

Addition to the Minutes of a meeting of the Department of Linguistics, March 6, 2009

3.5. New Breadth Requirement Proposal

- i. Students must take 4 FCEs that count toward breadth, with either (a) at least 1 FCE in any 4 of the 5 categories below; or (b) at least 1 FCE in any 3 of the 5 categories, and at least .5 FCE in the other 2 categories.
- ii. Students may count towards the breadth requirement any course in which they have achieved standing, whether or not the course is used to satisfy a Subject POST requirement, and whether or not the course was taken as CR/NCR.
- iii. Of the 4 FCEs used to satisfy the breadth requirement, no more than 2.0 FCEs may be taken within the same academic unit (department, college, or extra-departmental unit). (Normally this will mean that no more than 2.0 FCEs have the same 3-letter designator.)
- iv. Academic units are expected to categorize all their courses unless there are pedagogical reasons to not do so. (HUM199 courses might change from year to year.)

The Proposed Breadth Categories: Five Types

Creative and Cultural Representations: an appreciation for the diversity of cultural products, their meanings, and their socio-historical contexts through exposure to works in a variety of media and forms.

Courses in this category focus on creative products and cultural expression, engaging students in activities such as the reading of texts, the learning of languages, and the study of art, film or oral traditions.

Thought, Belief, and Behaviour: familiarity with investigations of the mind and individual behaviour, and the formation and function of systems of meaning, belief, and communication. These courses explore the ways in which the mind perceives reality and makes sense of both the human and natural world. Their content may focus on the creation of meaning and the ways in which belief systems are sustained and reproduced, as well as on the communication of meaning through language and other symbolic systems.

Society and Its Institutions: knowledge of societal organization, institutions, and systems, the ways they change over time, and the theories and models used to understand them.

These courses include not only the study of social, economic and political systems, but also the ways in which humans arrange their built environments and manage environmental systems to meet their own needs. They will typically explore the social networks and systems that organize human lives and modify their environments.

Living Things and Their Environment: a grasp of the principles and concepts of life and the relation between organisms and their natural surroundings, and the ability to make and evaluate observations about living things.

This category includes courses broadly from the biological and environmental sciences, which develop an understanding of the study of life and its contexts; levels of organization range from molecules to the biosphere.

The Physical and Mathematical Universes: an understanding of theories of the physical world and mathematical models, and the ability to apply them and to make and evaluate observations relating to them.

Courses in the physical sciences study the constituents and mechanisms that govern the natural world, with an emphasis on non-living systems. Such courses develop an understanding of scientific methodology (the formulation of hypotheses, experimental design, and quantitative analysis methods), its application and its limits. Courses in the mathematical sciences study quantity, shape and arrangements using systems of rigorous rules that are applied not only in the sciences but also in human activities ranging from music to business.