

ENGL 415/515 English Language Studies for Teachers - DEAdd-2019-02-11

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Brian Carpenter	Proposer Email*	bcarpent@iup.edu
Contact Person*	Brian Carpenter	Contact Email*	bcarpent@iup.edu
Proposing Department/Unit*	English	Contact Phone*	412 370 2717

Course Level*	graduate-level, undergraduate-level
----------------------	-------------------------------------

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course - If adding to an Existing Course - please check to see if it has already been approved [HERE](#) (On Documents Page) - **before** completing the form

NOTE - if already approved - a new proposal **DOES NOT NEED TO BE COMPLETED**

Course Prefix /Number*	415/515
Course Title*	English Language Studies for Teachers
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline*	<i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i> <i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i> <i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i> Focuses on the fundamentals of language study with equal emphasis on the sound, the word, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics and functional linguistics to the teaching of English language and literature, varieties of grammar, and linguistic description of styles and registers are an integral part of the course.
Rationale for Proposal (Required Questions from CBA)	

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>Dr. Brian Carpenter teaches a variety of both face to face and online courses, and have a rich experience in both areas. Dr. Carpenter, for example, has been involved with DE since he joined IUP. He has taught multiple sections of DE for ENGL 202 and ENGL 426, which is a course for English Education teachers He has also been the principal instructor for this course for the last five years, has published on this very course (2017) and has helped restructure the course to better represent the challenges faced by English teachers in work with English varieties and structure</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>Objectives</p> <ol style="list-style-type: none"> 1. Examine their own beliefs about language and language use - Interactions with texts will mark language ideologies as well as specific written assignments to examine students' ideas about language ideology. Through readings and discussions within the online system, both professor led and student led (as these are English Education or International Scholars who take this course). These interactions are around seminal work in the field, and about ideologies of language Through interactions we work to examine our beliefs about language and language users 2. Identify and refute common misconceptions about languages and language use - Through videos and readings and discussions Posted in Discussion format in the online system Videos with interactive questions will be posted in public places with in the online learning management system 3. Recognize language diversity, privilege, and oppression within and toward different cultures with regard to word formation, grammars, and pronunciations - Each Spring this course allows Fulbright International Scholars to sit in on the course, and through interactions between students/scholars we note and highlight specific language and cultural differences. This is also achieved without the scholars presence by writing about and reflecting on videos and readings which engage topics about diversity, privilege, and oppression. Through videos and readings and discussions Posted in Discussions in the online system 4. Acquire basic skills necessary for conducting linguistic analysis and to use them to discover organizing principles of word formation, sentence structure, and pronunciation - A functional Grammar text leads the students and instructor through structured practice in the online system discussions and through professor led work in Grammar pedagogy on the online system Weekly submissions of grammar exercises will be uploaded to the learning management system and be checked for thoroughness and understanding, versus correct/incorrect 5. Recognize how mental, physical, and social factors shape and restrict the ways in which languages are used and learned - Through videos and readings and discussions Posted in Discussions in online system 6. Come to recognize that the ordinary condition of the human being is to be multicultural and multilingual Through videos and readings and discussions Posted by professor and students in Discussions in the online system 7. Analyze how and why languages change - through systematic practice in Discussions in the online system 8. Apply linguistic knowledge in the development of classroom activities that target specific learner needs - Through Discussion in public forums in the online system and in Assignments for Instructor feedback and guidance, again, in the online system 9. Use web based technology in the design of authentic professional projects - In the online system, for example, under both Assignments for Professor feedback and Discussions for peer work and peer interactions 10. Present before an audience - Via email to peers and public postings in Discussions in the online system 11. Apply these understandings to the teaching of English - Throughout the the course in Discussions in the online system and with professor modeling and peer work and postings in Discussions in the online system.
<p>How will the instructor-student and student-student interaction take place?*(if applicable)</p>	<p>Mainly through the public postings in Discussions. Both guiding and modeling interaction format in learning management system and then have students design and lead interactions in learning management system. For example, there are instructor posted readings with questions in a Discussion format where the students must respond to the questions, but then also respond with questions, comments or concerns a set number of times as well. In working through grammar work, the interactions are similar where the instructor leads the interactions with students by posting questions or by students posting responses, and then having students check peer work and raise CCC with posts, again set to a specific number of peer responses. This modeling and practice is in line with online pedagogical best practices. Interactions occur in email interactions as well</p>

<p>How will student achievement be evaluated?</p>	<p>Students are evaluated by the content and number of posts in "Chapter practice" They are evaluated on how well they present a reading and interact with the students in the online learning management system Students will be evaluated on their presentations to and follow up with students in a public interaction site on the online learning management system The final presentation, much like a final examination, will be offered and evaluated for completeness, direct references to readings from the course, material from the course, and a demonstrated (evidence) understanding of the variety of language choices we can make and what they might mean to potential students, but more teachers of English</p> <p>Grading</p> <p>Each Chapter Practice Uploaded</p> <p>Participation (being prepared, attending, being a helpful classmate)</p> <p>One Reading Presentation</p> <p>3 grammar Presentation</p> <p>Final Presentation and points from peers</p> <p>Next here are assignments posted to Assignments and Discussions in a learning management system where extensive written and oral (via audiofile notes). Assessment and Evaluation are to be used to gauge and adjust teaching and understanding, not just receive grades.</p>
<p>How will academic honesty for tests and assignments be addressed?*</p>	<p>Plagiarism</p> <p>Plagiarism is the process of presenting work as your own that is borrowed from another source without appropriate references and acknowledgements. All Assignments and Discussions will have plagiarism software activated to check for lifted information. Common forms of plagiarism are cut and pasting from web pages, copying another student's course paper, and presenting a paper from a previous course as a paper for the current course. If caught using plagiarized material your work will receive 0% and your behavior will be reported to the appropriate university authorities.</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>