

COLLEGE OF ARTS AND SCIENCES
COURSE AND CURRICULUM CHANGES

Approved at the College Faculty Meeting

October 2, 2008

Eisenhower 15

4:00 p.m.

Undergraduate/Graduate

Contact Person: Yasmin Patell
(Chair, College Course and Curriculum Committee)

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Units outside the college, which may be directly
impacted by these changes are:

Computing and Information Sciences
College of Education

Please provide the sponsors of a proposed change with any information regarding fiscal
or programmatic impact on your department, program or students.

EXPEDITED COURSE PROPOSALS

Communications Studies, Theatre, and Dance

FROM: ~~**SPEECH 535. Communication and Leadership (3) II**~~ A study of the ways in which leadership in differing contexts is defined and exercised through communication. Constructs examined include: credibility, charisma, vision, power, myth, and public memory. ~~Pr: SPCH 105/106.~~

TO: **COMM 535. Communication and Leadership (3) II** A study of the ways in which leadership in differing contexts is defined and exercised through communication. Constructs examined include: credibility, charisma, vision, power, myth, and public memory. Pr: COMM 105/106.

RATIONALE: Program/Department name change was approved by Regents in June, 2008

EFFECTIVE DATE: Spring 2009

FROM: ~~**SPEECH 780. Intercultural Communication (3) I, II**~~ A study of the relationship between language and culture and its impact on human communication. ~~Pr: SPCH 105/106.~~

TO: **COMM 780. Intercultural Communication (3) I, II** A study of the relationship between language and culture and its impact on human communication. Pr: COMM 105/106.

RATIONALE: Program/Department name change was approved by Regents in June, 2008.

EFFECTIVE DATE: Spring 2009

FROM: ~~**SPEECH 899. Research in Speech (1-6) I, II, S**~~ A study of the relationship between language and culture and its impact on human communication. Pr: Sufficient training to carry on the line of research. Pr: Sufficient training to carry on the line of research taken and consent of instructor.

TO: **COMM 899. Masters Research in Communication (1-6) I, II, S** A study of the relationship between language and culture and its impact on human communication. Pr: Sufficient training to carry on the line of research. Pr: Sufficient training to carry on the line of research taken and consent of instructor.

RATIONALE: Department name change was approved by Regents in June, 2008

EFFECTIVE DATE: Spring 2009

Mathematics

DROP: **MATH 101. The METRIC SYSTEM (1)** Intersession only, on sufficient demand. A systematic study of the metric system including historical background of various systems, structure of the metric system itself, and relation to existing systems; attention to competent use of metric terms in problem solving.

RATIONALE: This course has not been taught in twenty years.

EFFECTIVE DATE: Spring 2009

FROM: **MATH 701. Elementary Topology I. (3) I** Introduction to axiomatic topology including a study of compactness, connectedness, local properties, separation axioms, ~~and metrizable~~ity. Pr: Math 633

TO: **MATH 701. Elementary Topology I. (3) I** Introduction to axiomatic topology including many examples and a study of metric spaces, quotient spaces, compactness, local properties, separation axioms, the fundamental group, and the classification of covering spaces. Pr: Math 633

RATIONALE: This is where our students will learn about the fundamental group and covering spaces. We need to make sure that these topics are listed.

EFFECTIVE DATE: Spring 2009

FROM: **MATH 702. Elementary Topology II. (3) II** ~~Path connectedness, fundamental groups, covering spaces, introduction to topological and differentiable manifolds.~~ Pr: ~~Math 701~~

TO: **MATH 702. Elementary Topology II. (3) I** Elementary topics in topology, which may include: basic facts about topological and differentiable manifolds, concepts from the knot theory, PL topology, tilings. Pr: Math 633 or consent of instructor.

RATIONALE: We have moved some basic topics from Math 702 to Math 701 so Math 702 will now handle a range of more modern topics.

