

# ILC - International Languages and Cultures | Undergrad

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

## ILC 1090 Elementary Language: Level I (1-4)

Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in basic linguistic structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. The target language varies. May be repeated for credit with permission of the department chair.\* **GCP Coding: (GLBL)** (INTC).

## ILC 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of department chair.

## ILC 1100 Elementary Language: Level II (1-4)

This course is a continuation of ILC 1090. Teaches listening

## ILC 1000 The Power of Languages (3)

Language is a central part of what makes us human. It allows us to identify with one another and form communities but at the same time, it can also create obstacles and tensions between people. The objective of this course is to understand how language intersects with external factors such as race/ethnicity, gender, and sexual orientation, as well as how these interactions reveal differential power relations. For example, how does the domination of certain languages alter global relations and cultures? How do languages impact the way we perceive the world around us? Students will approach language as a phenomenon from multiple perspectives and acquire a global understanding of its universal dynamics and mechanisms. No background in linguistics is required for this interdisciplinary course. **GCP Coding: (SSHB)** (INTC).

## ILC 1070 Intensive Introduction to Language: Level I (1-3)

A beginning-level course offered in a variety of formats. It teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. The target language varies. May be repeated once for credit with permission of the department chair.

## ILC 1080 Intensive Introduction to Language: Level II (1-3)

This course is a continuation of ILC 1070. It teaches further listening comprehension, speaking, reading, and writing skills. The goal is to improve basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. The target language varies. May be repeated once for credit with permission of department chair. **Prerequisite:** ILC 1070 or equivalent.

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## **ILC 2101 Workshop (1-2)**

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of the department chair. .

## **ILC 2150 Topics in Culture(s) (1-3)**

An introduction to the culture; including customs, history, literature, and arts of a particular region or country, taught by faculty trained and experienced in the target culture or language. Through single or multiple themes, students will learn about the historical and sociopolitical contexts for areas where the target culture differs significantly from U.S. culture and develop their intercultural competence skills. Students may also learn linguistic tools, such as greetings, polite and ceremonial formulas, and culturally specific terms that do not exist in English, that would help them establish contact with the people of the target region. May be repeated for credit if content differs. **GCP Coding:** (GLBL) (INTC).

## **ILC 2250 Food, Language and Identity (3)**

Like language, food is a culturally loaded commodity tightly linked to cultural identity and used and needed by all human communities. Peoples and cultures develop their gastronomies using staple ingredients autochthonous to their regions. Food items move, travel, are shared, traded or exchanged, and enter in contact with foreign cultures that integrate and acculturate them to their own gastronomy and cuisine thus creating new cultural hybrids. Globalization imposes and facilitates this particular cultural exchange more intensely and faster than ever. This course explores the intrinsic relationship between food, language and identity: how food, like linguistic practices constitutes one of the most powerful vehicles of cultural identity. This course will be taught in English. Topics may vary. May be repeated for credit if content differs.

## **ILC 2610 Intermediate Language: Readings (1-3)**

Strengthens and develops reading skills. The goal is to encourage students to enhance their linguistic abilities, particularly discipline-specific reading skills. Sections are offered in various languages

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differs. **Prerequisite:** Advanced level in appropriate language or permission of the instructor.

## **ILC 4610 Reading Course (1-4)**

Involves preparing a bibliography on a topic chosen by the student and submitted to the instructor for approval, reading the listed books, meeting with the instructor, and writing a term paper. May be repeated for credit if content differs. **Prerequisites:** Advanced level in appropriate language and permission of the instructor.

## **ILC 4700 Overview (0-1)**

An oral exam and portfolio review required of all language majors. The topic must be approved by the department beforehand, and the exam date must be set at least two weeks before the exam takes place. See department for more details. **Prerequisites:** Senior standing, admission into department as major, and approval of the department chair.

*\*When Latin is the subject, the goal is not to speak the language but to prepare the students to read classical texts. Acquisition of vocabulary and grammatical forms enables students to decipher ever more complex sentences and encourages them to think critically about the nature not only of this complicated and interesting language, but also of their own native language.*