

ENGL 424 Second Language Acquisition-NewCrs-2018-12-05

- 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 D. Carpenter	Proposer Email*	bcarpent@iup.edu
Contact Person*	Brian D. Carpenter	Contact Email*	bcarpent@iup.edu
Proposing Department/Unit*	English	Contact Phone*	4123702717

(A) Course Prefix*	ENGL
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 424
(C) Course Title*	Second Language Acquisition
(D) Course Level*	undergraduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>																	
<p>(M) Recommended Class Size</p>	<p>NO</p> <p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Other</p> <p>Explain (required):</p>																	
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Focuses on how people learn and develop a second language. Explores research in second language acquisition (SLA) and focuses on the multi-disciplinary nature of second language learning and use. Concentrates on the history of SLA and how understanding SLA can affect teaching and learning.</p>																	
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <table border="1" data-bbox="326 989 1485 1478"> <thead> <tr> <th data-bbox="326 989 415 1066">SLO #</th> <th data-bbox="415 989 699 1066">Outcome</th> <th data-bbox="699 989 1485 1066">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1066 415 1182">1</td> <td data-bbox="415 1066 699 1182">Analyze the principles and processes that govern second language learning and use.</td> <td data-bbox="699 1066 1485 1182">The outcome is assess using dynamic assessment daily, and through the reading presentations where students understand and engage SLA concepts in valued SLA academic works and apply the concepts through class presentations via interactions with students and teacher. In particular the Concepts in Practice section.</td> </tr> <tr> <td data-bbox="326 1182 415 1297">2</td> <td data-bbox="415 1182 699 1297">Appraise research findings in the field, to develop a research project, and to write about research.</td> <td data-bbox="699 1182 1485 1297">This outcome is assessed by the Presentation of Articles in and to the class, as well as creating a research project (or term project).</td> </tr> <tr> <td data-bbox="326 1297 415 1434">3</td> <td data-bbox="415 1297 699 1434">Compare and contrast the relationships between SLA research, second language instruction, and public schooling.</td> <td data-bbox="699 1297 1485 1434">This outcome is assessed with the Assessment Design for Elementary and Secondary ELL.</td> </tr> <tr> <td data-bbox="326 1434 415 1478"></td> <td data-bbox="415 1434 699 1478"></td> <td data-bbox="699 1434 1485 1478"></td> </tr> </tbody> </table>			SLO #	Outcome	How outcome is assessed	1	Analyze the principles and processes that govern second language learning and use.	The outcome is assess using dynamic assessment daily, and through the reading presentations where students understand and engage SLA concepts in valued SLA academic works and apply the concepts through class presentations via interactions with students and teacher. In particular the Concepts in Practice section.	2	Appraise research findings in the field, to develop a research project, and to write about research.	This outcome is assessed by the Presentation of Articles in and to the class, as well as creating a research project (or term project).	3	Compare and contrast the relationships between SLA research, second language instruction, and public schooling.	This outcome is assessed with the Assessment Design for Elementary and Secondary ELL.			
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(P) Brief Course Outline*

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

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

direct faculty instruction, there should be a minimum of two hours of out of class student work.

In this course we will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complex nature of language learning and use. Linguistic, cognitive, psychological, and social processes that underlie language learning and use will be introduced and current research findings will be examined from the perspective of both the SLA researcher and the language teaching professional. We will also be examining the how acquisition may affect, particularly, adolescents and how acquisition may be affected by schooling and schooling interactions, both elementary, middle, and high schools. As well as touching one possible differences or similarities across a variety of ages and cultures.

