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

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program

Initiating Unit or Individual: Kiyoko Metoki, Intensive English Program, Office of International Education.
Contact Person’s Name: Piram Prakasam e-mail: prakasp@ferris.edu phone: 591-5290
Date or Term of Proposal Implementation: 8/29/2011

☐ 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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<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<td>Academic Affairs</td>
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<td>8/22/11</td>
<td>Support</td>
</tr>
</tbody>
</table>

* 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)
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 admissions office (iTEP 4, TOEFL ibt 61, TOEFL itp 500, IELTS 5.5). 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 4 levels and 2 main subject areas; Literacy Skills and Effective communication skills.

The Literacy Skills courses consist of Integrated Reading and Integrated Writing. The Integrated Reading utilizes college level academic reading materials appropriate to each level and includes extended reading practice hours to provide the students with independent but guided reading practice. The Integrated Writing focuses on writing process/methods, paragraph and essay structures and styles of writing for academic purposes and includes computer assisted writing practice sessions to provide the students with independent but guided writing practice. The Effective Communication Skills courses are divided into Speaking and Listening, and Key Grammar and Expressions. The Speaking and Listening focuses on essential speaking and listening skills for academic lecture, discussion and other formats of college classes and the students are also provided with opportunities to practice their conversation skills with Ferris conversation partners to support their progress in overall verbal communication skills. The Key Grammar and Expressions focuses on proper use of English grammar and essential idioms/expressions to improve their communication effectiveness and efficiency. A student support system to IEP is proposed, as well, with help from trained tutors in the ESL Lab for their homework, test preparation, extra writing/reading/pronunciation practice, or any of their weak areas in acquisition of English language.

In addition to the courses of the four core levels described above, the Bridge Level is also proposed in this program as the highest level and the transition phase for the advanced ESL students. The Bridge Level involves three existing Ferris developmental courses such as READ106, ENG074 and one entry level Ferris course which doesn't require native-like English proficiency (i.e. math, art, etc.); and only one course, ESLB099, is proposed from IEP. This IEP Bridge Level course, Academic Lecture Experience, is designed to 1) introduce the advanced and eligible ESL students into an academic college class in their major, 2) focus on lecture listening, note-taking and summary writing skills, 3) provide academic experience working independently and responsibly and 4) help them establish connections with Ferris students in their major. It is proposed that upon successful completion of all four courses designed for the Bridge Level, the students are admitted to their academic program officially even without the required score on the standardized test of English in order to: 1) motivate them to work harder and complete their English requirement without the pressure of standardized tests, 2) give them an alternative English language assessment other than the standardized tests of English because not all students score well on such tests, and 3) retain international students within Ferris.


2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ESLS</td>
<td>090</td>
<td>Effective Communication Skills for ESL Learners: Speaking and Listening for Beginners</td>
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<tr>
<td>ESLS</td>
<td>090</td>
<td>Effective Communication Skills for ESL Learners: Speaking and Listening Level 1</td>
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<tr>
<td>ESLS</td>
<td>090</td>
<td>Effective Communication Skills for ESL Learners: Speaking and Listening Level 2</td>
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<td>Effective Communication Skills for ESL Learners: Speaking and Listening Level 3</td>
</tr>
<tr>
<td>ESLG</td>
<td>090</td>
<td>Effective Communication Skills for ESL Learners: Key Grammar and Expressions for Beginners</td>
</tr>
<tr>
<td>ESLG</td>
<td>090</td>
<td>Effective Communication Skills for ESL Learners: Key Grammar and Expressions Level 1</td>
</tr>
<tr>
<td>ESLG</td>
<td>090</td>
<td>Effective Communication Skills for ESL Learners: Key Grammar and Expressions Level 2</td>
</tr>
<tr>
<td>ESLG</td>
<td>090</td>
<td>Effective Communication Skills for ESL Learners: Key Grammar and Expressions Level 3</td>
</tr>
<tr>
<td>ESLR</td>
<td>090</td>
<td>Literacy Skills: Integrated Reading for Beginners</td>
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<tr>
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<tr>
<td>ESLR</td>
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<td>Literacy Skills: Integrated Reading Level 3</td>
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<td>ESLW</td>
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<tr>
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<td>Literacy Skills: Integrated Writing Level 1</td>
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<td>ESLW</td>
<td>090</td>
<td>Literacy Skills: Integrated Writing Level 3</td>
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<tr>
<td>ESLB</td>
<td>090</td>
<td>Academic Lecture Experience for ESL Learners</td>
</tr>
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</table>

b. Courses to be Deleted From FSU Catalog:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
</table>


c. Existing Course(s) to be Modified:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
</table>
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)
   _____X_____ Yes   _____________ No

