English Grammar for International Doctoral Students at the Robert H. Smith School of Business

Prepared by Carol E. Cron

For DETT 607, 9040

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STATEMENT OF PURPOSE

TARGET AUDIENCE

❑ International doctoral students at the Smith School of Business, who speak English as a second language and who need assistance with their English grammar

❑ Our PhD students have:

- many opportunities to practice their verbal English skills,

- not as many chances to practice their written English skills, and to <u>learn</u>, <u>understand</u> and <u>correct</u> their mistakes.

PROPOSED COURSE

❑ Zero credit – no tuition cost

❑ Voluntary participation (at least initially)

❑ Promoted in such a way that will help Smith's international doctoral students improve a critical skill in order to succeed:

- in their studies

- when they enter the job market, and

- when they are professors

WHAT IS REQUESTED HERE?

2 ❑ Approval and go-ahead for fully developing this course

CURRENT STATUS OF COURSE DESIGN

Tasks to be Done	Status	Comments
Research on need and resources available	✓	Carol Cron has done much research on need and resources; a syllabus outline has been done, along with significant sample activities. Much of the instructional design has been done. The course can be offered online through our LMS, or in a blended teaching mode.
Preliminary syllabus prepared	✓	
Course activities selected	✓	
Course resources, textbooks selected	✓	
Instructional design of program in progress	✓	
Instructor for initial course secured	✓	Carol Cron is willing to teach a prototype course.
Presentation to PhD Director	✗	Carol has mentioned the idea.
Presentation to and support of the Dean	✗	PhD Director to propose to him?
Identification of potential international students needing this course	✗	Who can best identify these students?
Course proposed to appropriate international students	✗	Upon approval, would new PhD Director propose it one-on-one?

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AREAS THIS COURSE WILL ADDRESS

Spelling in the Computer Age

Subject-Verb Agreement

Sentence Structure

Punctuation

Pronouns

Word Usage

Homonyms

SAMPLE COURSE OUTLINE

Lessons	Grammar Slammer Lesson 1/2	Grammar Slammer Lesson 3/4	Grammar Slammer Lesson 5/6	Grammar Slammer Lesson 7/8	Grammar Slammer Lesson 9/10	Grammar Slammer Lesson 11/12
Title	Diagnosis Subject/Verb Agreement	Punctuation 1 Punctuation II	Pronouns I Pronouns II	Sentence Structure I Sentence Structure II	Re-Diagnosis Special Problems	Grammar Final Grammar Conferences
Learning Outcomes	Determine problem areas. What is a complete sentence?	Understand basic types of punctuation	Him? Her? Their? Ours?	Simple, compound, exclamatory, questions	Review/i.d. specific problems for individual students	Where do students go from here?
Course Resources	Grammar Slammer (GS) and textbooks (TB)	GS/TB	GS/TB	GS/TB	GS/TB	GS/TB
Individual Activities	Pre-Assessment	Writing Assignments	Proofreading Assignments	Writing Assignments	Post-Assessment	Post-Assessment Review
Group Activities	Concept review Questions?	Proofreading Assignments	Writing Assignments	Proofreading Assignments	Writing Assignments	Evaluation of course
Assessment	Review of Pre-Assessment	Review of assignments	Review of assignments	Review of assignments	Post-Assessment	Review of Post-Assessment

CHALLENGES AND SOLUTIONS

- ❑ Securing support of the PhD Director and the Dean
    - ▪ **If this concept is seen as a worthwhile, well-planned course, which will benefit our doctoral students, this support should be received**

- ❑ Developing the assessment tool to identify potential students
    - ▪ **This will be a time-consuming process but the potential instructor has learned the necessary techniques in UMUC's graduate course: DETT 607, *Instructional Design for Distance Education***

- ❑ Securing the buy-in of the identified students
    - ▪ **With support and encouragement of the PhD Director, the Dean and faculty mentors, identified students will be encouraged to participate**

CHALLENGES AND SOLUTIONS

❑ Obtaining the required textbooks for students

  ▪ **Because this is a zero credit course, consider purchasing the textbooks for the students**

❑ Making this a priority for the students

  ▪ **Follow-up by faculty mentors and the PhD office will encourage students to stick with the course**

❑ Setting up the course on Blackboard

  ▪ **The prototype course was developed in a proprietary LMS, but can be converted to the UMD LMS of Blackboard**

❑ Carving out the time for the instructor

  ▪ **Make certain this project does not interfere with normal work duties; most work will be done in the evening and on weekends**

COURSE RESOURCES ALREADY SECURED

❑ *Reaching Audiences: A Guide to Media Writing*, 5th ed. by Professor Katherine McAdams (University of Maryland, College Park) – [$66 on Amazon]

❑ *The Least You Should Know about English: Writing Skills,* 10th ed. by Paige Wilson and Teresa Ferster Glazier – [$45 on Amazon]

❑ The Grammar Slammer, by Katherine McAdams (3 part PowerPoint file)

❑ Instructors from the Masters in Distance Education Program at UMUC

❑ Grammar Girl: a website devoted to correct grammar

http://grammar.quickanddirtytips.com/
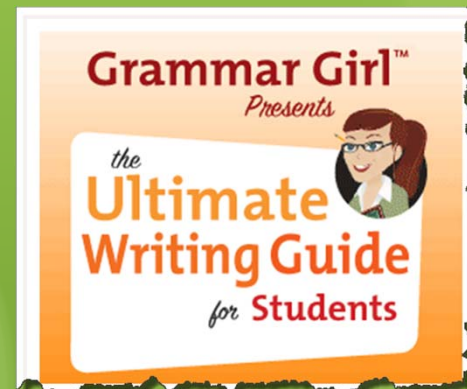
REQUIRED RESOURCES STILL NEEDED

- **Support of the PhD Director and Dean of the Business School** – Encourage international PhD students to agree to participate *(begin with approval and continue through start and completion of course)*

- **Instructor support** – Ongoing support for instructor if this course is offered in the future *(determine four months prior to start)*

- **Course Materials** – The required books could be purchased for students (about $110 for two books) since it is a zero credit class *(acquire two months prior to start)*

- **IT support via Blackboard** – Smith IT would need to set up a Blackboard course site for this class *(assign one month prior to start)*

- **Identify potential students to participate** – Develop and administer pre-assessment test *(test one month prior to start)*

TIMELINE FOR COMPLETION

Once this prototype course is approved, a timeline for rolling out this program is as follows:

❑ Determine a logical start/end time for this 12 module/six week course (4-5 months prior to start)

  ▪ January 2012? Spring 2012? Summer 2012?

❑ Administer pre-assessment to i.d. students (1 month prior)

❑ Consult with potential students one-on-one to determine willingness to participate (1 month prior)

❑ Acquire needed resources (textbooks) (2 moths prior)

❑ Roll out initial course

❑ Perform regular evaluations during course as it is a prototype

❑ Administer post-assessment to evaluate success of the course

❑ Perform post-course evaluations to determine areas of improvement needed in future iterations of the course

SUMMARY

❏ Thank you for your time and consideration of this prototype course to help our international doctoral students improve their written English

❏ Please direct any questions to Carol Cron via e-mail

❏ Now, let's improve the grammar and writing of our PhD students who speak English as a second language, to help them succeed in their studies and in their future careers