Term Information

Effective Term	Autumn 2015
Previous Value	*Summer 2015*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We wish to create the option of delivering this course in a hybrid format on all campuses that offer it.

What is the rationale for the proposed change(s)?

Providing additional on-line experiences for our students and to enhance course delivery utilizing an on-line format ad hoc.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3271
Course Title	Structure of the English Language
Transcript Abbreviation	Struct Englsh Lang
Course Description	Students learn basic characteristics of English linguistics focusing on the basic building blocks of language; the sounds of English and how they are put together, word formation processes, and rules for combining words into utterances/sentences. Students investigate and explore linguistic variation, accents of American English, and the implications of language evaluation in educational settings.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 1110.01 (110.01).
Exclusions Not open to students with credit for 4570 (570), 6760 (760), 271, 669, 671, 2271, or Linguist 601.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
   Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Students acquire competencies that future English and language arts teachers need. English majors acquire a broad scope of knowledge and perspectives of the structure of the English language for practical application in real-world settings.

Content Topic List
- Basics of language and language attitudes
- Language, dialect and variety
- Phonetics and phonology
- Word formation processes
- Morphology and semantics
- Syntax
- Language acquisition
- Language art, dialects, and multilinguialism
- Language and identity
- Discourse Markers
- The worldwide reach of English

Attachments

- UGSC.Rationale for a Hybrid Version of English 3271.docx: Rationale

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)

- UGSC.English 3271 hybrid course cover letter.docx: Cover Letter

  (Cover Letter. Owner: Lowry,Debra Susan)

- UGSC.ENG3271Weiser (1).docx: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- English 3271.pdf: Tech Checklist

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

- We submit an appeal asking that this course request be expedited so that hybrid delivery can take place at the

  Newark campus AU15. *(by Lowry,Debra Susan on 03/04/2015 01:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/04/2015 01:15 PM	Submitted for Approval
Approved	Lowry,Debra Susan	03/04/2015 01:16 PM	Unit Approval
Approved	Heysel,Garett Robert	03/17/2015 07:25 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	03/17/2015 07:25 PM	ASCCAO Approval

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February 24, 2015

The Arts and Sciences Curriculum Committee
CAMPUS

Dear Committee,

We are requesting approval for Professor Elizabeth Weiser of Newark Campus to teach English 3271, Structure of the English Language as a hybrid course in Autumn 2015. The course has been reviewed and approved by the Undergraduate Studies Committee and by Professor Galey Modan, our senior Language faculty member. As explained in the attached rationale, if no further documentation is required, we would like this to be approved as an option that might be used in future by others of our campuses. We do not wish, however, to delay the approval process for Professor Weiser's Autumn course.

English 3271, Structure of the English Language, is a course taught by the Department of English largely to enable current and future educators to fulfill the State requirement in English Language. Professor Weiser's plan is to teach the course as 50% traditional classroom time and 50% online. She has developed an impressively detailed syllabus and reporting template with the assistance of Mike Kaylor (please see attachments) that should ensure that the quality of instruction remains consistent. As her statement appended to the rationale makes clear, Professor Weiser feels strongly that this format is a way to address a need on the Newark campus and to ensure steady enrollments and a high course completion rate. Her course would permit enrollments from Newark campus students only.

We hope that you will be able to consider this request in time to schedule Professor Weiser's class for Autumn semester; as noted, a blanket approval to teach English 3271 following this format on other campuses would be a plus. Should you have any further questions, please let me know.

Sincerely yours,

Clare A. Simmons

Clare A. Simmons
Professor and Director of Undergraduate Studies
Department of English

English 3271: Structure of the English Language
Syllabus, Autumn 2015
Course meets in-class X day, Online activities will be due Y day each week
Hybrid Class proposed syllabus

Instructor: Dr. Elizabeth Weiser
Office: Warner 244   Office Hours: -----
Office Phone: 740-366-9175   E-mail: weiser.23@osu.edu
Technical Problems: 740-366-9244 E-mail: helpdesk@newark.ohio-state.edu

COURSE DESCRIPTION & OBJECTIVES

English 3271 is an introduction to the grammar, history, and social and regional dialects of the English language. In it, students learn basic characteristics of English linguistics focusing on the basic building blocks of language; the sounds of English and how they are put together, word formation processes, and rules for combining words into utterances/sentences. Students investigate and explore linguistic variation, accents of American English, and the implications of language evaluation in educational settings.

