FORM A
College of Professional & Technical Studies

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program – Verbal Communication Skills for ESL Learners Level 1

Initiating Unit or Individual: Office of International Education
Contact Person's Name: Piram Prakasam  e-mail: prakasp@ferris.edu  phone: 591-5290
Date or Term of Proposal Implementation: 8/4/2010

☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☒ Group III - Certificates
☐ Group IV – Off-Campus Programs

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<th>Vote/Action *</th>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President’s Council (Date Approved)
1. Proposal Summary
(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The Intensive English Program is designed for non-native speakers of English who do not meet the English requirement for official Ferris admission. The goal of the program is to improve students' skills in English and assist them in reaching the required proficiency level to start their academic courses at Ferris. By improving their skills in English as a Second Language (ESL), they will be able to attain the proficiency level required by Ferris State University admission's office (TOEFL ibt 61, TOEFL itp 500, IELTS 6.0). This particular course, Verbal Communication Skills for ESL Learners Level 1, is designed for the ESL learners whose speaking and listening skills are in the high beginning to low intermediate level to improve their overall verbal communication skills by assisting them to improve their conversation skills in general, listening skills for extended conversations and mini-talks, and oral presentation skills. The curriculum of the Intensive English Program focuses on integration of all English language skills necessary to pursue academic degrees and will be divided into 3 levels and 3 subject areas; reading, writing and verbal communication skills.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix  Number  Title
ESLC  490 090  Verbal Communication Skills for ESL Learners Level 1

b. Courses to be Deleted From FSU Catalog:
Prefix  Number  Title

c. Existing Course(s) to be Modified:
Prefix  Number  Title

d. Addition of existing FSU courses to program
Prefix  Number  Title

e. Removal of existing FSU courses from program
Prefix  Number  Title
3. Summary of All Consultations

| Form Sent (B or C) | Date Sent | Responding Dept. | Date Received & by Whom |

4. Will External Accreditation be Sought? (For new programs or certificates only)

[ ] Yes  [X] No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix: ESLC     Number: 190             Title: Verbal Communication Skills for ESL Learners Level 1

Course Description:
This course is designed for the learners of English as a Second Language whose speaking and listening skills are in the range of high beginning to low intermediate level. Spoken language functions, proper pronunciation and listening strategies will be part of class content and will be essential to improve students’ oral communication skills in a variety of context and situations.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the high intermediate level of speaking and listening course, Verbal Communication Skills for ESL Learners Level 2. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their listening skills will be formally assessed by the standardized tests of English (i.e., TOEFL) at the beginning, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:
1. Spoken language functions and pronunciation (10 hours)
   i. Rate, pauses, phrase grouping and emphasis
   ii. Word stress patterns
   iii. Verbal and non-verbal cues in conversation
   iv. Vocabulary, idioms and grammar review
2. Conversation skills (15 hours)
   i. Interacting socially
   ii. Understanding audience and being understood
   iii. Participating in discussion
3. Increasing listening comprehension skills (20 hours)
   i. Prelistening tasks
   ii. Recognizing key points in the context
   iii. Listening expansion
4. Increasing speaking skills (45 hours)
   i. Requesting and giving factual information
   ii. Expressing feelings and intellectual process
   iii. Oral presentation skills
CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201008 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: ESLC
   b. Number: 090
   c. Enter Contact Hours per week in boxes.
      LECTure 2 LAB 4 INDependent Study – Check (x) □ Practicum: □ Seminar: □

   d. Course Title: Verbal Communication Skills for ESL Learners Level 1 (Limit to 30 characters/spaces.)

   e. College Code: CP
   f. Department Code: CPTS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

   g. Type: □ Variable  □ Fixed h. Minimum Credit Hours 4 i. Maximum Credit Hours 4

   j. May Be Repeated for Added Credit: Check (x) □ Yes  □ No

   k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional

   l. Grade Method: Check (x) □ Normal Grading □ Credit/No Credit only (Pass/Fail)

   m. Does proposed new course replace an equivalent course? Check (x) □ Yes  □ No

   n. Equivalent course: Prefix □ Number □ See instructions on Replacement courses.

   o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   This course is designed for the learners of English as a second language whose listening and speaking skills are in the low intermediate level to improve their overall oral proficiency skills.

   p. Term(s) Offered: Fall 2010, Spring 2011 (See instructions for listing.)
   q. Max. Section Enrollment: 16

   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.)

