# Proposal Summary and Routing Form

**Proposal Title:** The Intensive English Program – Verbal Communication Skills 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
- [x] Group II - B – New Course
- [ ] Group III - Certificates
- [ ] Group IV – Off-Campus Programs

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<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<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.

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**To be completed by Academic Affairs**

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<th>President (Date Approved)</th>
<th>Board of Trustees (Date Approved)</th>
<th>President's Council (Date Approved)</th>
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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, Verbal Communication Skills for ESL Learners Level 3, is designed for the ESL learners whose speaking and listening skills are in the advanced level to improve their overall oral proficiency skills by assisting them to improve their conversation skills in general, listening skills for extended conversations and academic lectures, and skills to participate in discussions and to deliver oral presentations. 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 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:
Prefix: ESLC  Number: 90  Title: Verbal Communication Skills for ESL Learners Level 3

Course Description:
This course is designed for the learners of English as a Second Language whose speaking and listening skills are in the advanced level in order to improve their overall oral proficiency skills. General conversation and discussion skills, extended listening strategies, note-taking skills and oral presentation skills will be part of class content and will be essential to improve students' overall verbal communication skills in a variety of college level academic context and situations.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to participate in college courses. 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 (4 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

2. Increasing listening comprehension skills (26 hours)
   i. Prelistening tasks
   ii. Active listening skills for academic lectures
   iii. Recognizing a main idea in presentations and mini lectures
   iv. Note taking skills

3. Increasing speaking skills (45 hours)
   i. Speaking extemporaneously on diverse topics
   ii. Forming one’s own ideas/opinions and expressing them accurately
   iii. Paraphrasing information/opinions from original sources and credit the source
   iv. Oral presentation skills

4. Conversation skills (15 hours)
   i. Interacting one-on-one
   ii. Understanding audience and being understood
   iii. Participating in and leading group discussion
CREATE NEW COURSE FORM F
Course Data Entry Form

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  b. Number  c. Enter Contact Hours per week in boxes.
   ESLC  196  LECTure 2  LAB 2  INDependent Study – Check (x) ___ Practicum: ___ Seminar: ___

d. Course Title: Verbal Communication Skills for ESL Learners Level 3  (Limit to 30 characters/spaces.)
e. College Code C  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  l. 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 listening and speaking
   skills are in the advanced level to improve their overall oral proficiency skills.

p. Term(s) Offered: Fall2010, Spring2011  (See instructions for listing.)  q. Max. Section Enrollment: 12

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the lower
   level course, Verbal Communication Skills for ESL Learners Level 2.

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 ___
ESLC 190: VERBAL COMMUNICATION SKILLS FOR ESL LEARNERS LEVEL 3  SPRING 2011
FERRIS STATE UNIVERSITY

CLASS SCHEDULE: Monday, Tuesday, Wednesday and Thursday 10:00-11:00 and Friday 10:00 – 12:00 at Auto102

PROFESSOR: Dr. Debra Courtright-Nash

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

REQUIRED MATERIALS:
Learn to Listen, Listen to Learn 2: Academic Listening and Note-Taking (3rd Edition) by Roni S. Lebauer, Pearson ESL

COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose speaking and
listening skills are advanced and emphasizes speaking and listening to formal American English in college and work situations
or settings. In order to improve students’ confidence and competence in using English in these contexts, class activities include
participating in classroom group discussions and other group activities; interviewing other students and native speakers;
making class presentations; working on pronunciation; and developing vocal variety, which includes working on intonation,
emphasis, and pitch.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) develop clear personal goals for listening and speaking
2) demonstrate proficient knowledge of a wide range of vocabulary, idioms and structures;
3) be able to speak fluently with a pace, intonation, volume and pronunciation that are comprehensible;
4) be able to participate in and lead group discussions;
5) be able to form an opinion and response to short lecture and oral presentations;
6) be able to give effective informal and formal oral presentations in various topics;

COURSE ASSESSMENT:

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<tr>
<td>Oral presentations</td>
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<tr>
<td>In-class quizzes</td>
<td>20%</td>
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<tr>
<td>Completion of homework and other assignments</td>
<td>20%</td>
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<tr>
<td>Listening journal (TV, radio and lectures)</td>
<td>20%</td>
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<tr>
<td>Class participation and performance</td>
<td>20%</td>
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</tbody>
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total of 100%

Grading Scale:

93-100   A
90-92    A-
87-90    B+
83-86    B
80-82    B-
77-80    C+
73-76    C
70-72    C-
67-70    D+
63-66    D
60-62    D-

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.

LISTENING JOURNAL
You will keep a listening journal in which you outline your personal listening and speaking goals and keep record of your progress towards those goals. In addition, you will keep notes from lectures, television shows and radio programs that you agree upon with your instructor, as a means of improving your listening skills. This will be due at midterm and at the end of the semester.

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, iPods, 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 ibt 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.