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

   AAIEP (American Association of Intensive English Programs)
   UCIJP (University and College Intensive English Programs)

5. Program Checksheet affected by this proposal.
NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix:   Number:  Title:
ESLS     090     Effective Communication Skills: Speaking and Listening for Beginners

Course Description:
This course is designed for ESL learners whose verbal communication skills are very limited and not yet ready to start ESL level 1 speaking and listening course. This course helps the students understand basic rules of verbal communication and gain confidence in communicating with native English speakers in a variety of settings.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the ESL level 1 speaking and listening course. The students' progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their oral skills will be formally assessed by the standardized tests of English such as iTEP or itp TOEFL at the beginning, at the mid-term and at the end of the term.

Course Outline including Time Allocation:

1. Learning basics of spoken English structure (10 hours)
   i. Rate, pauses, phrases grouping and emphasis
   ii. Verbal exchange mechanism
   iii. Word stress patterns and intonations
   iv. Basics of pronunciation

2. Listening to mini-talks and short presentations (10 hours)
   i. Pre-listening tasks
   ii. Recognizing key points in the context
   iii. Note-taking strategies

3. Increasing speaking skills (10 hours)
   i. Interacting socially
   ii. Asking for clarification
   iii. Requesting and giving simple information
   iv. Practice for giving a short speech
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): 201108 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

ESLS
(x) □

090

LECture [□] LAB [□] INDependent Study – Check

 Practicum: [□] Seminar: [□]

d. Course Title: Effective Communication Skills: Speaking and Listening for Beginners (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 [□] i. Maximum Credit Hours [□]

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) [□] Normal Grading X 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 beginning level speaking and listening course is designed for the ESL learners whose verbal communication skills are not ready to start ESL level 1 speaking and listening course. This course helps the students understand basics of verbal communication standards in a variety of contexts and situations.

p. Term(s) Offered: [Fall, Spring, Summer] (See instructions for listing.) q. Max. Section Enrollment: [□]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.)
<table>
<thead>
<tr>
<th>To be completed by Academic Affairs Office: - Standard &amp; Measures Coding and General Education Code</th>
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<tbody>
<tr>
<td>□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes</td>
</tr>
</tbody>
</table>

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADTL ___ SCARRES ___ SCAPREQ ___
Effective Communication Skills: Speaking and Listening for Beginners  

Fall 2011

Class Time and Location: Friday 10:00-11:40 at IRC 134

Professor:

Office: Office Hours: Phone: Email:


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose speaking and listening skills are in the very beginning stage. Spoken language functions, proper pronunciation and listening strategies will be part of class content and will be essential to improve students’ communication skills in a variety of context and situations. The students in this course are also required to participate in conversation partner program to support their progress in general conversation skills.

COURSE OUTCOMES: Upon successfully completing this course, the students should be able to:
1) speak with a pace, intonation, volume and pronunciation that are comprehensible;
2) participate in various conversation situations with or without visual aids;
3) request for information;
4) give short oral presentations on given topics;
5) feel confident speaking with native speakers in various settings

EXAMS: There will not be mid-term or final exams for this course; however the students are required to take the iTEP or 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 test 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 quizzzes 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 ASSESSMENT:

Oral presentations 20%
In-class quizzes 20%
Completion of homework and other assignments 20%
Class participation and performance 20%
Conversation session participation 20%

GRADING SCALE: Credit (C grade or above) or No-Credit (below C grade)

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95% and above</td>
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<td>B+</td>
<td>87-89%</td>
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<td>C+</td>
<td>77-79%</td>
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<td>D</td>
<td>60-79%</td>
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<tr>
<td>F</td>
<td>below 59%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
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</table>

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.

**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 required and attending every class is essential to improve your English skills. Also, coming to class late or leaving early are not acceptable. If you have more than 6 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) **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.