EFFECTIVE DATE: Spring 2009

Modern Languages

FROM: **MLANG 710. ~~Introduction to Foreign Language Pedagogy (3) I~~** ~~The fundamentals of language learning as described by current research, and teaching strategies that facilitate the acquisition of foreign language skills. Taught in English. Pr: Acceptance as GTA or instructor in ML.~~

TO: **MLANG 710. Foreign Language Pedagogy (3) I** Second and foreign language pedagogical theory is combined with the examination of practical concerns in the teaching of languages, in order to provide future and current instructors with the necessary background for making informed decisions concerning classroom practices. Taught in English. Pr: Instructor Approval Required

RATIONALE: Course covers much more than an introduction to Foreign Language Pedagogy, as we discuss traditional methods of instruction (as in a typical intro course), and also examine socio-political issues in language instruction, current research in the field and application of that research in the classroom, and professional development for language teachers.

EFFECTIVE DATE: Fall 2009

FROM: **FREN 720. Seminar in French Literature (3) I, II** A seminar with various topics centered on literature. Pr: FREN 520 or FREN 521 or with the consent of the instructor.

TO: **FREN 720. Seminar in French Literature & Culture (3) I, II** A seminar with various topics centered on literature and culture. Pr: FREN 520 or FREN 521 or with the consent of the instructor.

RATIONALE: We wish to add to the scope of the title by adding "and Culture," so that we can cover non-literary topics such as for example French cinema, or postwar France, etc., with readings that are not necessarily literary texts.

EFFECTIVE DATE: Fall 2009

FROM: **FREN 721. Francophone Literature (3) I, II** The development of French colonial and postcolonial literature with an emphasis on the twentieth and twenty-first centuries. Regional focus may vary from Quebecois. Caribbean, Sub-Saharan or North African literatures. Pr: FREN 520 or FREN 521 and one other course at a 500 level.

TO: **FREN 721. Francophone Literature and Culture (3) I, II** The development of French colonial and postcolonial literature and culture with an emphasis on the twentieth and twenty-first centuries. Regional focus may vary from Quebecois. Caribbean, Sub-Saharan or North African literature and culture. Pr: FREN 520 or FREN 521 and one other course at a 500 level.

RATIONALE: We wish to add to the scope of the title by adding "and Culture," so that we can cover non-literary topics such as for example Francophone cinema, or postwar Algeria, etc., with readings that are not necessarily literary texts.

EFFECTIVE DATE: Fall 2009

FROM: **MLANG 770. ~~Intro to 2nd~~ Language Acquisition (3) II** Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. ~~Pr: min. 6 hrs at the 500 lvel in Spanish or other lang. Taught in English.~~

TO: **MLANG 770. Theories of 2nd Language Acquisition (3) II** Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. Pr: Instructor Approval Required.

RATIONALE: Course covers traditional introductory SLA content (broad theoretical base of SLA theories), but also examines current research in SLA, application of that research in the classroom and basic methods of data collection and transcription.

EFFECTIVE DATE: Spring 2009

Sociology/Anthropology

FROM: **SOCIO 738. ~~Inter-American Migration (3) I~~ Inter-American Migration.** Analyzes the migratory experiences of Latin American and Caribbean peoples to the United States within their socioeconomic, cultural, political and historical contexts. Introduces students to the current theoretical debate on migration and the construction of U.S. immigration policies. Examines the ways in which these policies shape migrant flows to the U.S., the incorporation and community formation of immigrants, and the impacts of such communities on the development of U.S. society. ~~Pr.: SOCIO 535 or consent of instructor. Pr: SOCIO 535~~

TO: **SOCIO 738. International Migration (3) II** In alternating years. International Migration. A comprehensive examination of international migration dynamics with a focus on immigration to the U.S. Introduces current theoretical debate on migration and examines global migration trends, integration and community formation of immigrants, construction of immigration policies, and impacts on U.S. society. Pr: none

RATIONALE: The course is taught as a broad study of international migration, using immigration to the United States as an example and is not limited to migration from Latin America as was the case in previous years. The new title reflects contemporary public discourse and academic scholarship better. This course complements the list of general demography courses taught at KSU by focusing on international migration, the most important aspect of contemporary population change.

