

ENGL 442 Cross-Cultural Communication-NewCrs-2018-12-04

- 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*	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> 442
(C) Course Title*	Cross-Cultural Communication
(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:0</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):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, issues, research, and exploration in cross-cultural communication. Introduces conceptual frameworks for understanding cross-cultural communication in and out of the classroom.</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 1014 1485 1522"> <thead> <tr> <th data-bbox="326 1014 415 1087">SLO #</th> <th data-bbox="415 1014 919 1087">Outcome</th> <th data-bbox="919 1014 1485 1087">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1087 415 1182">1</td> <td data-bbox="415 1087 919 1182">Analyze and evaluate specific issues in cross-cultural communication</td> <td data-bbox="919 1087 1485 1182">This outcome will be partially assessed with teacher/student led and developed Q & A around texts and this outcome will be partially assessed by the Research Project</td> </tr> <tr> <td data-bbox="326 1182 415 1276">2</td> <td data-bbox="415 1182 919 1276">Categorize and appraise concepts regarding approaches in enhancing cross-cultural communication.</td> <td data-bbox="919 1182 1485 1276">This outcome will be partially assessed by the professional development project and the Q & A with texts and resources</td> </tr> <tr> <td data-bbox="326 1276 415 1413">3</td> <td data-bbox="415 1276 919 1413">Create a research project or a community project using relevant cross-cultural communication that can affect community or public schooling contexts</td> <td data-bbox="919 1276 1485 1413">This outcome will be assessed by the Research project. This outcome will be assessed by the PDP</td> </tr> <tr> <td data-bbox="326 1413 415 1522">4</td> <td data-bbox="415 1413 919 1522">Assemble research findings while analyzing specific cross-cultural contexts</td> <td data-bbox="919 1413 1485 1522">This outcome will be assessed by the Joint Intercultural project</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Analyze and evaluate specific issues in cross-cultural communication	This outcome will be partially assessed with teacher/student led and developed Q & A around texts and this outcome will be partially assessed by the Research Project	2	Categorize and appraise concepts regarding approaches in enhancing cross-cultural communication.	This outcome will be partially assessed by the professional development project and the Q & A with texts and resources	3	Create a research project or a community project using relevant cross-cultural communication that can affect community or public schooling contexts	This outcome will be assessed by the Research project. This outcome will be assessed by the PDP	4	Assemble research findings while analyzing specific cross-cultural contexts	This outcome will be assessed by the Joint Intercultural project
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<p>(P) Brief Course Outline*</p>	<p><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></p> <p><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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Wk 1 Introduction to the course and to D2L and Exploring culture</p> <p>Wk 2 Culture and language</p> <p>Analyze readings and videos to explore both</p> <p>Wk 3 Culture and nonverbal communication</p> <p>Compare/contrast cultural communication</p> <p>Wk 4 Culture and identity</p> <p>Using narrative work to identify home culture and identity and then exploring other cultures</p> <p>Wk 5 Culture shock and cross-cultural adjustment</p> <p>Examine how culture shock manifests itself in learning environments</p> <p>Wk 6 Traditional ways of addressing culture</p> <p>Wk 7 Culture and education</p> <p>Distinguish the variety of ways culture/education intersect and how that might affect learners</p> <p>Wk 8 Public education in other cultures</p> <p>Videos of learning in traditional and non-traditional settings</p> <p>Wk 9 Public education in US settings</p> <p>How US education differs from other nations (ie national curriculum)</p> <p>Wk 10 Culture and social responsibility</p> <p>Wk 11 Research project: meetings with professor to discuss project and assign areas</p> <p>Wk 12 Joint Intercultural Sharing Project.</p> <p>Wk 13 Research Project: Poster Presentations. Posters</p> <p>Wk 14 Professional Development Project</p> <p>Wk 15 Final Letter of Reflection</p>
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<p style="text-align: center;">Rationale for Proposal</p>	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>This course is being proposed as an 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 get this Add on Certificate (which makes them more marketable).</p>
<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 642, Cross Cultural Communication, 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 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>
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (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>	<p>File Modified</p> <hr/>

(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 has taught Cross Cultural Communication at the University of Pittsburgh. He has also taught about ELL/ESL culture and learning at IUP and in graduate school, and currently writes on issues in the field of mixed culture situations. Dr. Savova 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 442
Course Title	Cross Cultural Communicaton
Type of Proposal	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

<p>Brief Course Outline</p>	<p><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></p> <p><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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Wk 1 Introduction to the course and to D2L and Exploring culture</p> <p>Wk 2 Culture and language</p> <p>Analyze readings and videos to explore both</p> <p>Wk 3 Culture and nonverbal communication</p> <p>Compare/contrast cultural communication</p> <p>Wk 4 Culture and identity</p> <p>Using narrative work to identify home culture and identity and then exploring other cultures</p> <p>Wk 5 Culture shock and cross-cultural adjustment</p> <p>Examine how culture shock manifests itself in learning environments</p> <p>Wk 6 Traditional ways of addressing culture</p> <p>Wk 7 Culture and education</p> <p>Distinguish the variety of ways culture/education intersect and how that might affect learners</p> <p>Wk 8 Public education in other cultures</p> <p>Videos of learning in traditional and non-traditional settings</p> <p>Wk 9 Public education in US settings</p> <p>How US education differs from other nations (ie national curriculum)</p> <p>Wk 10 Culture and social responsibility</p> <p>Wk 11 Research project: meetings with professor to discuss project and assign areas</p> <p>Wk 12 Joint Intercultural Sharing Project.</p> <p>Wk 13 Research Project: Poster Presentations. Posters</p> <p>Wk 14 Professional Development Project</p> <p>Wk 15 Final Letter of Reflection</p>
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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>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>
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<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>SLO #</p>	<p>Outcome</p>	<p>How outcome is assessed</p>
	1	Analyze and evaluate specific issues in cross-cultural communication	This outcome will be partially assessed with teacher/student led and developed Q & A around texts within the online learning system and this outcome will be partially assessed by the Research Project and then uploaded in the online learning system
	2	Categorize and appraise concepts regarding approaches in enhancing cross-cultural communication.	This outcome will be partially assessed by the professional development project which is discussed in the public section of the online learning systems and the Q & A with texts and resources which occurs in the online learning system
	3	Create a research project or a community project using relevant cross-cultural communication that can affect community or public schooling contexts	This outcome will be assessed by the Research project which is uploaded in the online learning system. This outcome will be assessed by the PDP which is uploaded in the online learning system but also disseminated in the community.
	4	Assemble research findings while analyzing specific cross-cultural contexts	This outcome will be assessed by the Joint Intercultural project, which uploaded in the online learning system.
<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>Anti-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.</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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<p>Liberal Studies Course Designations (Check all that apply)</p>	
<p>Section 1</p>	
<p>Learning Skills:</p>	

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)	<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>																														
Map the Course Outcome to the EUSLO's	<table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td></td> </tr> </tbody> </table>	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 informatoin 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 	
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	<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.

Teacher Education Section

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

<p>If Completing this Section,</p> <p>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: 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>