The class fulfills a GE arts and humanities cultures and ideas course, which the university defines as having the following:

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Our major goal is that last one—how ideas influence the perception of reality. In this course, you will be exposed to some of the many ways in which people look at that most human of traits, **language**—what it is, how we acquire it, what is its history and its comparative use, what are the political and cultural ramifications of language use today, and how do we teach it to others. It is my expectation that you will leave the class knowing something about the neurobiology of language acquisition, about grammar and syntax, the history of English, societal implications of language use, and global Englishes. My focus will be less on the technical aspects of all these fields and more on what these studies mean for generalists in the world today, particularly those of us dedicated to teaching others about language.

Required Text (available in the Newark Bookstore)
Clark, Virginia, et al. *Language: Introductory Readings,* 7th ed. Boston: Bedford/St. Martins, 2008. (print)
Selected films (streamed via Carmen)
Selected slides and lectures (linked via Carmen)
Various in-class handouts (print)

Hybrid Course Statement
I developed this hybrid course in close partnership with the Technology Enhanced Learning (TEL) Center on the Newark Campus, which is working with me to ensure that the tools and media used (all available through Carmen and links from Carmen) support our learning objectives and that your navigation through the online course content is logical, consistent, and efficient. Our united goal is to help you become a more active and engaged learner by ensuring that our class time is

spent in active learning and that you can choose when you are best able to access the online content. If you ever have a problem readily accessing course content or you have a suggestion for its improvement, please immediately let me know.

Course Technology
Baseline technical skills necessary for this hybrid course
•   Basic computer and web-browsing skills
•   Carmen navigation
•   Powerpoint access and manipulation
Remember that you can call **740-366-9244** or email **helpdesk@newark.ohio-state.edu** at any time if you have a technical problem.   You can also access **Carmen technical support (8-Help)** 24/7 via their website: https://odee.osu.edu/resourcecenter/carmen, which provides helpful articles to self-diagnose or allows you to send an email for assistance via a clickable link.

Requirements & Evaluation
Your participation is the key to your success or failure. This means showing you've prepared for class, participating actively in group discussions online and group work in-class. Your active, engaged thinking about and application of a fascinating topic will determine your success.

Final grades will be calculated based upon the following percentages:
25%: Responses to weekly readings and films, including both study quizzes and discussion
        questions
25%: Active participation in "language lab" assignments
25%: Written research paper on an independent research topic, due in week 12
25%: Class presentation, in pairs, combining two research topics, presented during weeks 15-16
See course schedule below for due dates

Independent Research Projects (25% + 25%)
We can only skim the surface of all our topics, so everyone will research and present to the class the results of independent research you have conducted to further your understanding of one of the areas we discuss. You will use as your prompt one of the "projects" that our book lists at the end of each section (on pages 77, 139, 228, 313, 362, 440, 498, 558, 682, 750, or 859). Your research will yield a 5-6 page well-written paper and a 10-min. presentation with a partner doing something you two can combine into one. All material submitted by you for a grade will be reserved for you to reclaim anytime during the next year.

Requirements & Evaluation:
Grades will be aligned with the standard OSU 4.0 scale, so some basic math should keep you up to date on what is your overall grade at any time. That scale is as follows:

A	93+	B	83+	C	73+	D	63+
A-	90+	B-	80+	C-	70+	E	<63
B+	87+	C+	77+	D+	67+		

COURSE POLICIES AND PROCEDURES

Faculty feedback and response time
I am providing the following list to give you an idea of my intended availability throughout the course.

<u>Grading and feedback</u>
For weekly assignments, you can generally expect a grade and group feedback within **7 days**. For the final paper & presentation, you can expect a grade and individual feedback within **7 days**.

<u>E-mail</u>
I will reply to e-mails within **24 hours M-F**.

<u>Discussion board</u>
I will check and reply to messages in the discussion boards every **24 hours M-F**.

Student participation requirements

Expect to spend much of the time discussing readings and films and practicing "being linguists." This is 50% of your grade, and will be determined by my own record of your participation in class as well as the online record of your participation in discussions and your reading/film notes.