EFFECTIVE DATE: Spring 2009

Statistics

From: **STAT 945. Problems in Statistical Consulting (1-Variable) I, II, S)** Principles and practices of statistical consulting. Supervised experience in consultation and consequent research concerning applied statistics and probability associated with on-campus investigations. ~~Pr: Stat 704, 705, 770~~

To: **STAT 945. Problems in Statistical Consulting (1-Variable) I, II)** Principles and practices of statistical consulting. Supervised experience in consultation and consequent research concerning applied statistics and probability associated with on-campus investigations. Pr: Stat 720 or Stat 722

RATIONALE: Students need additional preparation; summer demand for course very low. Change to prerequisites.

EFFECTIVE DATE: Fall 2009

NON-EXPEDITED COURSE PROPOSALS

Communication Studies, Theatre, and Dance

ADD: **DANCE 181. Tap 1 (2) I, II** On sufficient demand. Designed for beginning dancers, this course develops skills, knowledge, vocabulary, and appreciation of tap dance as an art form through the presentation of fundamental tap techniques.

RATIONALE: Tap Dance is a culturally and artistically important genre of Dance and we currently offer no coursework in this area.

EFFECTIVE DATE: Spring 2009

ADD: **DANCE 381. Tap II (2) I, II** On sufficient demand. Designed as an intermediate dance class that targets the development of skills, knowledge, and appreciation of tap dance through the presentation of fundamental techniques and other movement experiences. Topics include: concert, rhythm, and fundamental tap dance.

RATIONALE: Tap Dance is a culturally and artistically important genre of Dance and we currently offer no coursework in this area.

EFFECTIVE DATE: Spring 2009

ADD: **DANCE 382. Tap III (2) I, II** On sufficient demand. Designed as an advanced dance class that targets the development of skills, knowledge, and appreciation of tap dance through the presentation of techniques and other movement experiences. Topics include: Broadway and concert dance, rhythm, and Funk Tap dance.

RATIONALE: Tap is a culturally and artistically important genre of dance and KSU currently offers no coursework in this area.

EFFECTIVE DATE: Spring 2009

Mathematics

ADD: **MATH 615. Introduction to Digital Image Processing (3) II** The basic ideas and techniques in digital image processing stem from mathematics, engineering, and computer science. This course focuses on ideas and techniques such as spatial filtering, frequency filtering (Fast Fourier Transform), scale filtering (Fast Wavelet Transform), and their applications to image compression standards and image recognition. The course will place equal emphasis on the mathematical ideas and their applications. Pr.: Math 220.

RATIONALE: This course will introduce students to an active and growing area of mathematics. The course is also an excellent starting point for related undergraduate research projects and Potential interaction with other disciplines such as Chemistry, Medicine, Engineering, and Physics.

EFFECTIVE DATE: Spring 2009

Modern Languages

FROM: **FREN 742. ~~French-Speaking Culture and Literature in Second Language Learning~~ (3) S** Analysis and interpretation of cultural and literary texts from French-speaking countries, with emphasis on the development of interpretive skills and materials, and their application to the French curriculum at all levels. Pr: FREN 520 or FREN 521 and one other course at a 500 level; or instructor consent.

TO: **FREN 742. Literature for Second Language Acquisition (3) I, II, S** Analysis and interpretation of literary texts from French-speaking countries, with emphasis on the development of interpretive skills and materials and their application to the French curriculum at all levels. Pr: FREN 520 or FREN 521 and one other course at a 500 level; or instructor consent.

RATIONALE: FREN 742 has always been taught alternating between an emphasis in Culture and Literature. We propose to clarify this separation with two distinct course numbers: FREN 742, French and Francophone Literature for Second Language Acquisition and FREN 743, French and Francophone Culture for Second Language Acquisition.

EFFECTIVE DATE: Summer 2009

ADD: **FREN 743. Culture for Second Language Acquisition (3) I, II, S** Analysis and interpretation of cultural resources from French-speaking countries, with emphasis on the development of interpretive skills and materials, and their application to the French curriculum at all levels. Pr: FREN 520 or FREN 521 and one other course at a 500 level, or instructor consent.

