

**Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF**

LSC Use Only Proposal No: LSC Action-Date:	UWUCC Use Only Proposal No: <u>12-114</u> UWUCC Action-Date: <u>AP-4/9/13</u>	Senate Action Date: <u>App-4/30/13</u>
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**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit English	Phone 7-2617

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

**1. Course Proposals (check all that apply)**

XX New Course                       Course Prefix Change                       Course Deletion

Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: English 415/515: English Language Studies for Teachers

**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication

Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     Program Revision     Program Title Change     New Track

New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Jo Anne Kerr</i>	10-2-12
Department Chairperson(s)	<i>[Signature]</i>	10-2-12
College Curriculum Committee Chair	<i>[Signature]</i>	12/5/12
College Dean	<i>[Signature]</i>	2/25/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edele Reilly JECC Chair / P. Nardi</i>	2/25/13
UWUCC Co-Chairs	<i>Gail Schmitt</i>	4/15/13

Received                      Received

APR 15 2013                      MAR 29 2013

Liberal Studies                      Liberal Studies

*Original to grad. school 4-15-13*

## **2. Course Description and Particulars**

### **a. Attachments:**

#### **(i-iii) Proposed SYLLABUS OF RECORD**

#### **ENGL 415/515: English Language Studies for Teachers**

### **I. Catalog Description**

**ENGL 415/515 English Language Studies for Teachers**

**3c-0l-3cr**

**Prerequisite: ENGL 202**

Focuses on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

### **II. Course Outcomes**

Students will be able to

1. examine their own beliefs and attitudes about language and language use;
2. identify and refute common misconceptions about languages and language use;
3. recognize language diversity, privilege, and oppression within and toward different cultures with regard to word formation, grammars and pronunciations;
4. acquire basic skills necessary for conducting linguistic analysis and to use them to discover organizing principles of word formation, sentence structure and pronunciation;
5. recognize how mental, physical, and social factors shape and restrict the ways in which languages are used and learned;
6. come to recognize that the ordinary condition of the human being is to be multicultural and multilingual;
7. analyze how and why languages change;
8. apply linguistic knowledge in the development of classroom activities that target specific learner needs;
9. use web-based technology in the design of authentic professional projects;
10. present before an audience;
11. apply these understandings to the teaching of English.

### **III. Course Outline**

**Introduction to The Teaching and Acquisition of Grammar (5 weeks)**

**Based on Weaver text and other readings**

1. English as a "Standard" Language
2. The Nature of Grammatical Rules in Language Use (Structures)
3. How Do People Learn Language (Acquisition)
4. Types of Grammars
5. Grammar in the Schools
6. Should We Be Teaching Grammar? How?
7. Developing Lesson Plans for Teaching English

**Examination of English Structures (5 weeks)**

Based on the Yule text and other readings

1. The Lexicon
2. Word Etymology
3. Phonology
4. Morphology
5. Syntax
6. Semantics
7. Developing Structural Arguments through Sentence Analysis
8. Modeling Structures through Sentence Combination
9. Participant Reference
10. Actions, States, and Processes
11. Speech Acts

**Examination of the Socio-cultural Aspects of Language (4 weeks)**

Based on the Perez text

1. Language and Culture
  - a. Origins of Language
  - b. Language Change
  - c. Language and Power
  - d. Language and Gender
  - e. Language and Socioeconomic Standing
  - f. Language and Society
2. The Constructive Nature of Language and Culture
3. Implication and Speech Acts
4. Varieties of English
  - a. Dialects
  - b. Code Switching
  - c. Genre Theory (registers)
  - d. World English

**Final Culminating Activity: Peer Review of Grammar Lessons, Grammar Projects, and PowerPoint Presentations (1 week)**

**IV. Evaluation Methods**

The final grade will be calculated on the following basis:

**For BSED students:**

Language Acquisition Journal (weekly posts to D2L)	10%
Writing to learn (weekly posts to the class on-line forum in D2L)	10%
Morphology exercise*	5%
Metaphor exercise	5%
Phonology exercise	5%
Etymology exercise	5%
Speech acts exercise*	5%

Grammar Lessons & PowerPoint Presentation	15%
Final Culminating Activity	15%
Class Participation	
-discussion of homework exercises in class and writing check-ins	5%
-leading group discussion	5%
-group discussions	15%