Because this is a hybrid course, your attendance is based on both your attendance in class (once per week) and your online activity and participation (assignments due once per week). The following is a summary of everyone's expected participation:

- **In-class attendance**: **ONCE PER WEEK**
  You may miss two classes without penalty in the 15 weeks of our term. After that, your final grade will drop by 5% for each additional absence. Missing a day you present will result in failure for that assignment.

- **Logging in/completing online activities**: **AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Participating in discussion forums**: **ONCE PER WEEK**
  Each week you can expect to post once part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Dishonesty

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the

committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct." In a word, do your own work.

STUDENT ACADEMIC SUPPORT SERVICES
Although the Newark Campus provides you with the support services listed below (and others), you also have access to the full range of support services on the Columbus campus, which you can access via http://artsandsciences.osu.edu/current-students/university-resources

Writer's Studio
The Writer's Studio is an academic support service available to all students. Writing specialists and peer tutors are available for one-to-one tutorials in Warner 210, as are internet-connected computers, style manuals, and other assistance. Drop-ins are welcome, or you can call 366-9411. Visit them directly or check out their helpful website at http://newark.osu.edu/students/student-life/the-writers-studio/

Warner Library
We have access to millions upon millions of documents at OSU. I'll expect you to use some of them particularly for the Rhetorical History Project, but it would also enhance your Rhetorical Analysis. I'll give you a quick rundown of how to find sources, but your very best resources for any class are the Reference Librarians--Katie Blocksidge and John Crissinger--whose offices are in the glassed-in area just past the main desk in the library. You can also reach them via their website, http://newark.osu.edu/library

Student Support Services
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in Warner 226 (740) 366-9441, http://newark.osu.edu/students/student-life/disability-services.html
You may also access the Columbus campus's student support services via http://ssc.osu.edu

Accessibility of course technology
This online course requires use of Carmen and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Video close caption

ENGLISH 3271 CALENDAR (subject to change as class needs require)
Our class will meet once per week in our classroom and once per week you will log into
Carmen to do view the assigned online information and do the accompanying work, which
will include study guide "quizzes," discussion boards, and small group work/postings. At
the end of the term, you and your partner will have online space to share resources and
work together, in and out of class, on a presentation you two will deliver in class.

Week 1 Introduction
In-class: Syllabus, Definition of the Human
Online: Video, Discovering the Human Language; Video guide quiz
        Homework: Daniels, "Nine Ideas about Language" 3-20; Discussion questions

Week 2 LANGUAGE
In-class: What is language? Lecture & Discussion
Online: Groupwork on Nine Ideas
        Homework: Reading: Callary "Phonetics" 87-97; discussion questions

Week 3 PHONETICS
In-class: Introduction to phonetics; Language Lab #1: Transcription Game
Online: Lecture, Phonetics to morphology; online lecture quiz
        Homework: Reading: OSU "Minimal Units of Meaning: Morphemes" 147-50; discussion
        questions

Week 4 PHONETICS & MORPHOLOGY
In-class: Language Lab #2: Translating Morphemes
Online: Lecture, Morphology; online lecture quiz; groupwork on Words
        Homework: Reading: Heny "The Structure of Sentences" 191-198; discussion questions

Week 5 SYNTAX
In-class: Language Lab #3: Syntax Practice; discussion of final paper/proposal/presentation
Online: Lecture, Syntax; Film clip; online lecture quiz
        Homework: Reading: OSU "The Family Tree and Wave Models" 326-29

Week 6 HISTORY of LANGUAGE
In-class: Lecture, history of language
Online: Video: The Story of English I; video guide quiz
        Homework: Reading: Pinker "The Tower of Babel" 235-50; discussion questions
        Turn in proposal for final paper

Week 7 HISTORY of ENGLISH
In-class: Language Lab #4: Language Change
Online: Video: The Story of English II; video guide quiz; library research slides
        Homework: Reading: Roberts "Speech Communities" 373-81; discussion questions

Week 8 AMERICAN DIALECTS
In-class: Lecture/discussion, dialect differences; Language Lab #5: Ohio Dialects
Online: Video: Do You Speak American? The North; video guide quiz; groupwork on dialects
        Reading: Wolfram & Schilling-Estes "Standards & Vernaculars; discussion questions

