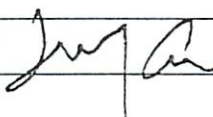
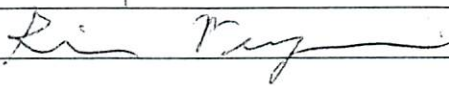
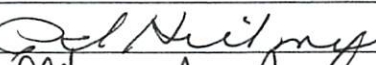
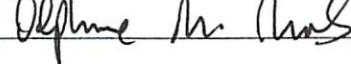
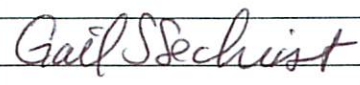


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-446	AP-11/18/08	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English Department	Phone 357-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><i>Current</i> Course prefix, number and full title</div> <div style="width: 45%;"><i>Proposed</i> course prefix, number and full title, if changing</div> </div>	
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
<hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><i>Current</i> program name</div> <div style="width: 45%;"><i>Proposed</i> program name, if changing</div> </div>	
4. Approvals	
Department Curriculum Committee Chair(s)	 Date: 10/15/08
Department Chair(s)	 Date: 10/15/08
College Curriculum Committee Chair	 Date: 11-13-08
College Dean	 Date: 11/13/08
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	 Date: 11/18/08

* where applicable

FEB 20 2009

Received

NOV 13 2008

Liberal Studies

Liberal Studies

Course Proposal

ENGL 203: Introduction to Language Studies

3 class hours
0 lab hours
3 lecture hours
(3c-0l-3cr)

Prerequisites: ENGL 101

I. Catalog Description:

Introduces students to the study of linguistics and rhetoric. Considers cultural contexts and issues of power, focusing on questions such as how our brains use language, how language represents the world we live in, and how language influences our actions.

III. Course Outcomes

At the end of this course, students will be able to:

- Recognize the complexity of language use in developmental, conversational, literary, and other applications.
- Identify and explain particular linguistic and rhetorical phenomena and their uses.
- Analyze various forms of language use from a number of linguistic and rhetorical perspectives.
- Develop a polished presentation of their analyses.

III. Sample Course Outline:

Week 1: Introduction to Course. Your brain and Language.

Pinker, *The Language Instinct*.

Weeks 2-4: Language explodes! Language acquisition

Pinker, *The Language Instinct*

Week 5-6: Patterns, patterns everywhere: Language is highly structured

Pinker, *The Language Instinct*

Week 7-8: Why does she say “lavender,” but he says “purple”: Language and Gender

Pinker, *The Language Instinct*, D. Tannen *You Just Don't Understand: Women and Men in Conversation*

Week 9-10: How language shapes reality

Burke, “Terministic Screens,” Pinker, *The Stuff of Thought*

Week 11: Persuasion is everywhere

Heinrichs, Burke *Permanence and Change* readings, *A Rhetoric of Motives* readings

Week 12: Technical aspects of persuasion

Heinrichs, Perelman and Olbrechts-Tyteca

Week 13-14: Argumentation and Human Freedom

Perelman and Olbrechts-Tyteca

Finals week: Final Presentations

IV. Course Evaluation Methods

Readings—This course will require reading on a weekly basis. Please come to class prepared to discuss the reading assigned for that day.

Exercises and mini-analyses—We'll ask you to do brief exercises and mini-analyses on a weekly basis, based on the readings we're doing. Linguistics and rhetoric are not fields that can be learned well in the abstract; you have to go out and apply them to actual language practices to understand what you're being taught.

A short analytical paper may be assigned at the discretion of the instructor, which would take the place of 15-20% of the exercise and mini-analysis portion of the grade.

Final Presentations— Your final presentation will be based on one of the analyses you've done during the semester. You will expand on it with additional sources and perhaps additional data collection, explain what you did, why and how you did it.

Active Participation in Class Discussions—Come to class prepared to discuss any reading or homework you have done. You will also be invited during class discussions to talk about the data that you have collected during the week. Class discussions will cover material on the course schedule, but they are also flexible and open to discussions of grammar and language context issues as they arise in your data collection process or your everyday experience.

