



Languages across the Curriculum (LxC) at Binghamton University

LxC is a curricular enrichment program that provides you with the opportunity to apply your existing languages skills in courses outside of languages departments in languages other than English.

LxC Goals

- Encourage students to incorporate language and cultural knowledge into discipline-specific research
- Incorporate language and cultural knowledge into discipline-specific study and research.
- Foster, maintain and enrich the language abilities of all students (native and non-native speakers)
- Extend intercultural information and international perspectives on course subject matter
- Underscore the intricate connections between language, culture and meaning
- Heighten long-term motivation to maintain and enhance language cross-cultural knowledge

Spring 2015 Courses

CS 301

Eth Soc & Global Issues Computing
George Weinschenk

HIST 341

China And The West
John Chaffee

HIST 381

Borderlands of Eastern Europe
Heather DeHaan

HWS 216

Women's Wellness
Jennifer Wegmann

HWS 332

Nutrition
Jennifer Wegmann

IBUS 311

Intro to International Business
Oktay Sekercisoy

Cultures and Languages Across the Curriculum (CLAC)

LxC is part of a broader movement for Languages Across the Curriculum. You may hear it referred to as LAC, FLAC, and more recently CLAC. Binghamton University is an active member of the CLAC Consortium. Click [here](#) for information about how to join CLAC and to see our shared goals, upcoming events, and a list of members. <http://www.binghamton.edu/oip/lxc/>

Background and Purpose

Most university students lack curricular opportunities to develop foreign-language competencies in their areas of academic interest. At the same time, international students lack opportunities to employ their non-English language skills during the course of their education. LxC addresses these problems by enlisting international and multi-lingual students as Language Resource Specialists (LRSs) to prepare target language materials for use in courses that would not usually include such materials. The long-term goal of LxC is to establish a campus-wide expectation that students will be able to make meaningful use of any language they know in any class at any level anywhere in the University curriculum.

LxC can be reshaped to fit most any institution. It is adaptable to the student, faculty and institutional needs and resources. Check out the [CLAC Consortium website](#) for examples of how other universities and colleges have worked to integrate language and cultures into their curriculum.

Key Components

Faculty, regardless of their individual language proficiency, offer LxC options in their courses to broaden and enliven course content by making room in their syllabus for substitute or extra-credit assignments employing materials in languages other than English. Such assignments typically amount to ten to twenty percent of the grade of an LxC-supported course. Study groups provide intercultural perspectives and foster the improvement of language skills in the students who select the LxC option.

Language Resource Specialists are selected for their linguistic background and disciplinary expertise to prepare LxC assignments utilizing target language resource materials. LRSs locate topically appropriate materials with the advice of the course instructor, and construct class assignments around them, with the assistance of experienced LxC staff. LRSs lead weekly study-group discussions with participating students to help them understand the LxC assignment materials and relate them to the relevant content of the course. LRSs receive an hourly wage for the LxC work, amounting to an average of about \$750 per study group.

Participating students need only intermediate reading proficiency in the foreign language in order to perform LxC assignments. LxC assignments substitute for the English-based assignments they would otherwise perform. The extent to which the designated language is spoken in LxC study group is based entirely on the proficiency levels of participating students. English is employed to the extent necessary to allow all participants to understand and contribute to the group discussion.

Traditional and Global **Binghamton University's LxC model has changed since its inception in**

1991. To underscore the importance of the meaningful use of materials from other cultures in meeting the internationalizing learning goals of the Languages Across the Curriculum (LxC) endeavor, and to offer more students the opportunity to participate in the program, LxC offers Global Language as an option to all students in LxC-supported courses. Students, whether native speakers of English or not, draw on materials in English and in some other language. Enrollees are encouraged and assisted in employing their existing skills in languages other than English (irrespective of the language or their proficiency in it) to bring additional cultural perspectives to the topics explored in their Global Language LxC study groups and in their main course.

LxC's traditional study groups, employing materials in just a single language other than English exist alongside the Global Language option. However, with the creation of the Global Language option, LxC is no longer limited to languages that have at least 6 students in the same course. The Global Languages model offers an opportunity for students with LxC-appropriate skills in a given language to participate even if there is an insufficient number of would-be participants for LxC to establish a traditional LxC study group in that language.

<i>Traditional LxC</i>	<i>Global LxC</i>
Groups based on a minimum of 6 participants for same language	All languages supported – multilingual
Some students who would like to participate will be left out	Opportunity for 100% participation (especially for LCTLs)
Very language & culture focused	More culture(s) intensive
LRS lends language and culture support	LRS lends culture and research support
Country or region specific	Global perspective
Many opportunities to use TL in speaking	More opportunities to use spoken English, fewer for speaking in TL
Study groups can encompass a wide range of abilities	Study groups can encompass a wide range of abilities