**For MATE students:**

Language Acquisition Journal (Weekly posts to the class on-line forum & responses to undergraduate students' postings)	10%
Writing to Learn (Weekly posts on the class on-line forum & responses to undergraduate students' postings)	10%
Grammar Position Paper & PowerPoint Presentation	20%
PowerPoint Presentation & sample grammar lessons	15%
Final Culminating Activity	15%
Class Participation	20%
(Includes discussion of homework and in-class exercises, writing check-ins, and *morphology and *speech acts exercises)	
Professional website	10%

**V. Grading Scale**

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

**VI. Attendance Policy**

The attendance policy will conform to the policy outlined in the graduate/undergraduate handbooks.

**VII. Required textbooks, supplemental books, and readings**

- Perez, B. (Ed.). (2004). *Sociocultural contexts of language and literacy (2<sup>nd</sup> Edition)*. Mahwah: Lawrence Erlbaum. ISBN: 0-8058-4341-8.
- Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Boynton/Cook. ISBN: 0867093757
- Yule, G. (2110). *The Study of Language (4<sup>th</sup> ed.)*. NY: Cambridge University Press. ISBN:978052174230

Journal articles students will retrieve from the library as listed in the syllabus. Book chapters available on class D2L forum.

- Blount, A. (1912). Some Problems of Grammatical Terminology. *The English Journal*. 1, 377-378
- Davis, F. (1984). In defense of grammar. *English Education*, 16, 150-66.
- Hartwell, P. (1985). Grammar, grammars, and the teaching of grammar. *College English*, 147, 105-127.
- Hopkins, E. M. (1912). Four Problems for the Council, *The English Journal*. 1, 49
- Johnson, R. I. (1915). The Value of a Mistake. *The English Journal*. 4, 311-314.

- Levin, S. R. (1960). Comparing Traditional and Structural Grammar. *College English*, 21, 260-265.
- Rounds, C. R. (1912). Uniform Grammatical Nomenclature. *The English Journal*. 1, 52-53 .
- Shaklee, M. (2009). The rise of Standard English. In Shopen, T., & Williams, J. M. (Ed.), *Standards and dialects in English* (pages 32-62).
- Smagorinsky, P., Wilson, A., & Moore, C. (2011). Teaching Grammar and Writing: A Beginning Teacher's Dilemma. *English Education* 43. 262-292.
- Williamson, M. M. (1986). Common sense meets research: The debate over grammar instruction in composition. *English Record*. 34 (1), 13-16.

#### VIII. Special resource requirements

None

#### IX. Bibliography

- Andrews, L. (2006). *Language exploration and awareness (3rd Edition)*. Mahwah: Lawrence Erlbaum. ISBN: 0-8058-4308-6
- Azar, B. S., & Stacy A. Hagen, S. A. (2009). *Understanding and Using English Grammar (4<sup>th</sup> ed.)*. White Plains, NY: Pearson Longman.
- Blount, A. (1912). Some Problems of Grammatical Terminology. *The English Journal*. 1, 377-378
- Davis, F. (1984). In defense of grammar. *English Education*, 16, 150-66.
- Fountain, A. (1940). The Problem of the Poorly Prepared Student, *College English*. 1, 309-322
- Flynn, J. E. (2011). The language of power: beyond the grammar book. *English Journal*. 100, 27.
- Hartwell, P. (1985). Grammar, grammars, and the teaching of grammar. *College English*, 147, 105-127.
- Hopkins, E. M. (1912). Four Problems for the Council, *The English Journal*. 1, 49.
- Johnson, R. I. (1915). The Value of a Mistake. *The English Journal*. 4, 311-314.
- Kelly, & Richards, B. (1959). Grammar Is Not a Purple Turtle. *The English Journal*. 48, 199-205+212
- Levin, S. R. (1960). Comparing Traditional and Structural Grammar. *College English*, 21, 260-265.
- Morenberg, M. (2009). *Doing Grammar: Fourth Edition*. NY: Oxford.
- O'Neil, W. (2009). Our Collective Phonological Illusion. In Shopen, T., & Williams, J.M. (Eds.), *Standards and dialects in English*. Winthrop Publishers: Cambridge, MA.
- Payne, T. E. (2011). *Understanding English grammar*. Cambridge University Press: NY. ISBN 978-0-521-75711-9
- Perez, B. (Ed.). (2004). *Sociocultural contexts of language and literacy (2<sup>nd</sup> Edition)*. Mahwah: Lawrence Erlbaum. ISBN: 0-8058-4341-8.
- Rounds, C. R. (1912). Uniform Grammatical Nomenclature. *The English Journal*. 1, 52-53
- Shaklee, M. (2009). The rise of Standard English. In Shopen, T., & Williams, J. M. (Ed.), *Standards and dialects in English* (pages 32-62). Winthrop Publishers: Cambridge, MA.
- Smagorinsky, P., Wilson, A., & Moore, C. (2011). Teaching Grammar and Writing: A Beginning Teacher's Dilemma. *English Education* 43. 262-292.
- Thomas, R. Concord Based on Meaning versus Concord Based on Form: The Indefinites. *College English*, 1, 38-45.

- Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Boynton/Cook. ISBN: 0867093757
- Wykoff, G. (1939). An Open Letter to the Educational Experts on Teaching Composition. *College English*, 1, 140-146.
- Williams, R. D. (1959). Linguistics and Grammar. *The English Journal*. 48, 388-392
- Williamson, M. M. (1986). Common sense meets research: The debate over grammar instruction in composition. *English Record*. 34 (1), 13-16.
- Zuidema, L. (2011). Contentious Conversations. *English Journal* 101. 1 43-45.

**ENGL 415/515 Student Outcomes Assessment Matrix**

<b>Assignments Assessed</b>	<b>Course Outcomes</b>	<b>ENGL Ed Program Objectives</b>	<b>NCTE Standards</b>	<b>INTASC Standards</b>	<b>Danielson's Conceptual Framework (Category)</b>
<p><b>WRITING</b>                      Check-ins                      Language Acquisition Journal (weekly posts to the online forum):                       Writing to Learn (weekly posts to the online forum)                      Morphology exercise*                      Metaphor exercise                      Phonology exercise                      Etymology exercise                       Grammar Lessons &amp; Power Point Presentation                      Speech acts exercise*                      Final activity                      For MATE: Grammar Position Paper and Professional Website</p>	<p>1  1, 2, 3, 5, 6, 7  8  8 8 4, 9, 10, 11 9, 11 9, 11</p>	<p>I.A, 1c, I.B, I.E, 1i, IG</p>	<p>3.1.3  3.1.4, 3.1.6, 3.1.7        3.1.1  3.1.1  3.1.1</p>	<p>2, 3, 5, 6</p>	<p>I.  I.        III.   IV. III., IV.</p>
<p><b>READING</b>                      Reading text and articles                      Reading the Internet (Reading assignments, writing to learn, group discussion, &amp; leading class discussions)                      NOTE: assessment of these items occurs through the Language Acquisition Journal and Writing to Learn weekly posts listed above in WRITING as well as through various discussion formats listed below in SPEAKING.</p>	<p>1, 3, 5, 6, 7, 9</p>	<p>1b, 1e, 2a, 2e, 2f, 2g</p>	<p>3.1.6 3.1.4</p>	<p>1, 4, 9</p>	<p>I.</p>
<p><b>SPEAKING</b>                      Class discussion/ participation including:                      -Leading group</p>					

<b>Assignments Assessed</b>	<b>Course Outcomes</b>	<b>ENGL Ed Program Objectives</b>	<b>NCTE Standards</b>	<b>INTASC Standards</b>	<b>Danielson's Conceptual Framework (Category)</b>
discussion -Group discussions -Discussion of homework exercises Final culminating activity	10, 11  10, 11 1, 6, 8, 10  10, 11	1b, f, g; 2a, f, h	3.1.3, 3.1.4, 3.1.6, 3.1.7	4, 5, 8	I., II., III.   III., IV.
<b>LISTENING and/or VIEWING</b> Class participation/sharing Reader response sharing, i.e., writing to learn, class discussion of readings NOTE: assessment of these items occurs through the Writing to Learn weekly posts listed above in WRITING as well as through various discussion formats listed below in SPEAKING.	1, 10, 11 2, 3, 5, 6, 7, 8	1b, f; 2a, f, h	3.1.4, 3.1.7 3.1.1, 3.1.4, 3.1.7	6, 7, 8, 10	I., II.

