

# ENGL 846 Research Seminar-CrsRvs-2017-12-08

- 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*

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<b>Course Level*</b>	graduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:  catalog_desc_change course_title_change	Category B:  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
<b>(A) Why is the course being revised /deleted:*</b>	We are changing the name and minimally revising the catalogue description (changing TESOL to applied linguistics) to reflect ongoing programmatic curriculum revisions and a program name change. Current critiques and understandings of the term "TESOL (Teaching English as a Second or Other Language)" see it as a deficit model of language acquisition. This deficit model is one in which the focus of the model is a narrow one that is concerned with the acquisition of English rather than on the multi-linguistic /translingual capabilities of an individual. The proposed changes reflect this current thinking in the discipline.

<b>(B) University Senate Summary of Rationale*</b>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>We are changing the name and minimally revising the catalogue description (changing TESOL to applied linguistics) to reflect ongoing programmatic curriculum revision and the an upcoming program name change. These changes reflect a broader appeal of the program for those interested in teaching languages other than English. Understanding composition for multilingual individuals is not theoretically limited to those whose focus is English. Our Ph.D. program is not a pedagogy program, but is rather a teacher /scholar model research program, so the title and catalog description changes better encompass the changes being made in the program.</p>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	

Current Course Information*	
Category A	
<b>(D) Current Prefix*</b>	ENGL
<b>Proposed Prefix</b>	ENGL
<b>(E) Current Number*</b>	846
<b>Proposed Number</b>	846
<b>(F) Current Course Title*</b>	Advanced Seminar in Literacy
<b>Proposed Course Title</b>	Research Seminar
<b>(G) Prerequisite(s)</b>	
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	Explores a single topic in depth in the fields of Composition and TESOL. Topics are announced in advance and have recently included narrative inquiry, writing centers, computers in composition, alternative research methods, discourse analysis, and assessment. May be taken more than once.
<b>Proposed Catalog Description</b>	Explores a single topic in depth in the fields of Composition and Applied Linguistics. Topics are announced in advance and have recently included narrative inquiry, writing centers, computers in composition, alternative research methods, discourse analysis, and assessment. May be taken more than once.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
<b>(I) Repeatable Course</b>  This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:
<b>Proposed Repeatable Course</b>	If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:

<b>(J) Number of Credits</b>	Class Hours per week: Lab Hours: Credits:												
<b>Proposed Number of Credits</b>	Class Hours:Lab Hours:Credits:												
<b>(K) Current Course Student Learning Outcomes (SLOs)</b>													
<b>(L) Proposed Course Student Learning Outcomes (SLOs)</b>  For each outcome, describe how the outcome will be achieved	Note that the text box in the table expands  <table border="1" data-bbox="524 499 1040 688"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1			2			3		
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1													
2													
3													
<b>(M) Previous Brief Course Outline</b>  <i>(It is acceptable to copy from old syllabus)</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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>												
<b>(N) Brief Course Outline</b>  <i>(Give sufficient detail to communicate the 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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>												

### Distance Education Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<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 direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>
<b>Rationale for Proposal (Required Questions from CBA)</b>	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</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><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></p>
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Liberal Studies Course Designations (Check all that apply)					
Learning Skills:					
Knowledge Area:					
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>				
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the ESULO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <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"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>	
Informed Learners demonstrate:	Course SLO #				
<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>					

<ul style="list-style-type: none"> <li>• The aesthetic facets of human experience</li> </ul>	
<ul style="list-style-type: none"> <li>• the past and present from historical, philosophical and social perspectives</li> </ul>	
<ul style="list-style-type: none"> <li>• the human imagination, expression and traditions of many cultures</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across cultures &amp; global communities</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across disciplines</li> </ul>	
<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>• ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>• problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>• critical thinking skills including analysis, application and evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas</li> </ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p><b>How will each outcome be measured</b></p> <p>(note should mirror (L) Student Learning</p> <p><b>Outcomes* (SLO) from the course proposal</b></p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
	1	
	2	
	3	


**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

<p><b>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.</b></p>	
<p><b>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.</b></p>	

## Teacher Education Section

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

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<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>

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>