PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program – Structure Focused Writing 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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* 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, Structure Focused Writing for ESL Learners Level 3, is designed for the ESL learners whose writing skills and their knowledge of written expressions are in the advanced level. The objective is 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. This course also covers other skills such as summarizing and paraphrasing and will introduce research writing. 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 180040 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>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
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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: 90  Title: Structure Focused Writing for ESL Learners Level 3

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 advanced 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. The course will focus on research writing as well as the process-genre approach.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to participate in college level writing courses. 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 (i tp 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
   vii. Parallelism
   ix. Punctuation rules
2. Increasing writing skills (60 hours)
   i. Addressing the writing task
   ii. Connecting paragraphs effectively for an organized essay
   iii. Composing essays following the writing process for academic writing
   iv. Genre approach to writing
   v. Persuasive writing practice
   vi. Argumentative essays
   vii. Comparison/contrast essays
   ix. Descriptive essays
   x. Research and documentation of sources
   xi. Self-editing
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: ESLW
b. Number: 190
c. Enter Contact Hours per week in boxes.
   Lecture 2
   Lab 4
   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.

X. Variable ☐ Fixed ☑ Minimum Credit Hours: 3  
   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 writing skills and
   knowledge of written expressions are in the advanced level to increase their knowledge of English
   structures and writing skills.

p. Term(s) Offered: Spring 2011  
   (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, Structure Focused Writing 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  

0123456
ESLW190: STRUCTURE FOCUSED WRITING FOR ESL LEARNERS LEVEL 3
FERRIS STATE UNIVERSITY

CLASS SCHEDULE: Monday, Tuesday, Wednesday and Thursday 1:30 – 2:50, at Auto 124

PROFESSOR: Mrs. Theresa Middleton

OFFICE: Flite 408C  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 advanced 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) be able to produce essays following the genre approach;
6) have developed competency in summary writing and paraphrasing;
7) have a basic understanding of research methods and the writing of simple research papers with suitable notation;
8) demonstrate improvement in their overall writing skills in a variety of context and situations;

COURSE ASSESSMENT:
Writing assignments 30%
In-class quizzes and essays 50%
Class participation and performance 20% 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
60-52  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.
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 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.