The following table shows the percent value of each type of assignment.

Type of Assignment	Percent Value for Each
Exercises and Mini-Analyses	70 percent
Final Presentation	20 percent
Class Participation	10 percent

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions. Individual faculty will define attendance standards within the parameters of IUP Attendance Guidelines.

VII. Required Texts

Burke, Kenneth. *Language as Symbolic Action*. (selections) Berkeley and Los Angeles: University of California Press, 1966.

Burke, Kenneth. *Permanence and Change*. (selections). Berkeley and Los Angeles. University of California Press, 1984.

Burke, Kenneth. *A Rhetoric of Motives*. (selections) 1950. Berkeley: U of California P, 1969.

Heinrichs, Jay. *Thank You for Arguing*. (selections). New York: Three Rivers Press, 2007.

Perelman, Chaim and Lucie Olbrechts-Tyteca. *The New Rhetoric: A Treatise on Argumentation*. Trans. John Wilkinson and Purcell Weaver. 1958. Notre-Dame: U of Notre-Dame P, 1969.

Pinker, Steven. *The Language Instinct: How the Mind Creates Language*. New York: Harper Perennial, 2000.

Pinker, Stephen. *The Stuff of Thought: Language as a Window into Human Nature*. (selections) New York: Penguin-Viking, 2007.

Tannen, D. (1990). *You Just Don't Understand: Women and Men in Conversation*. (selections). New York: Morrow.

VIII. Other Resources

PBS Series: *Do you speak American?*

IX. Selective Bibliography

- Algeo, J., & Pyles, T. (2004). *The origins and development of English language* (5th ed.). Boston: Thomson Wadsworth.
- Aristotle. *Rhetoric*. (1984.) Trans. W. Rhys Roberts. Intro. Edward P. J. Corbett. New York: Modern Library-Random House.
- Beebe, L. M. (Ed.). (1988). *Issues in Second Language Acquisition: Multiple Perspectives*. New York: Newbury House Publishers.
- Berko Gleason, J. (Ed.). (1993). *The Development of Language*. New York: Macmillan Publishing Company.
- Bloom, P. (1994). *Language Acquisition: Core readings*. Cambridge, MA: The MIT Press.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd Edition ed.). Boston: Thomson Heinle.
- Chomsky, N. (1986). *Knowledge of language: Its nature, origin, and use*. New York: Praeger.
- Cook, V. (1999). Going beyond the Native Speaker in Language Teaching. *TESOL Quarterly*, 33(2), 185-209.
- Crystal, D. (1985). *A dictionary of linguistics and phonetics* (2nd ed.). Oxford: Basil Blackwell.
- Duranti, A., & Goodwin, C. (Eds.). (1992). *Rethinking Context: Language as an Interactive Phenomenon*. Cambridge: Cambridge University Press.
- Eckert, P. (2000). *Linguistic Variation as Social Practice*. Oxford: Blackwell Publishers.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Harlow: Pearson Education Limited.
- Gleitman, L., & Landau, B. (1996). *The acquisition of the lexicon*. Cambridge, MA: The MIT Press.
- Gumperz, J. J. (2001). Interactional sociolinguistics: A personal perspective. In D. Schiffrin, D. Tannen & H. Hamilton, E. (Eds.), *The handbook of discourse analysis* (pp. 215-228). Malden, Mass.: Blackwell Publishers.
- Herrick, J. (2008). *History and Theory of Rhetoric* (4th ed.): Allyn & Bacon.
- Irvine, J. (1989). Who talk isn't cheap: Language and political economy. *American Ethnologist*, 16, 248-267.
- Kaplan, J. P. (1989). *English Grammar: Principles and Facts*. Englewood Cliffs, NJ: Prentice hall.
- Klammer, T. P., & Schulz, M. R. (1992). *Analyzing English Grammar*. Boston: Allyn and Bacon.
- Lanham, Richard. (1992.) *A Handlist of Rhetorical Terms*. 2nd Edition. Berkeley: University of California Press.
- MacWhinney, B. (Ed.). (1987). *Mechanisms of Language Acquisition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pinker, S. (1994). *The Language Instinct*. New York: HarperPerennial.
- Pinker, S. (1995). Language Acquisition. In L. R. Gleitman & M. Liberman (Eds.), *Language: An invitation to cognitive science* (Vol. 1, pp. 135-182). Cambridge, MA: MIT Press.
- Quirk, R., & Greenbaum, S. (1973). *A Concise Grammar of Contemporary English*. San Diego: Harcourt Brace Jovanovich, Publishers.
- Smitherman Donaldson, G. (1988). Discriminatory discourse on Afro-American Speech. In G. Smitherman Donaldson & T. A. v. Dijk (Eds.), *Discourse and Discrimination* (pp. 144-175). Detroit: Wayne State University Press.
- Tannen, D. (1994). *Gender and Discourse*. Oxford: Oxford University Press.

