

# ENGL 820 Quantitative Research in Composition and Applied Linguistics-NewCrs-2016-03-31

- 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-NewCrs-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**” 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*

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<b>Proposing Department/Unit*</b>	English	<b>Contact Phone*</b>	724-357-5631

<b>(A) Course Prefix*</b>	See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a> ENGL
<b>(B) Course Number*</b>	<i>If Dual Listed, enter both course numbers</i> 820
<b>(C) Course Title*</b>	Quantitative Research in Composition and Applied Linguistics
<b>(D) Course Level*</b>	graduate-level
<b>(E) Cross Listed*</b>	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
<b>(F) Variable Credit*</b>	NO If YES, enter the number of credits:
<b>(G) Variable Title*</b>	NO If YES, enter the title(s):

<b>(H) Number of Credits*</b>	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<b>(I) Prerequisite(s)</b>	ENGL 800
<b>(J) Co-requisite(s)</b>	<i>This means that another course must be taken in the same semester as the proposed course</i>
<b>(K) Additional Information</b>	<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>
<b>(L) Recommended Class Size</b>	<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>Pedagogical</p> <p>Explain (required):</p>
<b>(M) Catalog Description*</b>	<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>Presents students with the conceptual aspects of designing, constructing and analyzing quantitative research in Composition and Applied Linguistics. Also provides students with practical experience designing a quantitative study, constructing appropriate research instruments, acquiring IRB approval, collecting data, analyzing data, and reporting results.</p>
<b>(N) Student Learning Outcomes*</b>	<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.</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• analyze descriptive quantitative data</li> <li>• conduct statistical analysis of inferential statistical tests</li> <li>• synthesize quantitative results and reach appropriate data-driven conclusions</li> <li>• design quantitative descriptive, associative, and comparative studies</li> <li>• critically evaluate quantitative studies</li> </ul>

<p><b>(O) Brief Course Outline*</b></p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</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>																												
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<b>Rationale for Proposal</b>	
<p><b>(P) Why is this Course Being Proposed?*</b></p>	<p>Our Ph.D. program currently has a Qualitative Research course, but no Quantitative Research course. This course will create a three course research sequence:</p> <p>ENGL 800: Introduction to Research in Composition and TESOL</p> <p>ENGL 815: Qualitative Research in Composition and TESOL</p> <p>ENGL 820: Quantitative Research in Composition and Applied Linguistics</p>
<p><b>(Q) University Senate Summary of Rationale</b></p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The Ph.D. program in Composition and TESOL is currently undergoing curriculum revisions. This includes the development of a three-course research sequence. We currently have no research course focusing on students' quantitative research needs. ENGL 820 Quantitative Research will be a new part of the research sequence.</p>
<p><b>(R) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Core Requirement</p> <p>If Other, please explain:</p>

<p><b>(S) Is a Similar Class Offered in Other Departments? *</b></p>	<p>NO</p> <p>Please Provide Comment:</p>
<p><b>(T) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>
<p><b>(U) Who is the Target Audience for the Course?*</b></p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>
<p><b>(V) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>None</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>
<p><b>(W) Attach Supporting Documents for Implications, if Necessary</b></p>	<p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin: auto;"/>
<p><b>(X) Are the Resources Adequate?*</b></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>

## Distance Education Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	
<p><b>Course Prefix/Number</b></p>	

<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<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>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	
<b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b>	
<b>How will the instructor-student and student-student interaction take place? (if applicable)</b>	
<b>How will student achievement be evaluated?</b>	
<b>How will academic honesty for tests and assignments be addressed?</b>	

## Liberal Studies Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	

<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i>
<b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b>	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i>
<b>Description of the Required Content for this Category</b>	<i>Narrative on how the course will address the Selected Category Content</i>
<p><b>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</b></p> <p><b>Please answer the following questions.</b></p>	
<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	
<p><b>Liberal Studies courses require the</b></p> <p><b>reading and use by students of at</b></p> <p><b>least one non-textbook work of</b></p> <p><b>fiction or non-fiction or a collection</b></p> <p><b>of related articles. Please describe</b></p> <p><b>how your course will meet this</b></p> <p><b>criterion.</b></p>	

### Teacher Education Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Designations:</b>	
<b>Key Assessments</b>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File      Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

<b>For Deans Review</b>
<p>Are Resources Available/Sufficient for this Course?</p>
<p>Is the Proposal Congruent with the College Mission?</p>
<p>Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?</p>
<p>Comments:</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>