

TEMPLATES FOR LANGUAGE ENGAGEMENT COURSES AND ACTIVITIES

to be offered under the aegis of the Language Center (01:617)

GOALS

Whether linked to courses or to student activities, 1- or 1.5-credit content designed for the purpose of “Language Engagement” and listed under the Language Center’s number (01:617) must meet at least one of the following three goals. In order to receive credit, students must:

LE1. Improve their proficiency in a language other than their own, irrespective of level, according to criteria determined for the specific course or activity;

and/or

LE2. Learn about the processes and outcomes of second-language learning, according to criteria determined for the specific course or activity;

and/or

LE3. Learn about the cultural dimension or relevance of language in general, or of one or several language(s) in particular, according to criteria determined for the specific course or activity.

Note. Any 1.5-, 3-, or 4-credit language course (*i.e.* taught by a Language department or program in a language other than English) for which a student receives credit will by definition meet goal 1 above. In addition, 1.5-, 3-, or 4-credit courses taught in English in a variety of departments may be certified as fulfilling goals 2 or 3 if their content is deemed appropriate; or may be certified as fulfilling goal 1 for students who are not native speakers of English, if their content is deemed appropriate.

COURSES AND MODULES (1- or 1.5-credit)

LANGUAGE ENGAGEMENT COURSES AND MODULES (LEC, LEM) may be set at a specific level, from 100 to 400, at the discretion of the departments that create them; or they may be level-indifferent and open to students irrespective of their degree of proficiency in the language involved. Level-indifferent courses will be given a number in the 100 range, indicating that students at this level may register for them.

A. LANGUAGE ENGAGEMENT COURSES (LEC). Stand-alone 1-credit or 1.5-credit language or language-related courses, taught in English or in another language and fulfilling at least one of the goals above, are endorsed by the Language Center and based in a variety of departments, including (but not limited to) language departments or programs. Such courses may be Byrne seminars or First-Year Interest Group Seminars (FIGS). They may be given during regular semesters or Summer or Winter sessions. They may also serve to add 1 or 1.5 credit worth of language instruction to Study Abroad or “Study Away” programs, in which case they are, by definition, developed jointly by the departments in which they are based and appropriate language departments or programs.

B. LANGUAGE ENGAGEMENT MODULES (LEM). 1-credit or 1.5-credit language or language-related modules are added (for an additional 14 to 22 hours) to courses in other fields, and taught by the same

or different instructors. They fulfill at least one of the goals above, most typically goal 1, irrespective of level. They are endorsed by the Language Center and developed jointly by the departments in which they are based and appropriate language departments or programs.

Note. A third kind of Language Engagement courses to be developed is not included here, as such courses would not be listed under the Language Center's number. Those are courses in a variety of fields (including some offered by language programs but taught in English) created or modified to provide at least 14 hours of language or language-related content **embedded** within the three credits of the course itself, alongside instruction in its subject. While such courses, by definition, would retain their department-based numbers, they could share a **section tag** (e.g. the **letter L**), which would help students to identify them and also allow departments to have two versions of the same course – with or without language content – on their books, and offer them as they see fit.

ACTIVITIES (1-credit)

LANGUAGE ENGAGEMENT ACTIVITIES (LEA), endorsed by the Language Center (they will receive an individual number in the 100 range), consist of at least 14 hours of interaction designed, supervised, graded, and assessed by language departments in coordination with other departments and/or the following units or programs (this list is not limitative): the Learning Centers; Rutgers Global; English Language Learners (ELL); First-Year Interest Group Seminars (FIGS); the Conversation Tree; Civic Engagement and Service Education Partnerships (CESEP); the Graduate School of Education; etc.

A. LANGUAGE MENTORING (LEA-M). Students advanced in a language other than English (whether native, heritage, or non-heritage speakers) mentor fellow students who are less advanced language learners, according to a protocol designed by language departments in coordination with other units or programs (the Learning Centers especially). Both mentors and mentees receive credit.

B. LANGUAGE EXCHANGE (LEA-E). Two students interested in second-language learning meet for a series of conversations in their respective languages (one of which may be English), according to a protocol designed by language departments in coordination with other units or programs (the Learning Centers and ELL especially). Both partners of the exchange receive credit.

C. LANGUAGE SERVICE (LEA-S). Students engage in a form of service, within or outside Rutgers, involving practice of a language other than English – or of English in the case of English learners – according to a protocol designed by language departments in coordination with other departments, units, or programs (including, but not limited to, CESEP, FIGS, Conversation Tree, and ELL). Examples include (but are not limited to) language-based FIGS teaching (for which the teacher would receive credit; so would the students, see LEC above); Conversation Tree-sponsored exchanges with speakers of languages other than English outside Rutgers; and field-specific, department-based outreach to communities and K-12 schools, to the extent that a language component (other than a language course) meeting 1-credit specifications can be added to it.

Note. Because the creation of a large number of 1-credit items could lead to excessive reliance on them, it will be understood that **no more than four such items (Language Engagement single credits), including a maximum of two LEA credits, may be counted toward graduation.**