- Tse, L. (2001). *Why don't they learn English? Separating fact from fallacy in the U.S. language debate*. New York: Teachers College Press.
- van Dijk, T. A. (2003). Critical Discourse Analysis. In D. Tannen, D. Schiffrin & H. Hamilton, E. (Eds.), *Handbook of discourse analysis* (pp. 352-371): Wiley-Blackwell.

Course Analysis Questions

A1. This course is designed for English BA majors as an essential component of the Revised Curriculum because it will function as 1) one of three options for fulfilling the Core Language Studies requirement and 2) the required introductory course for the Language Studies Track. It may also be elected by English Education students prior to taking ENGL 330 The Structure of English course.

A2. This course is required of all majors declaring the Language Studies Track.

A3. No prior version of this course has been offered.

A4. No.

A5. This course will not be offered as a variable-credit course.

A6. Since this course is an introduction to a track that comprises both linguistics and rhetoric, its content combines that usually offered in two different classes. Its unique structure is that it combines the social scientific with the humanistic study of language:

University of Texas, Austin -- RHE 321. Principles of Rhetoric-W

Examines major terms, issues, and approaches in the theory and practice of rhetoric and writing.

Southern University of Indiana -- ENG 313 Introduction to Linguistics (3) An introduction to the discipline of linguistics, with particular attention to the following fields: historical linguistics, comparative linguistics, descriptive linguistics, semantics, applied linguistics (with special reference to education), sociolinguistics, psycholinguistics, and assorted grammatical studies.
Prereq: ENG 201 or permission of instructor. Sp

University of Kentucky -- ENG/LIN 212 INTRO TO LINGUISTICS II

Linguistics is the scientific study of human language as a system. Everyone knows a language-- but what does it mean to know a language? How are languages different from one another? How are they similar? This course will introduce students to the social aspects of the study of linguistics, focusing on the issues and problems of interest within each of these fields; topics include semantics, first and second language acquisition, sociolinguistics, brain and language, psycholinguistics, and animal communication. There will be brief problem sets, 10 short quizzes, a midterm and a final. English majors, Linguistics majors, MCL majors, and students in the Colleges of Communication, Allied Health, and Education are all welcome in this introductory course.

A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course, but this course can serve as a foundation and facilitates

learning of NCTE/NCATE standards for students who desire both breadth and depth of knowledge in the structures of English and as a preview to the current ENGL 330 course.

B1. This course will be taught by professors from the English Dept. with training in linguistics and rhetoric.

B2. Anthropology offers

ANTH 233 Language and Culture

Focuses on social and cultural functions of language. Particular emphasis given to problems in anthropology with respect to non-Western languages.

See letter of support from Anthropology Chair, Phillip D. Neusius.

B3. No.

B4. No

C1. Given the faculty trained in linguistics and rhetoric in our Composition and TESOL Graduate Program, we have adequate faculty to cover this course.

C2. Current classroom space is adequate. Library holdings are adequate.

C3. No.

C4. Once a year.

C5. One to two sections are expected.

C6. Up to 25 students will be accommodated, the standard cap for English major courses that aren't writing intensive.

C7. This is a skills course that requires close individual attention to each student.

C8. This course is not being proposed as a distance ed. course.