UCC Chair Signature/Date: ___________________________ 1/1/ ___________________________ 1/1/2010

Academic Affairs Approval Signature/Date: ___________________________

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __SCARRES __ SCAPREQ __
CLASS SCHEDULE: Monday, Tuesday, Wednesday and Thursday 3:00 – 3:50 and Friday 9:00-10:50 at FLITE408

PROFESSOR: Dr. Debra Courtright-Nash

OFFICE: ASC3064 OFFICE PHONE: 591-2532 E-MAIL: courtrd@ferris.edu


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose speaking and listening skills range from high beginning to low intermediate level. Spoken language functions, proper pronunciation as well as listening strategies will be part of class content and will be essential to improve students’ speaking and listening skills in a variety of context and situations.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate knowledge of a wide range of vocabulary, idiomatic expressions and structures;
2) be able to speak with a pace, intonation, volume and pronunciation that are comprehensible;
3) be able to participate in various conversation situations;
4) be able to request/paraphrase to clarify information;
5) be able to rehearse the main idea after listening to short oral presentations;
6) be able to give short oral presentations in various topics;

COURSE ASSESSMENT:
 Oral presentations 30%
 In-class quizzes 30%
 Class participation and performance 40% total of 100%

GRADING SCALE:
A 90% and above
B 80-89%
C 70-79%
D 60-79%
F below 59%

CLASS EXPECTATIONS:
1) Attend every class session, be on time and stay alert during class. Learning occurs when you attend, participate and engage yourself in class. Just attending class is not enough, but you must participate in class activities.
2) Remember your academic goals and try your best to achieve the goals.
3) Ask questions if you don’t understand or need help.
4) As a student of English as a second language, every moment you are awake and alert in this college environment is your opportunity to learn English and help you succeed in college.

EXAMS: There will not be mid-term or final exams for this course; however the students are required to take the TOEFL iTP around mid-term period and at the end of the semester in addition to the one administered at the beginning of the semester. These TOEFL results will not be counted directly as course grades; but will be used to measure progress and find strengths and weaknesses of each student’s English skills so that the instructor can adjust his/her instruction according to the individual student’s needs.

QUIZZES, PRESENTATIONS & ASSIGNMENTS: There will be frequent quizzes, presentations and assignments in this course. You are expected to try your best in each of them. Students who have unexcused absences may not be given make-up quizzes or extra chance for presentations. If you turn in assignments late, you will not be given points for the assignment; however the instructor will check your work and give you feedback to assist your learning.
COURSE POLICIES:
1) Classroom Behavior: Behavior that interferes with the instructor's ability to conduct the class or the ability of students benefit from the instruction is not acceptable. The class is composed of students from widely diverse backgrounds with different values. You are expected to treat your classmates and the instructor with respect and be open-minded to the differences around you. In order for every student to benefit from every moment of the instruction, electronic devices including cell phones, beepers, iPods, lap-top computers, and 'un-assigned talking' are prohibited, unless requested by the instructor for the instruction purposes.
2) Attendance: Attendance is mandatory and attending every class is essential to improve your English skills. If you encounter unavoidable situations (for example, emergency illness, death in family, etc.) to prevent you from attending a class, you must contact the instructor as soon as possible and follow the instruction. Documentation is required in such a situation. If you have more than 4 undocumented absences, you will receive 'F' as a course grade.
3) Tardiness: Students are required to come on time and stay until the end of the session. If you are late or leave early, you'll be marked absent for that session.
4) Academic honesty, integrity, and plagiarism: Students are expected to maintain the highest standards of academic integrity and behavior that violates these standards are not acceptable. The unacceptable conducts include using and copying the unauthorized material and the work of another student. These conducts not only are penalized but also prevent you from improving your English skills.
5) Students with special needs: If you have a documented disability that requires accommodations, contact me as soon as possible so that I can contact the Disabilities Services and assist in developing a plan to address your academic needs in this course.

Course content schedule will be provided weekly by the instructor. The instructor reserves the right to make adjustments in this syllabus and provide you any changes in writing.
Mo,
We can label them all as 090 courses... I checked on it here in the office. We agree that 090 would be better. What should I do to change them to 090?
Thanks
Piram

Dr. Piram Prakasam  
Director, Office of International Education  
Associate Professor of Chemistry
1010 Campus Drive, FLITE 408A  
Big Rapids, MI 49307  
(231) 591-5290  
prakaspm@ferris.edu

Maureen Milzarski 
Piram, I just want to follow up to your conversation with Don Flickinger regardin... 08/26/2010 08:01:55 AM

From: Maureen Milzarski/FSU  
To: Piram Prakasam/FSU@FERRIS  
Cc: Donald Flickinger/FSU@Ferris  
Date: 08/26/10 08:01 AM  
Subject: IEPG courses

Piram, I just want to follow up to your conversation with Don Flickinger regarding the courses you want to add to Banner for Fall Semester. Do you want these to be entered as a developmental courses with the “090” course number?

Thank you!

Maureen Milzarski  
Office for Academic Affairs  
CSS 310  
591-3532