RATIONALE: This course has previously been taught under the title "FREN 742: French-Speaking Culture and Literature in Second Language Learning." The course alternated in emphasis between literature and culture and could be repeated. We propose to clarify the separation with two distinct course numbers: FREN 742, French and Francophone Literature for Second Language Acquisition and FREN 743, French and Francophone Culture for Second Language Acquisition. A separate form has been submitted to change FREN 742. The course can no longer be repeated for credit.

EFFECTIVE DATE: Summer 2009

Women's Studies

ADD: **WOMST 300. Selected Studies of Women and Gender (3) I, II, S** Specific course content will vary by semester and instructor. Repeatable with change of topic.

RATIONALE: We have only one number under which faculty may offer one time, intersession, distance, new or developing courses: Womst 500. However, this course can be taken for graduate credit, and we need a lower level number at which we can offer introductory, undergraduate only, topics courses.

EFFECTIVE DATE: Spring 2009

Curriculum Changes – Undergraduate (non-expedited)

Dean of Arts and Sciences

FROM: University Honors Program Requirements – College of Arts and Sciences

~~The honors program offers challenging experiences of unusual breadth in the arts and humanities and in the social-behavioral and natural sciences. By stressing liberal studies in the freshman and sophomore year, interdisciplinary study in the junior year, and independent study in the senior year, the honors program enables students to develop both broad and focused intellectual interests.~~

~~The program further enriches the experiences of its members by creating opportunities to develop a sense of community and to meet faculty and university guests in informal settings.~~

~~Students with high ACT scores are invited to enter the honors program during the freshman year. A student who has a GPA of 3.3 and who receives a positive evaluation by the director may be admitted to the program as late as the beginning of the junior year. Students who wish to be considered for late admission should contact the director.~~

~~Students are expected to complete both university and college honors requirements, including a senior project.~~

~~The senior project culminates in an honors thesis or other documentation of performance, which is filed with the director. This project is invaluable as evidence of a student's ability to organize and complete a study independently. It provides evidence of capability to do well in graduate studies and may enable the student to strengthen significantly an application to graduate school. It may also help make the case for a scholarship application or serve as the impetus for more detailed investigation later in the student's career.~~

~~For more information, contact the director of the honors program, College of Arts and Sciences dean's office, or the director of the university honors program, Office of the Provost.~~

Minimum of 15 Credit Hours

~~I. University Level.....7 credit hours required~~

~~RETREAT for new students prior to fall semester (optional)~~

~~DAS 020—Students enroll in program each semester (0 credit)~~

~~DAS 189—Introduction to University Honors Program (1 credit)~~

~~Other Requirements (6 credits)~~

~~—University honors courses and new courses generated by departments. These courses can be honors sections of required courses or elective seminars (most are 3 credit hours).~~

~~—Alternative opportunities (e.g., study abroad) to generate university level honor credit hours must be approved by both the Director of the University Honors Program and the college coordinator (or appropriate college representative). Students cannot use a given activity for both university and college level. Under no circumstances will students be allowed to arrange for credit after the experience is completed.~~

~~II. College Level.....Minimum of 8 credit hours or equivalent required
Required experiences~~

~~The College of Arts & Sciences will generate the courses and experiences that will be~~

~~required of their students. This plan will be approved by the college faculty, the Director of the University Honors Program (working with the Honors Advisory Council), and Faculty Senate.~~

~~The program includes a capstone Honors Project for each student, an activity that represents a significant body of work and supervised by a faculty member.~~

~~The total credit hours and/or equivalent credit must add to a minimum of 8 hours.~~

~~Alternative opportunities (study abroad, internships, community service, etc.) can be used to fulfill this requirement, whether it for academic credit or an equivalent. As noted above, these alternative opportunities must be approved by both the appropriate college~~

~~representative and the University Honors Program Director and must be in place before the activity occurs.~~

~~For information about the university honors program, available to all students entering K-State in fall 2006 or later, see the Degrees section of this catalog. Check the honors program website for applications, requirements, current classes, and more: www.k-state.edu/ksuhonors.~~

TO: University Honors Program Requirements - College of Arts and Sciences

The honors program offers challenging experiences of unusual breadth in the arts and humanities and in the social-behavioral and natural sciences. By stressing liberal studies in the freshman and sophomore year, interdisciplinary study in the junior year, and independent study in the senior year, the honors program enables students to develop both broad and focused intellectual interests.