6) **When a student receives ‘No-Credit’ as a course grade:** If you receive more than two ‘No-Credit’ for a semester, you will be placed into the academic probationary status for the following semester. 2 consecutive semesters of receiving more than two ‘No-Credit’ will result in academic dismissal from the university.

7) **Passing the TOEFL during a semester:** If you pass the iTEP (higher than overall score of 4) or 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.

8) **Taking a regular Ferris course:** If you score 3.5 on iTEP or 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.

9) **Eligibility to transfer IEP student status to fully admitted Ferris Student status:** You must score overall score of 4 on iTEP, 500 or higher on the TOEFL iTP or 61 or higher on the TOEFL ibt.

10) **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.

11) **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.

*Final note: I reserve the right to make needed changes and appropriate adjustments to this syllabus. The changes will be announced in class and provided in writing. Daily lesson plans will be provided to the students biweekly.*
NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:
Prefix: ESLW Number: 090 Title: Literacy Skills: Integrated Writing for Beginners

Course Description:
This course is designed for ESL learners whose English writing skills are limited to alphabets and simple common words and not yet ready to start ESL level 1 writing course. This course helps the students develop essential writing skills in everyday and academic life. Vocabulary and word form study will also be emphasized and the writing process will be introduced. The students in this course are required 2 hours per week of independent but guided and/or computer assisted writing sessions.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the ESL writing level 1 course. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their writing skills will be formally assessed by the standardized tests of English such as iTEP or itp TOEFL at the beginning, at the mid-term and at the end of the term.

Course Outline including Time Allocation:

1. Learning basics of writing (13 hours)
   i. Proper penmanship
   ii. Spelling
   iii. Writing clean sentences
   vi. Punctuation
   v. Capitalization
   vi. Fragments

2. Writing process (9 hours)
   i. Prewriting activities
   ii. Composing a sentence and a paragraph
   iii. Self editing skills

3. Writing practice (15 hours)
   i. Simple sentences
   ii. Compound sentences
   iii. Complex sentences with independent/dependent clauses, with prepositional phrases

4. Introduction to the paragraph (8 hours)
   i. Main idea sentence
   ii. Supporting details
   iii. Conclusion

5. Practicum – extended writing/computer assisted writing sessions (30 hours)
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): 201108 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: 090
c. Enter Contact Hours per week in boxes. LECTure 3 LAB 2 INDependent Study – Check Practicum: [ ] Seminar: [ ]
d. Course Title: Literacy Skills: Integrated Writing for Beginners (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) [ ] Normal Grading  X 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 beginning level writing course is designed for the ESL learners whose writing skills of English are not ready to start ESL level 1 writing course. This course helps the students write simple, compound and eventually complex sentences.
p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 16
r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.)

UCC Chair Signature/Date: ____________________________
Signature/Date: ____________________________

Academic Affairs Approval
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 _
Literacy Skills: Integrated Writing for Beginners  Fall 2011  Ferris State University

Class Time and Location: Monday, Tuesday and Wednesday 12:00-12:50 and practicum sessions TBA

Professor:

Office:  Phone:  Email:


Course overview: This “200 sentence course” is for ESL learners whose English writing skills are in the very beginning stage. The sentence will be the primary focus of this course. The course will also look at ways to add variety and depth to any of the sentence types mentioned by exploring use of prepositional phrases and adjectives/verbs. Vocabulary development and word form study will be central to the course. Academic writing via the writing process will be introduced. Extended writing in various formats and computer assisted writing sessions will be an important part of this course.

Course requirements: You will have to complete numerous short writing activities both in and outside of class. These will not receive a grade but will count as part of your participation in class activities. You will also have to write 200 sentences suggested by the structures covered in class. The students in this course are required 2 hours per week of independent but guided extended writing sessions.

Course Outcomes: Upon successfully completing this course, the students should:
1) be able to write simple grammatical sentences with the subject/verb/complement structure of English sentences;
2) be able to compose compound sentences with prepositional phrases;
3) be able to understand written structures of complex sentences with dependent/independent clauses; 
4) demonstrate basic self-editing skills

Course Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>In-class writing activities</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation and performance</td>
<td>40%</td>
</tr>
</tbody>
</table>

Grading Scale:  Credit (C grade or above) or No-Credit (below C grade)

<table>
<thead>
<tr>
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<tbody>
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<td>A</td>
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<td>59-64%</td>
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<tr>
<td>F</td>
<td>below 59%</td>
<td>F</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 iTEP or 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 test 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.
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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 required and attending every class is essential to improve your English skills. Also, coming to class late or leaving early are not acceptable. If you have more than 6 absences, your course grade will drop by one increment for each additional absence.