Week 9 SPEECH COMMUNITIES
In-class: Language Lab #6: Levels of formality; Discussion, bilingualism and code-switching
Online: Video: Do You Speak American? The West; video guide quiz
        Homework: Reading: Reading Johnson "Discourse Patterns of Males and Females" 517-528; discussion questions

Week 10 GENDER
In-class: Language Lab #7: Learning to be Gendered
Online: Lecture, Gender & speech communities; online lecture quiz; discussion forum
        Homework: Reading: Moskowitz "The Acquisition of Language" 613-38; discussion questions

Week 11 YOUR BRAIN ON LANGUAGE
In-class: Lecture, the acquisitive brain
Online: Brain lecture II & quiz; Video: Acquiring the Human Language; video guide quiz
        Homework: Research and read for your final paper

Week 12 WORK WEEK
In-class: Language Lab #8: Workshop day for your paper
Online: Work with your partner to prepare your presentation
        Homework: **Turn in research paper**
        Reading: Crystal "Why a Global Language?" 693-716

Week 13 GLOBAL ENGLISH
In-class: Discussion & short film
Online: Independent work with your partner to prepare your presentation

Week 14 EVALUATIONS
In-class: Discursives and teacher assistance on final project

Week 15 & 16 PRESENTATIONS
In-class (all days): Every pair has about 10 minutes to teach and enthrall us

Rationale for a Hybrid Version of English 3271, Structure of the English Language

Structure: 50% classroom (lecture/discussion); 50% online

We are requesting the option of teaching English 3271, Structure of the English Language, as a hybrid course, meeting 50% in a traditional classroom setting and 50% as an online course. Professor Weiser of our Newark Campus has prepared a model syllabus and has completed the template for a hybrid course with Mike Kaylor (see attachments). At present, only Professor Weiser would be teaching this course, and enrollment would be limited to the Newark Campus. Yet provided that it does not delay the approval of Professor Weiser's proposal to teach the course this Autumn, we would like to obtain approval to teach other sections according to this hybrid model in the future.

The Department of English teaches this course largely as a service to educators in the State of Ohio, for whom a course in the English language is a requirement. As you are aware, we recently converted our course English 2271, Introduction to English Language Study, to English 3271, Structure of the English Language since the complexity of the subject-matter is more appropriate to an upper-level course. Since there are many pressures on teachers and trainee teachers to fulfill all the requirements mandated by the State of Ohio, Professor Galey Modan, who heads our Language program, believes that this hybrid format might also be of help to those needing the course on other campuses.

The Department of English is cautiously exploring ways to expand ours in online teaching methods. We believe that Professor Weiser's proposed course is an excellent example of responsible online teaching that we may well be able to use as a model for future hybrid offerings.

Assessment

To evaluate the success of the course in achieving expected learning outcomes, there will be a diagnostic pretest and posttest of a format yet to be determined. We will ask Professor Weiser to share her course evaluations with the Director of Undergraduate Studies and Professor Galey Modan.

Appendix: Why a Hybrid 3271 for the Newark Campus?

Statement by Professor Elizabeth Weiser

English 3271, Structure of the English Language, is taught twice per year to our large population of middle-school education majors (who take it as a State requirement); English majors (some of whom are taking it for various tracks or minors); and a smattering of others. I would estimate that half these students are non-traditional in some way—age, family status, full-time

employment, first-generation students. Virtually 100% of them are commuters, many coming in from up to an hour away. The education majors who form the majority of the class, in particular, are very often working mothers with toddlers at home. Oftentimes their biggest struggle in attending college is not the learning but simply finding the free time, childcare, and transportation to physically arrive at class. Just this semester already I have had one student drop a class because her child was chronically ill and another because his car broke down. Countless others miss class simply because the weather makes it impossible to drive in from their rural location or because their work called them in when someone else couldn't make it. Hybrid courses on a regional campus make their in-class time more active and essential and their at-home class time fit into their time-constricted schedule and limited commuting options. These courses clearly can make the difference between students' success and failure.

