English

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Form Information

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Indicates a required field

Proposer*	
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Course Level*	

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

Course Title*	
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition*
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.

- Use web-based and multimedia technology in the design of academic/professional projects

- Prepare for professional events

Class preparation and participation. Students are required to participate in class activities and demonstrate their understanding of assigned readings in online classroom discussions. They do so by asking and answering questions, raising issues, providing comments and interpretations of discussed texts. Furthermore, they show their ability to explain/interpret their personal experiences using the assigned literature as well as compare/contrast the ways different sources represent similar concepts.

Before each class, students are required to: 1) write two questions based on the assigned readings, and, 2) create a crossword puzzle of the 10 single-word concepts they found most important. They should post their questions on the designated discussion in D2L.

Joint Intercultural Sharing Project. Jointly with another classmate, you are expected to research a specific cross-cultural issue, (e. g., a national custom, tradition, element in social interaction), prepare an electronic poster and present it to the class on D2L.

Professional Development Project. You are required to learn about the culture of community resources for ELLs. For that you will need to research and create a handbook or booklet for information and services to English language learner's family.

Research project. You are required to develop a research project on a specific cross-cultural communication issue listed in the syllabus. For that, you are advised to use all assigned books, and additional scholarly work as needed. This project involves: 1. Creating a video of a conversation between 2 native and 2 nonnative speakers on a given topic. 2. Transcribing the video. Each group member then selects a 2-min video clip, which s/he transcribes and analyzes with the help of Wong's Transcription Key or by using Transana's Jeffersonian Notation. 3. Coding. Students identify outstanding conversation features in this conversation. 4.Writing a research paper. Students annotate 3 scholarly articles on this feature, create and peer review several paper drafts and post the final copy of a 750-word research paper. Doctoral students can write longer papers, up to 1500 words. 5. Based on this research, students also prepare a poster. The electronic poster includes a title, the author's name, the research questions, the methodology and the research findings. It uses one/two visuals (graphs, pictures, photos) to illustrate the main claim of the research findings.

Week 1

Introduction to the course, and initial writing sample

Week 2

Exploring culture

Week 3

Conversation analysis: Key concepts

Week 4

Culture and language

Week 5

Videotaping conversations and uploading them to the web.

Culture and nonverbal communication;

Week 6

Culture and identity;

Culture shock and cross-cultural adjustment;

Week 7

Transcribing and annotating videos. Library. Transana

Culture shock and cross-cultural adjustment

Traditional ways of addressing culture;

Week 8

Culture and education;

Conversation analysis: Repairs

Coding and analyzing video transcripts. Library.

Week 9

Culture and social responsibility;

Week 10

Research project: Conferences;

The culture of professional presentations: Writing conference proposals

Week 11

Discussion on cross-cultural issues

Week 12

Research **Project: Electronic Poster Presentations.**

Week 13

Research **Project: Final Paper Due**

Week 14

Final Letter of Reflection

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*	Dr. Carpenter received his PhD in English Education in 2008 and received his MA in TESOL in 1994 from the School for International Training. His experiences working within the ESL community began in 1988 and continue to this day as a member of TESOL and as the author of a number of publications on working with English Language Learners in public school settings (see Carpenter, B. D., Earhart, M. & Achugar, M. (2014). Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom. *The History Teacher*, *48* (1), 91 – 103. for an example) Dr. Carpenter has led numerous online classes at IUP (Engl 101 and 202) and at the University of Pittmm12.13 62gh.95 iiIUP s DevMultWrisee ,**in5 Universicourse,BT /F1 7.5 Tf 1 0 0 1 55.88 633.67 T58(the authde**