The program further enriches the experiences of its members by creating opportunities to develop a sense of community and to meet faculty and university guests in informal settings.

Students with high ACT scores are invited to enter the honors program during the freshman year.

To remain an active member in the University Honors Program, a student must maintain an overall GPA of 3.5 or higher.

The Honors Project culminates in an honors thesis or other documentation of performance, which is filed with the director. This project is invaluable as evidence of a student's ability to organize and complete a study independently. It provides evidence of capability to do well in graduate studies and may enable the student to strengthen significantly an application to graduate school. It may also help make the case for a scholarship application or serve as the impetus for more detailed investigation later in the student's career.

For more information, contact the director of the honors program, College of Arts and Sciences dean's office, or the director of the university honors program, Office of the Provost.

16 Credit Hours

I. University Level.....7 credit hours required

RETREAT for new students prior to fall semester (optional)

DAS 020 University Honors Program (0 credit)

Students enroll in this course each semester

DAS 189 Introduction to University Honors Program (1 credit)

Other Requirements (6 credits)

- University honors courses and new courses generated by departments. These courses can be honors sections of required courses or elective seminars (most are 3 credit hours).
- Alternative opportunities (e.g., study abroad) to generate university level honor credit hours must be approved by both the Director of the University Honors Program and the College coordinator. Students cannot use a given activity for both university and college level. Under no circumstances will students be allowed to arrange for credit after the experience is completed.

II. College Level.....9 credit hours required

Capstone Honors Project in either the student's major or the student's minor (2-3 credits)

- In most cases this will likely take the form of an Honors Thesis conducted with the supervision of a faculty advisor.

Honors coursework either within or outside the major (6-7 credits)

- This coursework may include
 - College Honors courses
 - Other courses identified as appropriate for Honors students but not restricted to Honors enrollment (e.g., Great Books, Origins, etc.)*
 - Service Learning opportunities (most likely under the faculty guidance of an independent study in an appropriate discipline)*
 - Study Abroad opportunities*
- *Non-Honors coursework/opportunities must be approved by both the Director of the University Honors Program and the College coordinator. Under no circumstances will students be allowed to arrange for credit after the experience is completed. The same courses or experiences cannot be used to satisfy both the University level and College level portions of the program.

For more information please contact the Director of the University Honors Program, Dr. Steven Kiefer at ksuhonors@ksu.edu or stop by Leasure Hall room 7, Kansas State University, Manhattan, KS 66502. Phone number 785-532-2642.

RATIONALE: To modify language in the undergraduate catalog to reflect development of the college-specific portion of the University Honors Program and make the introduction consistent with the new program.

IMPACT: No impact on other colleges.

EFFECTIVE DATE: Fall 2009

Sociology, Anthropology, and Social Work

Bachelor of Science/Bachelor of Arts

See Attachment 1 for below:

RATIONALE: The proposed curriculum change:

- a) eliminates the Applied Anthropology option because the application of anthropological concepts is emphasized throughout much of our standard curriculum and there has been no demand for a specialization in Applied Anthropology for at least ten years;
- b) increases the total number of anthropology credit hours through the addition of three additional advanced anthropology hours in order to better prepare anthropology majors for future careers and advanced training in anthropology; and
- c) encourages students to include courses that specifically focus on methods of one or more of the subfields of anthropology that fit their anthropological interest(s).