English 3271 is particularly amenable to hybrid format because I already set it up as a balance between lectures and films on some days and hands-on "language lab" work and class/group discussions on others. We also actively use Carmen discussions already. Why not then, it occurred to me, move the material amenable to independent learning online and keep the other as our class day? I talked it over with my students last term (they are, after all, education majors) and we came up with a basic outline which I then tweaked some more with the help of the Office of Distance Education and eLearning.

I have also met with the Manager of Instructional Technology on our campus, and we have agreed that she and her staff will work with me for what she estimates as two months of training this summer to learn how to produce a quality hybrid flipped course. I will learn to capture and place lectures and slide-lectures online for accessible audiences using best practices pedagogy, how to incorporate streaming videos and video clips, how to create short films, how to moderate meaningful discussions on Carmen, conduct quizzes, facilitate small group workshops, and how to best teach use of u.osu.edu and other university products, among other online practices.

Because I find that my students are always unaware of how to really conduct research, I will also work with our campus reference librarian to scaffold the knowledge she and I gained last fall as part of a Library Course Enhancement grant for my 1110.01 class, so that her research methods can become a part of the online course as well—and perhaps as online modules can be incorporated into other classes across campus.

Our Dean/Director is excited to have more hybrid courses—in an increasingly competitive market, this may well be an important niche for us, particularly as we consider ways to increase graduation rates—so he is also on board with my plan to learn to build high-quality hybrid courses.

Arts and Sciences Distance Education Online Course Component Technical Review Checklist

Course: English 3271
Instructor: Dr. Elizabeth Weiser
Summary: Hybrid Course

COURSE TECHNOLOGY

Standard	Yes	Yes with Revisions	No	Feedback/Recommendations
1. The tools and media support the course learning objectives.	✔			This course will be delivered as a hybrid course. The tools and media integrated into the course— weekly videos, readings, and short film clips along with online and in-class discussions are sufficient for the overall course goal "students evaluate significant cultural phenomena and ideas in order to develop capabilities for aesthetic and historical response and judgment; and interpretation and evaluation."
2. Course tools and media support student engagement and guide the student to become an active learner.	✔			Weekly videos, short film clips and readings will be used to cover course content. Students will engage with the course materials on a weekly basis in the following ways: • Weekly lecture videos will be used to introduce the students to the topics for the weekly assignments and learning objectives • Students will work in group discussions both online and in-class • Synchronous online office hours with the Instructor and T.A. for the course • Weekly reading assignments • Viewing short topic based film clips
3. Navigation throughout the online components of the course is logical, consistent, and efficient.	✔			Course materials will be organized within Carmen to match the week-to-week schedule outlined in the course syllabus. Detailed weekly activities will be noted in Carmen. All links to content will be provided within Carmen.

4. Students can readily access the technologies required in the course.	✔			All technology platforms being used for this course are accessible to students (Carmen). The course technology section of the syllabus provides the students with the required technical skills needed to access all parts of this course.
5. The course technologies are current.	✔			All technology platforms being used for this course are current and offered as core common tools by the university. (Carmen)
6. Funding and support for the course technologies are sustainable for future sections of the course.	✔			Any additional funding required to support this course should be planned for as a part of the departmental budget planning process. At a minimum, funding should be planned for to have course content videos transcribed for ADA purposes.
7. The course technologies, tools and media will be evaluated and updated as underlying technologies, platforms and approaches change.	✔			Carmen is the primary platforms used to access the online content for this course. Recommend that the students for the course be surveyed on the technology and platforms used and that the technology be modified appropriately based on student feedback.
8. The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✔			In the "Course Technology" section of the syllabus, the faculty member should add an overview and instructions for students to access Carmen technical support. (8-Help) https://odee.osu.edu/resourcecenter/carmen
9. Course instructions articulate or link to the institution's accessibility policies and services.	✔			The below link should be included in the syllabus. This text should be in 16pt font for the accessibility statement. http://ada.osu.edu/resources/Links.htm
10. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	✔			The below link with an overview and contact information for the student academic services offered on the Main campus should be included in the syllabus. http://artsandsciences.osu.edu/current-students/university-resources
11. Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed	✔			The below link with an overview and contact information for student support services offered on the OSU main campus should be included in the syllabus.

and how students can access these services.				http://ssc.osu.edu

Reviewer Information
- Date Reviewed: 2/13/15
- Reviewed By: Mike Kaylor