\* These are the two required key assessment techniques (KARS). (Approved 8/25/04)

b. **Rationale:** This course will be required for graduate students in the Master of Arts in Teaching English (MATE) program. English education students in both the MATE and BSED in English Education are required to take a course in language acquisition and the teaching of grammar. ENGL 415 is replacing ENGL 330: Structures of English for BSED majors, and ENGL 515 will replace English 692: American English Grammar as a requirement for MATE students who require more study and focus on secondary English language arts pedagogy. ENGL 515 will only replace the requirement for students in the MA in Teaching English program (MATE). This dual-level 415/515 course will allow the consolidation of both MATE and BSED students in English education and focus on the specific requirements for certification as established for program certification in both programs.

c. **Other courses or programs:** No changes to content of other existing courses, no overlap, no other department.

d. **Variable credit:** No variable credit.

e. **Teaching Plan:** This is a combination seminar, lecture-based course taught by one instructor.

f. **Special Topics:** This was never a special topics course.



g. Comparisons:

**University of Pittsburgh MAT English--**

**IL 2257 - TEACHING ENGLISH LANGUAGE LEARNERS**

THIS COURSE WILL EXPLORE STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS (ELL'S) IN FORMAL AND INFORMAL EDUCATION SETTINGS. STUDENTS WILL BE INTRODUCED TO FOUNDATIONAL THEORIES AND CURRENT RESEARCH ON THE SOCIAL AND ACADEMIC FACTORS THAT INFLUENCE ELLS LEARNING EXPERIENCES. THE CLASS WILL INCLUDE A VIDEO COMPONENT SO STUDENTS CAN OBSERVE INSTRUCTIONAL APPROACHES FOR WORKING WITH LINGUISTICALLY AND CULTURALLY DIVERSE ELLS.

**Credits: 3.0**

**Duquesne University MS Ed. English--**

**ENGL 564 Modern English Grammar 3 cr.**

An introduction to the basic principles and methods of modern linguistics, emphasizing phrase structure grammar and its practical application to teaching. Lecture

**Farleigh Dickinson University MAT--**

**EDUC6565**

***Second Lang Acquis: Meth & Curr***

3.00 A This course is designed to offer the student the opportunity to explore various methods, techniques, and approaches to the teaching of Second Language Acquisition: Methods and Curriculum. Knowledge derived from the linguistic sciences about the nature of language and how it is learned will serve as the criteria of evaluation when examining various approaches. The knowledge acquired from this endeavor will serve as a foundation for using a methodology that is eclectic in nature and considers both the cognitive and affective needs of second language learners.

**h. Standards:** IUP's undergraduate and graduate English Education Program evaluation plan is based upon evaluation criteria established by the National Council of Teachers of English (NCTE) and the National Council for the Accreditation of Teacher Education (NCATE). These criteria are enumerated and explained in *NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7 – 12* (October 2003) available online at: <http://www.ncte.org/cee/ncate/program>.

The revised course that this program revision includes is designed to meet the following NCTE/NCATE program standards (Standard 3.0 Candidate Knowledge)

- 3.1.1: Candidates integrate their knowledge of students' language acquisition and development into instruction and assessment designed to enhance students' learning.

- 3.1.3: Candidates use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language.
- 3.1.4: Candidates show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity.
- 3.1.6: Candidates incorporate an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts.
- 3.1.7: Candidates demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own effective use of language and integrate that knowledge into teaching their students to use oral and written language effectively.

### 3. Implementation

#### a. Resources:

- i) One faculty member is required to teach this course who we currently have.
- ii) We have adequate classroom space and equipment to teach this course.
- iii) No lab supplies needed.
- iv) Library holdings are adequate.
- v) No travel funds necessary.
- vi) No additional information is necessary.

b. Frequency of offering: We would like to begin offering the course this fall and then every spring and possibly fall if enrollments warrant we offer it every semester.

c. Enrollment: Anticipated student enrollment will be 25. Up to 25 students can be accommodated in the course. It involves significant writing and problem solving exercises in English structures.

### 4. Catalog Description

ENGL 415/515: English Language Studies for Teachers

Prerequisites: ENGL 202

3c-0l-3cr

Students will focus on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

### 5. Logistics

- a. Course will begin Fall 2013
- b. Confirmed course numbers
- c. CIP code is entered on Authorization Form
- d. Spring 2013

6. Miscellaneous No additional information is necessary.