PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program – Structure Focused Writing for ESL Learners Level 2

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
X Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<td>Program Faculty</td>
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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, Structure Focused Writing for ESL Learners Level 2, is designed for the ESL learners whose writing skills and their knowledge of written expressions are in the high intermediate level to improve their writing skills by assisting them to increase their knowledge and proper use of English grammar, learn formal academic writing styles and practice writing for a variety of context and situations. 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
ESLW  490 070  Structure Focused Writing for ESL Learners Level 2

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

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<th>Form Sent (B or C)</th>
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<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
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</table>

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: ESLW  Number 490 Title Structure Focused Writing for ESL Learners Level 2

Course Description:
This course is designed for the learners of English as a Second Language whose writing skills and knowledge of English grammar are in the high intermediate level. English structures (grammar) as well as formal writing styles will be part of class content and will be essential to improve students' overall writing skills in a variety of academic context and situations.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the higher level of writing course. The students' progress in writing skills will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their grammar knowledge will be formally assessed by the standardized tests of English (iTP TOEFL) at the beginning, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:
1. Understanding English structure (30 hours)
   i. Revisiting key grammar rules
   ii. Noun, adjective, adverb clauses
   iii. Comparatives and Superlatives
   iv. Conditionals
   v. Conjunctions and transition words in composing an organized essay
   vi. Recognizing and editing common grammar mistakes
2. Increasing writing skills (60 hours)
   i. Addressing the writing task
   ii. Composing a paragraph
   iii. Connecting paragraphs effectively for an organized essay
   iv. Expository writing practice
   v. Persuasive writing practice
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
   ESLW

b. Number   240   090

 c. Enter Contact Hours per week in boxes.
    Lecture x  Lab x INdependent Study – Check (x) □
    Practicum:        Seminar:       

d. Course Title: Structure Focused Writing for ESL Learners Level 2        (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  X Fixed  h. Minimum Credit Hours 4  i. Maximum Credit Hours 4

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

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

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

m. Does proposed new course replace an equivalent course? Check (x) □ Yes X 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 writing skills and knowledge of written expressions are in the high intermediate level to increase their knowledge of English structures and writing skills.

p. Term(s) Offered: Fall2010, Spring2011 (See instructions for listing.)  q. Max. Sect. Enrollment: 16

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the lower level course, Structure Focused Writing for ESL Learners Level 1.

UCC Chair Signature/Date:  

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 1:30 – 2:50, at FLITE 408

PROFESSOR: Mrs. Theresa Middleton

OFFICE: Flite 408I  
OFFICE PHONE: 591-5290  
E-MAIL: middlett@ferris.edu


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose writing skills and English grammar knowledge are in the high intermediate level. English structures (grammar) as well as formal writing styles will be part of class content and will be essential to improve students’ overall writing skills in a variety of context and situations.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate increased knowledge of English structures and rules of writing;
2) be able to recognize and edit grammar mistakes;
3) be able to generate simple and multi clause sentences and well developed paragraphs with solid main ideas;
4) have a good understanding of the steps in the writing process and be able to use these steps to generate well developed and well organized essays;
5) demonstrate improvement in their overall writing skills in a variety of context and situations;

COURSE ASSESSMENT:
- Writing assignments: 30%
- In-class quizzes: 30%
- Class participation and performance: 40%

TOTAL: 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 & ASSIGNMENTS: There will be frequent quizzes 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. 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.
6) Religious holidays: Ferris State University will make reasonable accommodations for students who are absent from the university in observance of religious holidays. It is the responsibility of the student to notify the faculty in writing during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. The instructor will work with each student's request in a reasonable manner.

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

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Big Rapids, MI 49307
(231) 591-5290
prakasp@ferris.edu

Maureen Milzarski
Office for Academic Affairs
CSS 310
591-3532

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!