EFFECTIVE DATE: Fall 2009

Statistics

Bachelor of Science/Bachelor of Arts

Required courses:

FROM : CIS 200. Fundamentals of Computer Programming (or acceptable substitute)

TO: CIS 111. Fundamentals of Computer Programming or
CIS 200. Fundamentals of Software Design
(or acceptable substitute)

RATIONALE: Additional course selection. Description of CIS 200 has changed, CIS 111 is now slightly more appropriate

EFFECTIVE DATE: Fall 2009

Curriculum Changes – Graduate (non-expedited)

Statistics

Master of Science in Statistics; Master's report and nonreport options

Required courses:

FROM : In either case, the coursework must include:

STAT 713 – Applied Linear Statistical Models (4)

STAT 770 – Theory of Statistics I (3)

STAT 771 – Theory of Statistics (3)

STAT 860 – Linear Models I (3)

At least one of:

~~STAT 710 – Sample Survey Methods (2)~~

STAT 720 – Design of Experiments (3)

STAT 722 – Statistical Designs for Product Development and Process Improvement (3)

TO: In either case, the coursework must include:

STAT 713 – Applied Linear Statistical Models (4)

STAT 770 – Theory of Statistics I (3)

STAT 771 – Theory of Statistics (3)

STAT 860 – Linear Models I (3)

either:

STAT 720 – Design of Experiments (3)

or

STAT 722 – Statistical Designs for Product Development and Process Improvement (3)

RATIONALE: Faculty does not feel that STAT 710 adequately covers design of experiments for MS level students.

EFFECTIVE DATE: Fall 2009

Modern Languages

ADD: **MODERN LANGUAGE Track: Second Language Acquisition / Teaching English as a Foreign Language**

RATIONALE: M.A. degree track: Teaching English as a Foreign Language (TEFL). This is an interdisciplinary program designed to meet the demand for trained and skilled teachers of English. It focuses on acquiring the knowledge and skills for teaching adult learners and facilitating English instruction all over the world. Concentration in this track would be in the study of second language acquisition (Modern Languages), the teaching of English as a foreign language (English Language Program), and in English-language culture and literature (English Department). Other departments providing instructional support include Education: Counseling and Educational Psychology, Curriculum and Instruction, Speech Communication, and Anthropology.

Proposal:

We propose that the Department of Modern Languages establish a variation of the existing track in Second Language Acquisition for an M.A. degree in Modern Languages. This new track would provide a range of interdisciplinary courses. Concentrations in this track would be in the study of second language acquisition, the teaching of English as a foreign language (TEFL), and in English-language culture and literature.

The MA TEFL will equip graduates to become leaders in classroom innovation in the field of English language teaching. As skilled English teachers they will be highly employable in the increasingly wide range of contexts emerging globally, as demand for competence in English continues to grow. The MA in TEFL is intended for aspiring teachers of English or for practicing teachers who wish to upgrade their professional standing. It is most suitable for teachers whose interests lie mainly in classroom practice.

Entrance requirements are those of the Graduate School. With approval of the graduate committee, the student would choose:

- 30 hours of course work
- 28 hours of course work plus a master's report
- 24 hours of course work plus a master's thesis

In addition, the M.A. candidate would take a written comprehensive exam, followed several days later by a one-hour oral exam. Please find attached guidelines for the thesis as well as a required reading list.

Rationale:

- The mission of the MA TEFL program at Kansas State University is to (a) enhance the teaching of English in the world, (b) engender a professional and research awareness in the students who attend the program, and (c) further the development of English language teaching education through the efforts of its faculty, students, and graduates. The program aims to:

Engage with theory and practice of communicative approaches to the learning and teaching of language

- Provide opportunities to observe experienced teachers in a variety of classrooms
- Understand the interrelationships between language and culture that underpins the communicative approach
- Understand the pivotal roles language plays in human social organization and in education in particular
- Examine the relevance of major language learning theories for teaching
- Encourage the development of practical teaching and presentation skills

Currently, no college, department, or program at K-State provides comprehensive instruction in TEFL. While the College of Education offers courses designed for K-12 English language instruction (TESOL), it does not focus on teaching adult learners.

The proposed modifications to the MA in Modern Languages will provide a curriculum to meet this instructional gap, drawing from the resources of several K-State departments and colleges for an interdisciplinary program of study that can meet individual students' needs. Aside from the Departments of Modern Languages and English and the English Language Program, departments providing instructional support include Education: Counseling and Educational Psychology, Curriculum and Instruction, Speech Communication, and Anthropology. We have consulted with the appropriate university units on the list of courses below.