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6) When a student receives ‘No-Credit’ as a course grade: If you receive more than two ‘No-Credit’ for a semester, you will be placed into the academic probationary status for the following semester. 2 consecutive semesters of receiving more than two ‘No-Credit’ will result in academic dismissal from the university.

7) Passing the TOEFL during a semester: If you pass the iTEP (higher than overall score of 4) or 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.

8) Taking a regular Ferris course: If you score 3.5 on iTEP or 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.

9) Eligibility to transfer IEP student status to fully admitted Ferris Student status: You must score overall score of 4 on iTEP, 500 or higher on the TOEFL itp or 61 or higher on the TOEFL ibt.

10) 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.

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*Final note: I reserve the right to make needed changes and appropriate adjustments to this syllabus. The changes will be announced in class and provided in writing. Daily lesson plans will be provided to the students biweekly.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix: ESLG  Number: 090  Title: Effective Communication Skills: Key Grammar and Expressions for Beginners

Course Description:
This course is designed for ESL learners whose knowledge of English grammar is very limited and not yet ready to start ESL level 1 grammar course. This course helps the students gain essential grammar knowledge and apply the knowledge in both verbal and written communication in everyday and academic life. The students in this course are required 2 hours per week of independent but guided grammar application sessions.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the ESL grammar level 1 course. The students’ progress 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 such as iTEP or itp TOEFL at the beginning, at the mid-term and at the end of the term.

Course Outline including Time Allocation:

1. Sentence rules (6 hours)
   i. Punctuations
   ii. Capitalization
   iii. Word order
2. Verbs (14 hours)
   i. Simple present
   ii. Present progressive
   iii. Simple past
   vi. Future
   v. Simple active verbs vs. Be and Have
3. Sentence structures (10 hours)
   i. Negative
   ii. Questions
   iii. Imperatives
   vi. Existential
4. Modal structures (6 hours)
   i. Can, should, have to, must, have got to
5. Frequency adverbs (2 hours)
   i. Always, never, sometimes, often, usually, hardly
6. Introduction to phrases and clauses (2 hours)
   i. Prepositional phrases ii. Independent clauses
   iii. Dependent clauses vi. Infinitive and gerund
7. Practicum – grammar practice/application (30 hours)
CREATE NEW COURSE

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): 201108 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: ESLG
   (x)

b. Number: 090

c. Enter Contact Hours per week in boxes.
   LEcTure 2 LAB 2 INDependent: Study – Check
   Practicum: Seminar:

d. Course Title: Effective Communication Skills: Key Grammar and Expressions for Beginners
   (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 3 i. Maximum Credit Hours 3

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

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

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

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

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

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   This beginning level grammar course is designed for the ESL learners whose knowledge of English grammar is not ready to start ESL level 1 grammar course. This course helps the students master basic rules of English sentences.

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

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

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 ___
Effective Communication Skills: Key Grammar and Expressions for Beginners  Fall 2011

Class Time and Location: Monday and Wednesday 10:00-10:50 at IRC 107 and practicum sessions TBA

Professor:

Office:  Phone:  Email:

Required materials:  Clear Grammar 1 by Polse, the University of Michigan Press, ISBN: 978-0-472-03241-9, one large notebook, pencils, pens, eraser

Course Description:  This course is designed for the learners of English as a Second Language whose knowledge of English grammar is very limited and not yet enough for the level 1 grammar course. Learning basic rules of sentences, idioms and expressions in both verbal and written contexts is essential to improve students' understanding of English grammar so that they can communicate effectively.

Course requirements:  You will have to complete numerous short grammar exercises both in and outside of class. You will be given numerous written assignments to practice your knowledge of the learned grammar elements. You are also required 2 hours per week of independent but guided grammar application sessions.

Course Outcomes:  Upon successfully completing this course, the students should:
1) demonstrate basic proper grammar verbally and in writing;
2) be able to recognize and correct their own grammar errors;
3) be able to understand important points in speech and writing;
4) be able to communicate important points in speaking and writing.

