**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** <March 28, 2017

**REVIEWER:** S. MacDonald

**COURSE TITLE & NUMBER:** ID Learning Community: ENG 1161 Language and Thinking AND SBS2000 Research Methods for the Behavioral and Social Sciences

**PROPOSED BY:** Jean Hillstrom & Rebecca Shapiro

**CREDIT HOURS:** 3 credits for each course (6 total)

**PREREQUISITES:** ENG 1101 is the prerequisite for ENG 1161; Any Introductory ANTH, ECON, GEOG, GOV, HIS, PSY, SOC, or, any AFR or LTAM 1400 series course, or AFR 1501, 1502, 2402 or 3000, or COMM 2402, or 3401 and MAT 1180 or higher for SBS2000. (ADGA students in certain catalog years will also need the prerequisite of PSY 3407 Psychology of Perception.

**COURSE IS:** √Existing New In development (Both courses are existing ID courses)

**PROPOSED COURSE DESIGNATION**: College Option √ elective Capstone √ other:

**Students can enroll in this learning community to fulfil elective(s) and/or their interdisciplinary course requirement for baccalaureate degree.**

**DEPARTMENT HOUSED IN:** **English and Social Science**

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  <insert>

**CREDIT DISTRIBUTION** (if co-taught): 2.5/0.5 for each course

**CATALOG DESCRIPTION: LEARNING COMMUNITY COURSE DESCRIPTION: Acquiring and using language is one of the more remarkable features of humans. The use of language seems effortless and intuitive, but this does not mean that language really is simple, or is the result of a system so automatic that it requires little or no conscious attention. In this learning community, we use various research methods in the social and behavioral sciences to explore language and thinking in individuals, groups and society. This course brings together linguistics and research methodology to bear on the complex problems of how language is developed, used, adapted, and changed by individuals and groups for different purposes.**

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

**<Consider:** Our interdisciplinary definition: focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Also, evaluate Learning Outcomes: Purposefully connect and integrate across discipline knowledge and skills to solve problems; Synthesize and transfer knowledge across disciplinary boundaries; Comprehend factors inherent in complex problems; Apply integrative thinking to problem-solving in ethically and socially responsible ways; Recognize varied perspectives; Gain comfort with complexity and uncertainty; Think critically, communicate effectively, and work collaboratively; become flexible thinkers. Lastly, How is this Section/Learning Community/Other different from other sections/Learning Communities/Other?

**This interdisciplinary learning community would provide students with a grounding in the research skills required to examine problems and questions across a range of disciplines in the behavioral and social sciences as well as in “linguistics and the subfields of psycholinguistics and sociolinguistics.” Students would attend both classes, examining the Learning Community’s central theme of how research methods and the study of linguistics can be applied to an understanding of language and thinking at a societal, group and individual level. Students will apply research methods and data collection in this course related to linguistics problems explored in depth in ENG 1161, where students examine how ideas and concepts can be understood in various language, social class and cultural contexts.**

**This Learning Community is unique in that it conceives of a course theme to be explored in the context of two existing interdisciplinary courses; the theme is very clearly conceived and the two courses are clearly connected. At the same time, the co-teaching configuration for the course is unique to the Learning Community format; this ID Learning Community is structured for students who are not necessarily first year students.**

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

<**Consider:** an interdisciplinary course at City Tech the course must be team taught by more than one faculty member from two or more departments in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. Lastly, is the proposer’s rational for chosen structure (e.g., guest lecture, co-taught, etc.) in the spirit of interdisciplinarity?

**The course has a clearly conceived theme and is thoughtfully structured to integrate the topics and skills covered in the two classes.**

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** < see links for criteria CityTech: <http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals> NYS: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> >

**Yes.**

**STRENGTHS:** <describe strengths of course as an interdisciplinary course>

**An excellent model for an interdisciplinary Learning Community; excellent integration of the Learning Community’s theme into the two ID courses.**

**WEAKNESSES:** <describe weaknesses of course as interdisciplinary course> **None.**