

ENGL 441 Topics in ELL and Public ESOL Education- 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

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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*	412 370 2717

(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> 441
(C) Course Title*	Topics in ELL and Public ESOL Education
(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>distance-education</p>																
<p>(M) Recommended Class Size</p>	<p>NO</p> <p>Number (Enter Zero if No):0</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>Explores major trends in English Language Learner (ELL) education. Focuses on current topics and trends in the field of English as a Second Language in both public and non-traditional schooling settings.</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 1035 1484 1430"> <thead> <tr> <th data-bbox="326 1035 418 1115">SLO #</th> <th data-bbox="418 1035 1008 1115">Outcome</th> <th data-bbox="1008 1035 1484 1115">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1115 418 1203">1</td> <td data-bbox="418 1115 1008 1203">Analyze and evaluate research on English Language Learners (ELL) in both public schooling and non-public schooling situations.</td> <td data-bbox="1008 1115 1484 1203">This outcome is assessed during the reading and student presentation work and during the creation of a lesson plan for ELL.</td> </tr> <tr> <td data-bbox="326 1203 418 1272">2</td> <td data-bbox="418 1203 1008 1272">Create lesson plans for ELL for teaching in traditional and/or non-traditional learning situations.</td> <td data-bbox="1008 1203 1484 1272">This outcome is assessed during the Lesson Plan creation activities.</td> </tr> <tr> <td data-bbox="326 1272 418 1341">3</td> <td data-bbox="418 1272 1008 1341">Question the structure and scope of the influences on pedagogical choices in ESL contexts</td> <td data-bbox="1008 1272 1484 1341">These outcomes are assessed by the annotated bibliography, and lesson plan creation.</td> </tr> <tr> <td data-bbox="326 1341 418 1430">4.</td> <td data-bbox="418 1341 1008 1430">Distinguish the variety of learning situations of ELL and to create an Action Research topic to address a particular area of need in the ELL/ESL community.</td> <td data-bbox="1008 1341 1484 1430">This will be assessed with Action Research topic assignment.</td> </tr> </tbody> </table>		SLO #	Outcome	How outcome is assessed	1	Analyze and evaluate research on English Language Learners (ELL) in both public schooling and non-public schooling situations.	This outcome is assessed during the reading and student presentation work and during the creation of a lesson plan for ELL.	2	Create lesson plans for ELL for teaching in traditional and/or non-traditional learning situations.	This outcome is assessed during the Lesson Plan creation activities.	3	Question the structure and scope of the influences on pedagogical choices in ESL contexts	These outcomes are assessed by the annotated bibliography, and lesson plan creation.	4.	Distinguish the variety of learning situations of ELL and to create an Action Research topic to address a particular area of need in the ELL/ESL community.	This will be assessed with Action Research topic assignment.
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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.

Week/Day	Class Title
Week 1	Course Introduction
Week 2	Standards and Professionalism in ELL classrooms Assess and describe standards from PDE
Week 3	What the research says Topic Selection for Reading Presentations Analyze and evaluate areas of interest
Week 4	ELL populations Discover populations using census and MLA language maps
Week 5	Begin Student Reading Presentations Create Interactions around meaningful texts
Week 6	The Language of Schooling and ELL Describe and assess varieties of language use setting and users
Week 7	Understanding the Public Sphere Continuing with Reading Presentations Examine how Public schooling and community resources affect ELL
Week 8	Current Trends in ELL Research Recognize history of current approaches
Week 9	Scaffolding Language and Public School Classrooms Discuss learning and development, and distinguish types of scaffolding
Week 10	Annotated Bibliography Evaluate sources
Week 11	Lesson Plan Presentations Demonstrate Praxis
Week 12	Lesson Plan Presentations
Week 13	Action Research Proposals Evaluate community (public school) need, Compose an Action Research plan
Week 15	In-class Reflection

Rationale for Proposal

(Q) Why is this Course Being Proposed?*

This course is being proposed as an undergraduate level 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 get this Add on Certificate (which makes them more marketable).

<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course allows 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>				
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<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>				
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>This course is based on ENGL 641, Topics in ESL Pedagogy, which is a current graduate course at IUP in the TESOL program.</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<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>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Other</p> <p>If Other, please explain:</p> <p>Though this course 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>				
<p>(W) Implications for Other Departments*</p>	<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>This course 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>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>	<table border="1"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
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(Y) Are the Resources Adequate?*	<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>Qualified instructors, Dr. Brian Carpenter, Dr. Emily Wender, Dr. Sanchez-Martin, Dr. Lily Savova, and Dr. Curtis Porter 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 component on working with ELL and topics in ESL to it. He has also taught ESL topics at IUP and in graduate school, and currently writes on ELL issues in the field of English Language Learning. Dr. Porter has taught recent iterations of this course and is very active in the TESOL and language learning world.</p>
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Distance Education Section

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

If Completing this Section, Check the Box to the Right:	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p>
Course Prefix /Number	ENGL 441
Course Title	opics in ELL and Public ESOL Education
Type of Proposal	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