Course Assessment:

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<th>Component</th>
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<tr>
<td>Homework assignments</td>
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<td>In-class exercises and assignments</td>
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<td>Tests and quizzes</td>
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<td>Class participation and performance</td>
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<td><strong>Total</strong></td>
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Grading Scale:  Credit (C grade or above) or No-Credit (below C grade)

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<th>Grade</th>
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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 iTEP or TOEFL ip around mid-term period and at the end of the semester in addition to the one administered at the beginning of the semester. These test 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 or in-class
assignments. 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 required and attending every class is essential to improve your English skills. Also, coming to class late or leaving early are not acceptable. If you have more than 6 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.

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6) **When a student receives ‘No-Credit’ as a course grade:** If you receive more than two ‘No-Credit’ for a semester, you will be placed into the academic probationary status for the following semester. 2 consecutive semesters of receiving more than two ‘No-Credit’ will result in academic dismissal from the university.

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8) **Taking a regular Ferris course:** If you score 3.5 on iTEP or 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.

9) **Eligibility to transfer IEP student status to fully admitted Ferris Student status:** You must score overall score of 4 on iTEP, 500 or higher on the TOEFL itp or 61 or higher on the TOEFL ibt.

10) **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.

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*Final note: I reserve the right to make needed changes and appropriate adjustments to this syllabus. The changes will be announced in class and provided in writing. Daily lesson plans will be provided to the students biweekly.*
NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:
Prefix: ESLR        Number: 090        Title: Literacy Skills: Integrated Reading for Beginners

Course Description:
This course is designed for ESL learners whose English vocabulary and reading skills are limited to alphabets and simple common words and not yet ready to start ESL level 1 reading course. This course helps the students develop essential vocabulary for both everyday situations and academic life, develop their knowledge of phonics and spelling, and read English sentences with simple structures. The students in this course are required 2 hours per week of independent but guided extended reading sessions.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the high level ESL reading course. 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 such as iTEP or itp TOEFL at the beginning, at the mid-term and at the end of the term.

Course Outline including Time Allocation:

1. Developing essential vocabulary for everyday and college life (20 hours)
   i. Explore pre-existing vocabulary
   ii. Reading numbers, common nouns, verbs, proposition, pronouns.
   iii. Building vocabulary by themes/topics

2. Understanding spelling rules (3 hours)
   i. Basic phonetic rules
   ii. Dictation

3. Exploring English grammar in context (2 hours)
   i. Recognizing key grammar in the sentences
   ii. Practice using key grammar

3. Increasing reading comprehension skills (20 hours)
   i. Understanding important meanings of the sentences
   ii. Following written instructions
   iii. Identifying details
   iv. Increasing reading speed

4. Practicum – extended reading (30 hours)
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): 201108 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
   (x)

b. Number
   090

c. Enter Contact Hours per week in boxes.
   Practicum: ________ Seminar: ________

d. Course Title: Literacy Skills: Integrated Reading for Beginners (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  X 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 beginning level reading course is designed for the ESL learners whose vocabulary and reading skills of English are not ready to start ESL level 1 reading course. This course helps the students build essential vocabulary for everyday and college life, gain knowledge of phonics and spelling, explore English structure, and prepare to start reading academic materials.

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

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.)
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<th><strong>To be completed by Academic Affairs Office:</strong></th>
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</table>
CLASS SCHEDULE: Monday and Tuesday 1:00 – 1:50, Thursday 2:00-2:50, and practicum sessions TBA

PROFESSOR:

OFFICE:  
OFFICE PHONE:  
E-MAIL:


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose reading skills are just emerging and not yet enough to start ESL reading level 1 course. The course focuses on developing vocabulary for everyday and also for academic life, exploring English grammar in sentences and build reading skills for simple sentences. Development in these areas is essential to prepare students for participation in the next level ESL reading course and eventually for reading at college level. The students in this course are required 2 hours per week of independent but guided extended reading sessions.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate a wide range of vocabulary in everyday life and academic context;
2) be able to recognize key grammar in sentences;
3) be able to sound out words correctly
4) be able to understand main points and important information in reading;
5) be able to follow simple written instructions.

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

GRADING SCALE: Credit (above C grade) or No-Credit (below C grade)

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2) Remember your academic goals and try your best to achieve the goals.
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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.

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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.

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