Although in the short run this new track will facilitate K-State's commitment to two World Bank grants to rebuild the English Departments at Kabul University and Balkh University in Afghanistan, we wish to emphasize, however, that our intent is to create a viable M.A. track independent of the Afghanistan project that would attract graduate students from all over the world. We anticipate that other students seeking an advanced degree in TEFL will select this track. Indeed, we have already fielded requests for information from five prospective graduate students who heard that the track was under discussion. English language proficiency would be assessed by placement tests administered by the English Language Program, and degree candidates may have to pass remedial English classes offered by ELP.

The comprehensive examination for this track will consist of one two-hour written exam followed several days later by a one-hour oral exam / thesis defense. A MA reading list will serve as a point of departure for the written comprehensive exam.

The advisory committee for this Track includes:

Robert Corum, Head, Department of Modern Languages
Karin Westman, Head, Department of English
Mary Wood, Director, English Language Program
Beverly Earles, Asst. Director, English Language Program
Emma Betz, Department of Modern Languages
Mary Copple, Department of Modern Languages
Kumiko Nakamura, Modern Languages
Greg Eiselein, Department of English
Dean Hall, Department of English
Young-ok Yum, Department of Speech, Theater, and Dance

M.A. in Language Acquisition Degree Requirement:

I. Pedagogy and Methodology (9 hours)

1. MLANG 710. Introduction to Foreign Language Pedagogy (3)
2. MLANG 770. Introduction to Second Language Acquisition. (3)
3. LG 600. Principles of Linguistics. (3)

II. Teaching English as a Foreign Language (6 hours)

1. GRAD 702 TESL/TEFL for Adult Learners (2)
2. GRAD 703 Practicum in Adult TESL / TEFL: Oral Communication (2)
3. GRAD 704 Practicum in Adult TESL/TEFL: Written Communication (2)

III. Language and Culture (6-12 hours)

May be selected from existing courses in English or Modern Languages, depending on the needs of the individual participant, or courses in related areas such as anthropology, education, or speech. (See sample list of approved courses below).

III. Electives (3-6 hours, with the approval of the program committee)

IV. Master's Thesis (6 hours), or Master's Report (2 hours)

CORE COURSES

MLANG 710. Introduction to Foreign Language Pedagogy. (3) I. The fundamentals of language learning as described by current research, and teaching strategies that facilitate the acquisition of foreign language skills. Taught in English. Pr.: Acceptance as GTA or instructor in ML.

MLANG 770. Introduction to Second Language Acquisition. (3) Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. Pr.: minimum 6 hours at the 500-level in Spanish or other language.

LG 600. Principles of Linguistics. (3) The scientific study of language, with examples from English, Spanish, French, German, and others. Overview of language origins, phonetics, phonology, syntax, semantics, language acquisition, dialects, language change, and writing systems. Same as ENGL 600 and LING 600.

GRAD 702 TESL/TEFL for Adult Learners (2) I, II, S One of three courses to provide content and practice in defined skill areas. Survey of current theories, techniques, and methodologies in adult TESL/TEFL provides a foundation for practical application in the classroom in GRAD 703 and GRAD 704. Topics of learning styles, course planning, identification of learning objectives, and assessment of adult second/foreign language learners are incorporated into practical activities. Pr. Graduate standing, prior or concurrent enrollment with GRAD 703 or 704.

GRAD 703 Practicum in Adult TESL / TEFL: Oral Communication (2) I, II, S Methods and techniques for teaching oral communication (listening comprehension, speaking, and pronunciation) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr. Graduate standing, prior or concurrent enrollment in GRAD 702

GRAD 704 Practicum in Adult TESL/TEFL: Written Communication (2) I, II, S Methods and techniques for teaching written communication (reading, vocabulary development, grammar, and writing) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr. Graduate standing, prior or concurrent enrollment in GRAD 702

SAMPLE LIST OF APPROVED LANGUAGE AND CULTURE COURSES:

ENGL 685. Topics in Rhetoric and Composition. (3) Offered once every two years, usually in the fall semester of even-numbered years. Content varies by semester. For Fall 2008, for instance, the topic will be "International Technical Communication."

ENGL 755. Studies in Composition and Rhetoric. (3) Offered once every two years, usually in the spring semester of even-numbered years. Content varies by semester. For Spring 2008, for instance, the topic will be "Rhetorical Theory."

ENGL 757. Studies in Language and Linguistics. (3) Offered once every two years, usually in the spring semester of odd-numbered years. Content varies by semester. For Spring 2007, for instance, the topic was "Language, Difference, and Globalization."

ENGL 890. History of the English Language. (3) I, II, S. The development of British and American English from Indo-European origins to the present. Pr.: Graduate standing or Instructor permission.

Elective Courses:

ENGL 759. Studies in Technical Communication. (3) Offered once each year, usually in the spring semester. Advanced introduction to the practice and teaching of technical communication.

ENGL 799. Problems in English. (Variable credit) Offered fall and spring semesters. Independent study with a graduate faculty member on a topic related to literature, writing, or language study.

EDCEP 715. Principles of Assessment. (3) I, II, S. Principles of development, administration, evaluation, and constructive instructional use of paper-pencil, product, and performance assessments. Focus on norm- and criterion-referenced uses of teacher-made and published measures as an integral part of effective decision making in education. Pr.: EDCEP 315.

EDCEP 816. Research Methods. (3) I, II, S. Surveys quantitative and qualitative social science research methods applied to educational topics. Includes critical analysis of published research to foster research-enlightened decision-making in professional practice. Provides a foundation in a wide spectrum of educational research methods. Offered only via videotape for home study with exams on campus. Pr.: Nine hours of education or consent of instructor. **(NB that this could be a distance course)**

EDCEP 829. Learning Principles. (2-3) II. Exploration of learning theories and an overview of research on factors that enhance academic performance, including psychosocial variables, learning styles, and learning strategies. The course covers strategies for enhancing student academic performance, ranging from assessment to implementation. Pr.: Consent of instructor.

EDCEP 775. Readings in Education. (1-3) I, II, S. Readings in research and application in specialized areas in education. May be taken more than once. Pr.: FSHS 110. Consent of department chair.

EDCEP 795. Problems in Education. Credit arranged. I, II, S. Selected students are permitted to secure specialized training appropriate to the needs of the individual. The student's project may involve intensive library investigation in a special field or the collection and analysis of data pertinent to a given problem. All work is done independently under the direction of a faculty member. As many conferences are held as necessary to assure successful completion of a project. Pr.: Background of courses necessary for the problem undertaken, consent of instructor, and consent of department chair.

EDCI 720. ESL/Dual Language Methods. (3) I, S. An exploration of contemporary approaches, methods, and strategies for the appropriate instruction of second language learners. Also provided is a foundational perspective on ESL/Dual Language approaches, including the communicative, cognitive, and grammatical. Pr.: Junior standing.

EDCI 731. ESL/Dual Language Linguistics. (3) I, S. Explores the theoretical underpinnings of language acquisition and linguistics that educators need to understand, in order to better plan appropriately adapted curriculum and instruction for second language learners. The course encompasses problematic aspects of English language learning, the ways in which languages may differ, and certain universal aspects of languages. Pr.: Junior standing.

EDCI 742. ESL/Dual Language Assessment. (3) II, S. An in-depth examination of key issues/challenges in the appropriate language assessment of culturally and linguistically diverse students. Among focal topics in theory, research and practice discussed will be: pre- and post-instructional assessment, authentic and alternative assessment, language testing and placement for programming in ESL/Dual language classrooms. Pr.: Junior standing.

SPCH 780. Intercultural Communication. (3) I. A study of the relationship between language and culture and its impact on human communication. Examines how language and culture differ among people and how differences are handled through the process of communication. Pr.: SPCH 105 or 106.

ANTH 523. Topics in Linguistic Anthropology/ Language and Gender. (3) Explores the relationship between language, gender, and society. Pr.: ANTH 220.

EDACE 786. Grant Writing. (2-3) An overview of proposal writing tips; researching funding sources - government and private foundations; generating cutting edge ideas; program planning; assessing needs; establishing credibility; evaluation design; dissemination strategies; formulating a budget and program stabilization.

EFFECTIVE DATE: Spring 2009