Brief Course Outline

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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, 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="394 470 802 548">Outcome</th> <th data-bbox="802 470 1485 548">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 548 394 659">1</td> <td data-bbox="394 548 802 659">Analyze and evaluate research on English Language Learners (ELL) in both public schooling and non-public schooling situations.</td> <td data-bbox="802 548 1485 659">This outcome is assessed during the reading and student presentation work submitted to a Discussion section in the online learning environment and during the creation of a lesson plan for ELL, which is uploaded for the professor in the online learning environment.</td> </tr> <tr> <td data-bbox="305 659 394 751">2</td> <td data-bbox="394 659 802 751">Create lesson plans for ELL for teaching in traditional and/or non-traditional learning situations.</td> <td data-bbox="802 659 1485 751">This outcome is assessed during the Lesson Plan creation activities which is uploaded for the professor in the online learning environment .</td> </tr> <tr> <td data-bbox="305 751 394 863">3</td> <td data-bbox="394 751 802 863">Distinguish the structure and scope of the influences on pedagogical choices in ESL contexts</td> <td data-bbox="802 751 1485 863">These outcomes are assessed by the annotated bibliography, and lesson plan creation. Both AB and LP uploaded in the online learning system, though LP is created and discussed in a public Discussion section of the online system.</td> </tr> <tr> <td data-bbox="305 863 394 974">4.</td> <td data-bbox="394 863 802 974">Distinguish the variety of learning situations of ELL and to create an Action Research topic to address a particular area of need in the ELL/ESL community.</td> <td data-bbox="802 863 1485 974">This will be assessed with Action Research topic assignment, which is created and interacted with in a public section of the online learning system, but is ultimately uploaded to professor in the online learning system.</td> </tr> </tbody> </table>			SLO #	Outcome	How outcome is assessed	1	Analyze and evaluate research on English Language Learners (ELL) in both public schooling and non-public schooling situations.	This outcome is assessed during the reading and student presentation work submitted to a Discussion section in the online learning environment and during the creation of a lesson plan for ELL, which is uploaded for the professor in the online learning environment.	2	Create lesson plans for ELL for teaching in traditional and/or non-traditional learning situations.	This outcome is assessed during the Lesson Plan creation activities which is uploaded for the professor in the online learning environment .	3	Distinguish the structure and scope of the influences on pedagogical choices in ESL contexts	These outcomes are assessed by the annotated bibliography, and lesson plan creation. Both AB and LP uploaded in the online learning system, though LP is created and discussed in a public Discussion section of the online system.	4.	Distinguish the variety of learning situations of ELL and to create an Action Research topic to address a particular area of need in the ELL/ESL community.	This will be assessed with Action Research topic assignment, which is created and interacted with in a public section of the online learning system, but is ultimately uploaded to professor in the online learning system.
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<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>Student/student or teacher/student interactions will take place in the Discussions section of the online learning system. This allows for interactions to be started by either teacher or student depending on the requirements. The interactions occur within the online system but interactions can also occur in email communications or online meeting platforms as well.</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>The course will use antiplagarism software to ensure original work</p>																	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies 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 Liberal Studies
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Liberal Studies Course Designations (Check all that apply)																									
Section 1																									
Learning Skills:																									
Knowledge Area:																									
Liberal Studies Elective	<i>Please mark the competencies(s) that apply - must meet at least one</i>																								
How does this course fit into the designation you indicated above?																									
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number. See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 80%; padding: 5px;">Informed Learners demonstrate:</th> <th style="width: 20%; padding: 5px;">Course SLO #</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">• the ways of modeling the natural, social and technical worlds</td> <td></td> </tr> <tr> <td style="padding: 5px;">• The aesthetic facets of human experience</td> <td></td> </tr> <tr> <td style="padding: 5px;">• the past and present from historical, philosophical and social perspectives</td> <td></td> </tr> <tr> <td style="padding: 5px;">• the human imagination, expression and traditions of many cultures</td> <td></td> </tr> <tr> <td style="padding: 5px;">• the interrelationships within and across cultures & global communities</td> <td></td> </tr> <tr> <td style="padding: 5px;">• the interrelationships within and across disciplines</td> <td></td> </tr> <tr> <th style="padding: 5px;">Empowered Learners demonstrate:</th> <th style="padding: 5px;">Course SLO #</th> </tr> <tr> <td style="padding: 5px;">• effective oral and written communication abilities</td> <td></td> </tr> <tr> <td style="padding: 5px;">• ease with textual, visual and electronically-mediated literacies</td> <td></td> </tr> <tr> <td style="padding: 5px;">• problem solving skills using a variety of methods and tools</td> <td></td> </tr> <tr> <td style="padding: 5px;">• information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources</td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	• the ways of modeling the natural, social and technical worlds		• The aesthetic facets of human experience		• the past and present from historical, philosophical and social perspectives		• the human imagination, expression and traditions of many cultures		• the interrelationships within and across cultures & global communities		• the interrelationships within and across disciplines		Empowered Learners demonstrate:	Course SLO #	• effective oral and written communication abilities		• ease with textual, visual and electronically-mediated literacies		• problem solving skills using a variety of methods and tools		• information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources	
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	<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.

<p>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.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education 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 Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin: 0 auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></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>