

B.A. FRENCH   B.A. GERMAN   B.A. ITALIAN   B.A. LINGUISTICS   B.A. SPANISH



DOROTHY F. SCHMIDT COLLEGE OF ARTS & LETTERS  
DEPARTMENT OF LANGUAGES, LINGUISTICS, AND  
COMPARATIVE LITERATURE

ACADEMIC LEARNING COMPACT

**CONTENT KNOWLEDGE (Declarative Knowledge) and COMMUNICATION (Written Communication) and CRITICAL THINKING (Analytic Skills):** Students in Languages and Linguistics will develop an awareness of language as a discrete disciplinary subject with focus on mechanisms of language and on nuances of meaning, both in English and *in lingua*, for the purposes of understanding linguistic, and hence cultural, diversity. Awareness of language as a discrete subject enables students to experience greater success at the advanced levels of disciplinary study, whether literary or linguistic.

Graduates in Languages and Linguistics must pass at least one course in linguistics, LIN 3010 (Introduction to Linguistics). The following rubric will be used to assess linguistic awareness in LIN 3010 and other linguistics courses. A student whose written and oral assignments are consistently rated Below Expectations or Inadequate (defined as a C- or lower) in a linguistics course will effectively fail it, and must successfully retake the same course in order to graduate.

**Rubric for Assessment of Linguistic Awareness in 3000- and 4000-level courses**

**Exceeds Expectations:** Student draws on a rich semantic set and uses words and terms with precision. Student also deploys a variety of sentence structures to add clarity, interest, and rhetorical sophistication to the work. The work is nearly free of errors in mechanics, usage, grammar, and spelling.

**Meets Expectations:** Student draws on a semantic set adequate to the task at hand, and uses words and terms with overall accuracy. There is some variety in sentence structure, and the work is nearly free of errors in mechanics, usage, grammar, and spelling.

**Below Expectations:** Student uses words or terms vaguely or imprecisely. The writing may be grammatically correct, but not be stylistically appropriate or rhetorically effective; and/or the writing may exhibit substantial and distracting errors in mechanics, usage, grammar, and spelling.

**Inadequate:** Student uses words or terms so imprecisely as to obscure overall meaning. There is little or no variety in sentence structure, and there are major errors in grammar and usage. The writing may also be characterized by inappropriate style and/or rhetoric.

**CONTENT KNOWLEDGE (Research Skills, Technical Skills) and COMMUNICATION (Written Communication; Oral Communication) and CRITICAL THINKING (Analytic Skills):** Students will demonstrate the ability to produce a substantive written paper and oral defense which perform advanced interpretation and analysis of a literary work, a cultural topic, or a linguistic problem, and which draw from various perspectives of literary history, criticism, theory, and/or principles of structural analysis. Student papers and oral presentations are expected to exhibit mature critical thinking, as well as the ability to employ correct, lucid, and cogent rhetorical strategies *in lingua*; they are also expected to adhere to specified academic formatting.

All graduates in Languages and Linguistics must pass FOL 3880 (Research and Bibliographic Methods), a course in which the main focus is on producing a substantive research paper that performs advanced interpretation and analysis of a literary work, a cultural topic, or a linguistic problem and that draws on various discipline-specific perspectives. Oral skills will be assessed in all courses, including FOL 3880, required of all undergraduate majors. Students will be required to defend their final paper to other students in the class. After guided discussion, they will then submit the final revised paper. The professor assesses the content, analytical skill, and critical thinking displayed during the oral defense and discussion. Papers in this course will be assessed holistically according to a rubric developed and shared by faculty and communicated to students. This rubric will also be used for the holistic evaluation of essays produced in 3000- and 4000-level courses. A student whose essay is rated Below Expectations or Inadequate will not pass FOL 3880 and must successfully retake the same course.

**Rubric for holistic assessment of essays (abbreviated; the complete rubric is available from the department chair)**

**Exceeds Expectations:** There is a clear, thought-provoking thesis well-grounded in secondary sources. The overall organization promotes the paper's central meaning, and the argument is grounded in detailed and complex analysis. Words and terms are used with precision, and a variety of sentence structures adds clarity. The arguments of other scholars are accurately presented, but are not substituted for original analysis.

**Meets Expectations:** The thesis is clear and tenable, and grounded in an adequate number of secondary sources. The paper's organization and quality of analysis is coherent, but may be repetitive, simplistic, or too general in some areas. Terms may at times be vague or imprecise, and/or there may be some errors in mechanics, usage, grammar, and spelling.

**Below Expectations:** The thesis is simplistic, largely untenable, or too general. The paper may reflect a very incomplete or inadequate understanding of the text or problem being analyzed. The overall organization is incoherent or incomplete, and there may be few or no secondary sources drawn upon. Word choice is inaccurate, and there are major errors in mechanics, usage, grammar, and spelling which diminish the reader's overall comprehension of the text.

**Inadequate:** The thesis is entirely incomprehensible, distorted, or simplistic, reflecting an inadequate comprehension of the text or problem being analyzed. The paper's organization is entirely lacking in coherence, the argument lacks grounding in details; and/or the paper may be unfinished or lacking certain specified elements, such as a bibliography. There may also be major errors in mechanics, usage, grammar and spelling which render comprehension extremely difficult or even impossible.

**CONTENT KNOWLEDGE (Research Skills; Technical Skills) and COMMUNICATION (Written Communication):** Students in Languages and Linguistics will demonstrate that they have acquired discipline-specific research skills that enable them to draw on a wide variety of electronic and print resources that are a vital part of disciplinary research. These resources will include not simply FAU's electronic library catalogs and databases, but also various print and electronic databases worldwide.

All research papers written in 3000- and 4000- level courses must include a properly-formatted bibliography which reflects substantive disciplinary research performed using FAU's electronic library resources and other electronic and print resources as appropriate. At least one such course requiring a substantive research paper is required of all graduates in Languages and Linguistics: FOL 3880 (Research and Bibliographic Methods). An ad-hoc committee of Languages and Linguistics faculty will evaluate student research papers written in a sampling of 3000- and 4000-level courses. Students' discipline-specific research skills as demonstrated in these essays will be ranked according to a four-level rubric as "exceeds expectations," "meets expectations," "below expectations," or "inadequate/developing." A student whose research paper for FOL 3880 is deemed Below Expectations or Inadequate will not be assigned a passing grade in that class, and must successfully retake the course. If a research paper assigned in another 3000- or 4000-level class is deemed Below Expectations or Inadequate, the student must either successfully retake that course or pass an equivalent course.

#### **Rubric for Assessment of Research Skills**

**Exceeds Expectations:** Student's research paper draws on a wide number of appropriate and recent secondary sources to support the thesis; these sources represent a mix of books, journal articles, and other sources as appropriate to the topic. The student has had success in locating sources beyond those found in FAU's libraries.

**Meets Expectations:** Student's research paper draws on an adequate number of appropriate secondary sources to support the thesis. These sources may not include a mix of books and journal articles, however, and may not include recent studies or sources not found physically in FAU's library. There may also be minor formal or content errors in source citation.

**Below Expectations:** Student's research paper draws on an insufficient number of secondary sources to adequately support the thesis, and/or chooses inappropriate sources for the topic, and/or the student cites sources with major formal and content errors, making source verification difficult.

**Inadequate:** Student's research paper cites a radically insufficient number of secondary sources, and/or cites entirely inappropriate sources for the topic, and/or entirely lacks secondary sources or a bibliography page. Student may also cite sources with such serious errors in form and/or content that source verification becomes impossible.

Approved 3-15-2006

**COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG**