Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Myra Seaman  Email address seamanm@cofc.edu Phone 953-5760

1. Department: English

2. Course number and title: ENGL 309: English Language: Grammar and History
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☑ Lab: ☐ Recitation: ☐ Seminar: ☐
   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   A study of the fundamental concepts of language and linguistics in relation to English past and present, through grammatical analysis and a survey of the history and development of English focused on phonology, morphology, and vocabulary.

5. CIP Code: 23.0101 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: N/A
   Rationale for cross listing: N/A
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   no

   b) Please explain overlap with any existing courses.
Proposal for a New Course

ENGL 309 shares some elements with ENGL 303: Modern English Grammar and ENGL 312: History of the English Language. This course is designed to provide the content of those two courses more efficiently to English-Secondary Education double majors, addressing the particular requirements of the Language and Linguistics section of their Praxis exams. ENGL 303 and ENGL 312 will continue to be offered as independent courses, but less frequently.

8. Prerequisites (or other restrictions):
110 or equivalent

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?
This course’s primary objective is to introduce students to fundamental concepts of language and linguistics, specifically in relation to English past and present. Students become familiar with and understand the principal systems of grammar that have been used and are being used in the study of English; they learn the differences between grammar and usage and between descriptive and prescriptive approaches to language, gaining an understanding that grammar change is a natural process, with cultural ideas of “acceptability” modifying over time. They gain an informed understanding of Standard English/Standard Edited English (SEE). In the process, they come to know the major figures associated with traditional, structural, and transformational grammars. To demonstrate the natural process of language change, the course surveys the contexts of English’s growth and transformation from the Anglo-Saxon period to the present day, tracing this development with attention to phonology, morphology, grammar, and vocabulary, including an emphasis on etymology, dialect variety, and semantic change. Students will gain an understanding of the cultural, social, and linguistic phenomena that have shaped and continue to shape the language. Students will be prepared to bring a variety of perspectives to bear on contemporary debates about the nature(s) of English and its/their future(s).

b) How does the course support the mission statement of the department and the organizing principles of the major?
The course provides students the opportunity to encounter, in one course, concepts and issues of grammar and the English language. The course thus fulfills the "Writing, Rhetoric, and Language" requirement of the new major.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
Students will take this course in the last year or two of the major, and it is a rare opportunity in the major for them to focus specifically on the language and its characteristics and history, rather than on producing or reading texts written in English.
Proposal for a New Course

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
N/A

11. Method of teaching:
lecture and discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
N/A

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
Staffing should be unaffected, as we have three faculty members prepared to teach the course and will be able to offer it once a year, as needed by our Secondary Ed double majors in particular.

c) Frequency of offering:
   each fall: ☑   each spring: ☐
   every two years: ☐   every three years: ☐
   other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      none

   b) Budget:
      none

   c) Library:
      none, as the materials have already been supplied through ENGL 303 and 312

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      English-Secondary Education double major

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________

Date: ________________________

17. Signature of Dean of School:

______________________________

Date: ________________________

18. Signature of Provost:

______________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________

Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change Degree Requirements for a Minor/Concentration/Track

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Myra Seaman Email address seamanm@cofc.edu Phone 953-5760

1. Department(s) or School(s): English

2. Name of the minor/concentration/track: English minor

3. Semester and year in which degree change(s) will go into effect: Fall 2011

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   - Add ENGL 309: English Language: Grammar and History to the courses listed under the "Writing, Rhetoric, and Language" category in the middle of the major.

5. Justification for Change(s):
   - Focusing on issues related to the history and grammar of English, ENGL 309 is a new course that will be among the courses students may take to fulfill this requirement of the English major.

6. Does the change include deleting or adding courses from other departments? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.
   No

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal to Change Degree Requirements for a Minor/Concentration/Track

6. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

7. Signature of Dean of School:

______________________________________________________________

Date: ________________________

8. Signature of Provost:

______________________________________________________________

Date: ________________________

9. Signature of Curriculum Committee Chair:

______________________________________________________________

Date: ________________________

10. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Myra Seaman Email address seamanm@cofc.edu Phone 953-5760

1. Department: English

2. Degree: B.A.

3. Semester and year in which degree change(s) will go into effect: Fall 2011

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Require ENGL 309 (one new course) in place of two courses: ENGL 303 and ENGL 312

5. Justification for Change(s):
   This course has been developed to replace ENGL 303 and ENGL 312 as requirements for Secondary Ed-English double majors.

6. Does the change include deleting or adding courses from other departments? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.
   no
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   __________________________________________ Date: _____________
   __________________________________________ Date: _____________

7. Signature of Dean(s) of School:
   __________________________________________ Date: _____________
   __________________________________________ Date: _____________

8. Signature of Provost:
   __________________________________________ Date: _____________

9. Signature of Curriculum Committee Chair:
   __________________________________________ Date: _____________

10. Signature of Budget Committee Chair:
    __________________________________________ Date: _____________

11. Signature of Academic Planning Committee Chair:
    __________________________________________ Date: _____________

12. Signature of Faculty Senate Secretary:
    __________________________________________ Date approved by Senate: _____________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

This form was approved by FCC on 8/17/2010 and replaces all others.
ENGLISH 309
English Language: Grammar and History
FALL 2012

Professor: Dr. Trish Ward  Office Phone: 953-5648  Class Time: 11:00-11:50 MWF
Office: 26 Glebe St., #102  E-Mail: wardp@cofc.edu  Classroom: MYBK 210
Office Hours: 1:00-2:30 MWF

English 309 is a study of the fundamental concepts of language and linguistics in relation to English past and present, through grammatical analysis and a survey of the history and development of English focused on phonology, morphology, and vocabulary. Open to all students interested in the grammar and history of English, this course is principally designed to help English-Secondary Education students master those criteria outlined by the Linguistics and Language portion of the PRAXIS exam as essential knowledge for English teachers:
(1) Understanding the principles of first- and second-language acquisition and development, including social, cultural, and historical influences and the nature of dialects;
(2) Understanding the elements of history, development, and structure of the English language, including linguistic change, etymology, and processes of word formation;
(3) Understanding and applying the conventions of grammar, mechanics, and usage, e.g., syntax, sentence types, sentence structure, parts of speech, modifiers, phrases and clauses, capitalization, and punctuation;
(4) Understanding the elements of semantics, e.g., ambiguity, euphemism, connotation, and jargon, and how these elements affect meaning.

ASSIGNMENTS:
Quizzes, homework, and worksheets  15%  Oxford English Dictionary project  10%
5 reading responses  10%  Usage project and presentation  20%
2 tests  25%  Final exam  20%

ATTENDANCE, CLASSROOM CONDUCT, AND ACADEMIC HONESTY:
• Regular attendance and participation are absolutely essential since the course format will involve discussion and occasionally some group work. You shouldn’t miss any classes, but if you must, you may miss three before your participation grade is affected. After three absences I will take off one point from the final grade for each additional absence. I do not make a distinction between excused and unexcused absences. Please come to class on time and stay until the end of class. Three tardies or early departures will count as one absence.
• You are responsible for any work missed. Always assume important work went on in class and

TEXTS:


GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>4-pt. scale</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-65</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-59</td>
</tr>
</tbody>
</table>