and how ideas about race and ethnicity influence the ways in which people use and construe language. It covers topics such as racialization and racism, ethnicization, notions of authenticity, repertoire, codeswitching and style shifting, linguistic mocking and linguistic racism, language ideology, and identity formation. This course will examine language varieties such as Black American English and its cross-racial uses by other groups, Chicano English and Spanglish, Hawaiian English, and American Indian English.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max

Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here:	N/A
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	N/A
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	N/A

Indicate the status of this course being nominated:

☐ current course ☐ revision of current course ☒ **a new course being proposed**

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible
☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	☐ World Cultures and Global Issues ☐ **XXXXUS Experience in its Diversity** ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	☐ Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	☐ Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	☐ Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	☐ Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	☐ Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	☐ Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	☐ Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	☐ Represent quantitative problems expressed in natural language in a suitable mathematical format.
	☐ Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	☐ Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	☐ Apply mathematical methods to problems in other fields of study.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
Students will collect, interpret, and assess scholarship about the relationship between language and race/ethnicity and use diverse views to inform their understandings of linguistic phenomena	▯▯▯Gather, interpret, and assess information from a variety of sources and points of view.
Through assignments such as in-class case studies and their Language and Race/Ethnicity paper, students will • critically read existing analyses of language for discussion about race/ethnicity • evaluate existing analyses of language regarding race/ethnicity by considering multiple interpretations and explain how a researcher's interpretation of linguistic phenomena is tied to his/her theoretical framework	▯▯▯Evaluate evidence and arguments critically or analytically.
Through multiple assignments (e.g., in-class cases studies and Language and Race/Ethnicity paper), students will produce well-reasoned arguments; they will interpret data through theoretical and scholarly lenses and then defend these interpretations through reasoned argument	▯▯▯Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
Students will apply the tools of linguistic analysis to analyze, interpret, and evaluate the relationship between language and understandings of race/ethnicity in the US and its territories; specifically, students will study how language perpetuates or resists particular ideologies about race/ethnicity as defined in the US and its territories	▯▯▯Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
Students will explore how oppressive ideologies related to racial laws have continued to perpetuate and affect understandings and interpretations of race and ethnicity in the US and its territories; specifically, students will analyze the language of racism and domination and how linguistic racialization has continued to endure and affect marginalized communities in the US and its territories	▯▯▯Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
Students will investigate and explain how the languages of diverse populations (e.g., descendants of slavery, tribal nations, immigrant populations) have added to the richness of linguistic diversity in the US and its territories and to understandings of variations of American English	▯▯▯Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
Comparing experiences with language of oppressed or marginalized populations in the US (e.g., linguistic practices, formation of linguistic identities, formation of linguistic communities), students will evaluate how the language of US policy (and its policies about language) has affected the diverse peoples in its colonial territories and affects relationships with the people and governments of these territories	▯▯▯Explain and evaluate the role of the United States in international relations.

N/A	▯▯▯Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
Students will analyze how ideologies about language diversity, race, and ethnicity in the US and its territories affect how individuals are educated, their linguistic capital, their political power, and how they form communities and acts of resistance against linguistic domination	▯▯▯Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	☐ Gather, interpret, and assess information from a variety of sources and points of view.
	☐ Evaluate evidence and arguments critically or analytically.
	☐ Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	☐ Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	☐ Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	☐ Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	☐ Demonstrate knowledge of the skills involved in the creative process.
	☐ Use appropriate technologies to conduct research and to communicate.