Week 1 Syllabus Introductions

Opening experiential activity

Week 2 Introduction to Second Language Acquisition

Compare and contrast the Saville-Troike and Barto texts

Application of Ideas explanation/Presentation of Articles outline

Week 3 The Linguistics of SLA/Discussion of Assigned Readings

Explain Term Project Explanation

Week 4 The Psychology of SLA/ 524 Presentations Begin

Explain and Argue for Assessment design for Elementary and Secondary ELL

Week 5 Social Contexts for SLA

Exploring where and what SLA looks like in communities

Week 6 Acquiring Knowledge in L2

How might L2 learning be different from L1 learning

Week 7 L2 Teaching and Learning

Week 8 Alternative Approaches to SLA

Using the Atkinson Text to explore non-traditional views to SLA

Week 9 Sociocultural Approaches to SLA

Using the Lantolf to unpack Sociocultural learning and how it can affect SLA

Term Project Progress Report

Week 10 Chaos Theory and SLA

Using the Larsen-Freeman text

Week 11 Identity Approaches to SLA

Analyzing how identity work can aid SLA using the Norton text

Week 12 Language Socialization Approaches

Building off Lantolf, use the Duff text to analyze and evaluate LS approaches

Week 13 Socio Cognitive Approach

Finishing approaches with Atkinson text

Week 14 Assessment Design Presentation

Week 15 Final In-class Reflection

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course is being proposed as undergraduate course designed to allow students to obtain the ESL Specialist Add on Certification for the Pennsylvania Department of Education. This program currently exists at the graduate level (with PDE approval) but there are not undergraduate courses offered which can be used to have current Education students (all subjects getting Instructional 1 certificates) get this Add on Certificate (which makes them more marketable). This course will be part of 4 other courses that will allow the PDE ESL Specialist to be obtained.
(R) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course will allow current IUP undergraduates to work toward a very valuable ESL Specialist Add on certificate in addition to their Instructional 1 certificate they are getting in Education at IUP.</p>
(S) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>Other</p> <p>If Other, please explain:</p> <p>For students wanting to add the ESL Specialist Add On certificate to their Initial Teaching Certificate, this course is necessary.</p>
(T) Is a Similar Class Offered in Other Departments? *	<p>NO</p> <p>Please Provide Comment:</p> <p>This course is based on ENGL 624, Second Language Acquisition, which is a current graduate course at IUP in the TESOL program.</p>
(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	<p>YES</p> <p>Please Provide Comment:</p> <p>This course, in conjunction with the others that will comprise the ESL Specialist Add on, provide IUP with a unique opportunity to provide our education students with a very sought after certificate which in turn makes them more valuable in the Education market. ESL populations are continually growing and there is a shortage of certified educators to meet the demand.</p>
(V) Who is the Target Audience for the Course?*	<p>Other</p> <p>If Other, please explain:</p> <p>Though it can be an open elective, it will be primarily targeted to current Education majors. All Education majors from Early Childhood to Secondary Education students across content disciplines.</p>
(W) Implications for Other Departments*	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>Can provide Primary and Secondary Education (Math, Social Studies, English, etc.) students with valuable content as they complete the ESL Specialist Add on Certificate.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>The English Department currently houses the ESL Specialist Add on Certificate for graduate students who hold an Instructional 1 or 2 Teaching Certificate. This program has been discussed and is supported at IUP by Dr. Sue Rieg, Dean's Associate for Educator Preparation and Director of Professional Development School Partnerships.</p>

<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<p style="text-align: center;">File Modified</p> <hr/>
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>There are a number of faculty members who can teach this course including Drs. Porter, Carpenter, Park, Savova, and Sanchez-Martin.</p>

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p>
<p>Course Prefix /Number</p>	<p>ENGL 424</p>
<p>Course Title</p>	<p>Second Language Acquisition</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

Brief Course Outline

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Week 14 Assessment Design Presentation**Week 15 Final In-class Reflection**

