FORM A
College of Professional & Technical Studies
Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program - Integrated Reading for ESL Learners Level 3

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: 01/06/2011
☐ 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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<thead>
<tr>
<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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<td>10/20/2010</td>
<td>Support</td>
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<td>Academic Affairs</td>
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<td>12/02/2010</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 attaining the proficiency level required by Ferris State University admission’s office (TOEFL ibt 61, TOEFL itp 500, IELTS 6.0). This particular course, Integrated Reading for ESL Learners Level 3, is designed for the ESL learners whose reading skills are in the advanced level to improve their reading comprehension skills by assisting them to expand their vocabulary, enhance their knowledge of English grammar, learn reading strategies and practice reading from a wide range of academic context. The course also focuses on developing studying skills and critical reading/thinking 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
ESLR        490.10      Integrated Reading for ESL Learners Level 3

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
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

Course Identification:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>ESLR</td>
<td>490</td>
<td>Integrated Reading for ESL Learners Level 3</td>
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</table>

Course Description:
This course is designed for the learners of English as a Second Language whose reading skills are in the advanced level in order to increase their knowledge of English structures and reading comprehension skills. English structures (grammar), vocabulary expansion as well as reading and studying strategies will be part of class content and will be essential to improve students' reading fluency, comprehension skills, critical reading and thinking skills in a variety of college level academic context.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to comprehend college level textbooks and other reading materials. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their reading skills 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. Expanding a college-level vocabulary in a variety of academic field (10 hours)
   i. Using context clues
   ii. Using word-structure clues
   iii. Interpreting figurative language

2. Understanding English structure (10 hours)
   i. Recognizing key grammar in the context
   ii. Practice using key grammar

3. Increasing reading comprehension skills (40 hours)
   i. Finding the topic in a paragraph
   ii. Finding the main idea in a paragraph and in a whole passage
   iii. Identifying supporting details
   iv. Recognizing the relationship of ideas within and between sentences
   v. Recognizing patterns of organization in paragraphs

4. Critical reading and thinking skills (20 hours)
   i. Identifying author’s point of view
   ii. Identifying author’s purpose
   iii. Identifying intended audience
   iv. Identifying author’s tone
   v. Distinguishing fact from opinion
   vi. Making logical inferences

5. Study skills (10 hours)
   i. Interpreting visual and graphic aids
   ii. Creating outlines and informal study notes
   iii. Creating study maps
   iv. Creating summaries
CREATE NEW COURSE FORM F
Course Data Entry Form
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): 201101 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: ESLR b. Number: 100090 c. Enter Contact Hours per week in boxes.
   LECTure 2 LAB 4 INDependent Study – Check (x) □ Practicum: □ Seminar: □

d. Course Title: Integrated Reading for ESL Learners Level 3
   (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) □ 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  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 reading skills are in
   the advanced level to enhance vocabulary, grammar and study skills and improve reading
   comprehension and critical reading/thinking skills.

p. Term(s) Offered: Spring2011 (See instructions for listing.) q. Max. Section Enrollment: 12

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Successful
   completion of the lower level course, Integrated Reading for ESL Learners Level 2.

UCC Chair Signature/Date: ____________________________ 11/11/2011

Academic Affairs Approval Signature/Date: ____________________________ 10/19/2011

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 __
ESLR 190: INTEGRATED READING FOR ESL LEARNERS LEVEL 3  SPRING 2011  FERRIS STATE UNIV.

CLASS SCHEDULE: Monday, Tuesday, Wednesday and Thursday 12:00 – 1:20, at Auto102

PROFESSOR: Dr. Kiyoko Metoki

OFFICE: Flite-408C  OFFICE PHONE: 591-2838  E-MAIL: metokik@ferris.edu


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose reading skills are in the advanced level to enhance vocabulary and grammar skills, reading comprehension and critical reading/thinking skills. English structures (grammar), vocabulary expansion and study strategies will be part of class content and will be essential to enhance students’ higher level reading comprehension skills in a variety of college level academic context.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate a wide range of vocabulary and knowledge of English structures to read college level materials;
2) be able to use context clues and word-structure clues to expand their vocabulary;
3) be able to find or formulate a main idea after reading a passage from a wide range of contexts;
4) be able to find an author’s writing pattern and purpose;
5) be able to recognize facts and opinions in a passage;
6) be able to summarize a passage;
7) be able to reflect personally on the reading content.

COURSE ASSESSMENT:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading assignments and assigned quizzes</td>
<td>20%</td>
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<tr>
<td>In-class quizzes</td>
<td>20%</td>
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<tr>
<td>Chapter tests</td>
<td>20%</td>
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<tr>
<td>Reading journals</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation and performance</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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GRADING SCALE:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94% and above</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<td>C+</td>
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<td>D-</td>
<td>60-63%</td>
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<td>F</td>
<td>below 59%</td>
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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. Instead, 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 including quizzes on FerrisConnect. You are expected to try your best in each of them. It is critical that you do all the assigned work prior to coming to class so that you are prepared to participate in class discussions and exercises. 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 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.
Intensive English Program Policies:

1) **Student expectation:** As a conditionally admitted Ferris student, you are expected to focus on learning English as your first priority and make every effort to improve your English proficiency both in and outside class. Attend every class, be on time and stay alert. Try to attend all the events sponsored by Office of International Education.

2) **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, iPads, lap-top computers, and ‘un-assigned talking’ are prohibited, unless requested by the instructor for the instruction purposes.

3) **Attendance:** Attendance is mandatory and attending every class is essential to improve your English skills. If you encounter unavoidable situations (for example, documented 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 3 absences, your course grade will drop by one increment for each additional absence.

4) **Extended absences:** When a student’s extended absences are documented, ‘Incomplete’ may be assigned as a course grade to the student under the university guideline. Contact IEP coordinator if you encounter such a situation.

5) **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.

6) **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.

7) **When a student receives ‘F’ as a course grade:** If you receive ‘F’ for a course, you must repeat the course in the following semester. As in Ferris academic policies, if your GPA falls below 2.0, you will be placed into the academic probationary status for the following semester. 2 consecutive semesters of GPA below 2.0 will result in academic dismissal from the university.

8) **Passing the TOEFL during a semester:** If you pass the TOEFL (500 or above) in the middle of the semester, you are still required to complete the courses. Course grading policies as written in the syllabus for each course applies to every student throughout the semester.

9) **Taking a regular Ferris course:** If you score 475 or above on the TOEFL before the semester begins, you may be able to combine a regular Ferris course into your IEP courses based on recommendation from IEP faculty, coordinator and International Student Advisor.

10) **Eligibility to transfer IEP student status to fully admitted Ferris Student status:** You must score 500 or higher on the TOEFL iTP or 61 or higher on the TOEFL ibt.

11) **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.

12) **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.