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Qualified instructors, Dr. Brian Carpenter, Dr. Emily Wender, Dr. Sanchez-Martin, and Dr. Lily Savova teach a variety of both face to face and online courses, and have a rich experience in both areas. Dr. Carpenter, for example taught the last section of Introduction to Linguistics, which had a heavy SLA component to it. He has also taught SLA in graduate school, and currently writes on ELL issues in the field of English Language Learning. Dr. Savova has taught recent iterations of this course and is very active in the TESOL and language learning world. Each teacher has experience in teaching in online learning environments. Drs Wender and Sanchez-Martin both have experience in online environments For example, Dr Wender has and currently teaches 202 online, and has for her entire tenure at IUP Dr Sanchez-Martin, likewise has experience as PhD student teaching in online environments</p>																	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<table border="1"> <thead> <tr> <th data-bbox="305 470 394 548">SLO #</th> <th data-bbox="394 470 711 548">Outcome</th> <th data-bbox="711 470 1487 548">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 548 394 659">1</td> <td data-bbox="394 548 711 659">Analyze the principles and processes that govern second language learning and use.</td> <td data-bbox="711 548 1487 659">The outcome is assess using dynamic assessment daily, and through the reading presentations where students create and lead discussion in the online learning software. This outcome is also assessed when students create their Assessment Design for Elementary and Secondary ELL</td> </tr> <tr> <td data-bbox="305 659 394 772">2</td> <td data-bbox="394 659 711 772">Appraise research findings in the field, to develop a research project, and to write about research.</td> <td data-bbox="711 659 1487 772">This outcome is assessed by the Presentation of Articles in a Discussion in the online learning environment where students/teacher present and moderate Q and A to the class, as well as creating a research project (or term project).</td> </tr> <tr> <td data-bbox="305 772 394 886">3</td> <td data-bbox="394 772 711 886">Compare and contrast the relationships between SLA research, second language instruction, and public schooling.</td> <td data-bbox="711 772 1487 886">This outcome is assessed with the Assessment Design for Elementary and Secondary ELL which is uploaded to the online learning environment</td> </tr> <tr> <td data-bbox="305 886 394 932">4.</td> <td data-bbox="394 886 711 932"></td> <td data-bbox="711 886 1487 932"></td> </tr> </tbody> </table>			SLO #	Outcome	How outcome is assessed	1	Analyze the principles and processes that govern second language learning and use.	The outcome is assess using dynamic assessment daily, and through the reading presentations where students create and lead discussion in the online learning software. This outcome is also assessed when students create their Assessment Design for Elementary and Secondary ELL	2	Appraise research findings in the field, to develop a research project, and to write about research.	This outcome is assessed by the Presentation of Articles in a Discussion in the online learning environment where students/teacher present and moderate Q and A to the class, as well as creating a research project (or term project).	3	Compare and contrast the relationships between SLA research, second language instruction, and public schooling.	This outcome is assessed with the Assessment Design for Elementary and Secondary ELL which is uploaded to the online learning environment	4.		
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<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>Instructor/student and student/student interactions will take place in the online learning environment, though primarily in the Discussion section of the online learning system, though certainly email and other similar modes allow for interactions between both teacher and student</p>																	
<p>How will student achievement be evaluated?</p>	<p>Student achievement is evaluated by uploading assignments and work to the online learning system The student work is evaluated by number and content of interactions, and by developing and leading online interactions in the online system</p>																	
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Plagiarism software will be enabled on all postings to track academic integrity. And generally, each iteration of the course is unique in geography requirements for some assignments (for example School District selection, if required).</p>																	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)

Section 1

Learning Skills:

Knowledge Area:

Liberal Studies Elective

Please mark the competencies(s) that apply - must meet at least one

How does this course fit into the designation you indicated above?

Expected Undergraduate Student

Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.

Learning Outcomes

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

(EUSLOs)

Map the Course Outcome to the EUSLO's

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 	
<ul style="list-style-type: none"> The aesthetic facets of human experience 	
<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> effective oral and written communication abilities 	
<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	

	<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> intellectual honesty 	
	<ul style="list-style-type: none"> concern for social justice 	
	<ul style="list-style-type: none"> civic engagement 	
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	

How will each outcome be measured
(note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal


Course SLO #	Assessment Tool to be used to measure the outcome
1	
2	
3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items				
Course Designations:					
Key Assessments					
	For both new and revised courses, please attach (see the program education coordinator): <ul style="list-style-type: none">• The Overall Program Assessment Matrix• The Key Assessment Guidelines• The Key Assessment Rubric <table border="1"><thead><tr><th data-bbox="461 537 505 558">File</th><th data-bbox="537 537 621 558">Modified</th></tr></thead><tbody><tr><td colspan="2" data-bbox="396 581 638 602">No files shared here yet.</td></tr></tbody></table> <ul style="list-style-type: none">• Drag and drop to upload or browse for files 	File	Modified	No files shared here yet.	
File	Modified				
No files shared here yet.					
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>				

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>