**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
- X 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)

[Stamp: AUG 15 2011  PROVOST]
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:

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b. Courses to be Deleted From FSU Catalog:

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c. Existing Course(s) to be Modified:

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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)
   UCIIEP (University and College Intensive English Programs)

5. Program Checksheets 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 for ESL Learners: Speaking and Listening Level 1

Course Description:
This course is designed for the learners of English as a Second Language whose speaking and listening skills are in the range of high beginning to low intermediate level. Spoken language functions, proper pronunciation, listening strategies, and overall conversation skills will be part of class content and will be essential to improve students’ oral communication skills in a variety of context and situations.

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

Course Outline including Time Allocation:

1. Reviewing spoken language functions and pronunciation (5 hours)
   i. Rate, pauses, phrase grouping and emphasis
   ii. Word stress patterns, intonations and pronunciations

2. Increasing listening comprehension skills (15 hours)
   i. Prelistening tasks
   ii. Recognizing key points in the context
   iii. Listening expansion

3. Increasing speaking and conversation skills (10 hours)
   i. Interacting socially
   ii. Understanding audience and being understood
   iii. Participation in discussion
   iv. Requesting and giving factual information
   v. Expressing feelings and intellectual process
   vi. Oral presentation skills
CREATE NEW COURSE

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): 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: [ESL]  b. Number: 090  c. Enter Contact Hours per week in boxes.
   Lecture [☐]  Lab [☐]  Independent Study – Check (x) [☐]
   Practicum: [☐]  Seminar: [☐]

d. Course Title: Effective Communication Skills: Speaking and Listening Level 1 (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.

f. Type: [☐] Variable  X Fixed  h. Minimum Credit Hours: [1]  I. Maximum Credit Hours: [1]

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 course is designed for the learners of English as a second language whose listening and speaking skills are in the low intermediate level to improve overall oral proficiency skills.

p. Term(s) Offered: [Fall, Spring, Summer] (See instructions for listing.)

q. Max. Section Enrollment: [20]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the beginner’s level speaking and listening course, minimum speaking and listening scores of 0.5 on iTEP or equivalent determined by program faculty.

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
EFFECTIVE COMMUNICATION SKILLS: Speaking and Listening LEVEL 1  Fall 2011

CLASS SCHEDULE: Friday 10:00-11:40 at IRC130

PROFESSOR:

OFFICE: OFFICE HOURS: OFFICE PHONE: E-MAIL:


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose speaking and listening skills range from high beginning to low intermediate levels. Spoken language functions, proper pronunciation, listening strategies using proper English grammar and expressions will be part of class content and will be essential to improve students’ communication skills in a variety of context and situations. The students are also required to attend conversation partner program to supplement this course.

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;
3) request/paraphrase to clarify information;
4) rehearse the main idea after listening to short oral presentations;
5) give short oral presentations in various topics;

CLASS EXPECTATIONS:
1) Attend every class and conversation session, be on time and stay alert during session. Learning occurs when you attend, participate and engage yourself in class. Just attending class is not enough, but you must participate in class activities.
2) Remember your academic goals and try your best to achieve the goals.
3) Ask questions if you don’t understand or need help.
4) As a student of English as a second language, every moment you are awake and alert in this college environment is your opportunity to learn English and help you succeed in college.

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

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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<td>C-</td>
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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: ESLR  Number: 090  Title: Literacy Skills for ESL Learners: Integrated Reading Level 1

Course Description:
This course is designed for the learners of English as a Second Language whose reading skills range from high beginning to low intermediate level. The course focuses on developing reading fluency and comprehension skills, expanding vocabulary, exploring English structures. Development in these areas is essential to prepare students for participation in an upper level reading course for ESL learners and for eventually reading at college level. 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 intermediate level of reading course, Literacy Skills for ESL Learners: Integrated Reading Level 2. 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, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:

1. Developing a college-level vocabulary (10 hours)
   i. Using context clues
   ii. Using word-structure clues

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

3. Increasing reading comprehension skills (30 hours)
   i. Finding the topic in a paragraph
   ii. Finding the main idea in a paragraph
   iii. Identifying supporting details
   iv. Increasing reading speed

4. Test-taking strategies (2 hours)
   i. Exploring types of questions and how to find specific information in the reading passage

5. Practicum – extended reading (30 hours)
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

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 F's 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__________

ESLR

090

LECture___  LAB___ INDependent Study – Check (x) □

Practicum: [ ] Seminar: [ ]

d. Course Title: Literacy Skills for ESL Learners: Integrated Reading Level 1

(Limit to 30 characters/spaces.)

e. College Code: CF  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 ( ) 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 course is designed for the learners of English as a second language whose reading skills range from high beginning to low intermediate level to develop reading fluency and comprehension skills, expanding vocabulary and exploring English structures.

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.) Limited to 100 spaces. Successful completion of the level 2 reading course, minimum reading score of 0.5 on iTEP, or equivalent determined by program faculty.

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 _

COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose reading skills range from high beginning to low intermediate level. The course focuses on developing reading fluency and comprehension skills, expanding vocabulary, exploring English structures. Development in these areas is essential to prepare students for participation in an upper level 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 and knowledge of basic English structures;
2) be able to use context clues and word-structure clues to expand their vocabulary;
3) be able to find a main idea or overall idea after reading a passage;
4) be able to answer different types of questions after reading a passage.

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

TOTAL: 100%

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

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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.

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.

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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*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 for ESL Learners: Integrated Writing Level 1

Course Description:
This course is designed for the learners of English as a Second Language whose writing skills and knowledge of written expressions range from high beginning to low intermediate level. Basic English structures (grammar), composing a sentence, paragraph and an essay as well as formal writing styles will be part of class content and will be essential to improve students’ writing skills in a variety of context and situations. 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 high intermediate level of writing course. The students’ progress in writing skills will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and will be formally assessed by the standardized tests of English such as ibt TOEFL, ITEP or IEP essay test at the beginning, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:

1. Understanding English structure (5 hours)
   i. Parts of a sentence
   ii. Conjunctions, transitions and other important words in composing a paragraph and an essay
   iii. Recognizing and editing common grammar mistakes

2. Learning formal styles of writing (10 hours)
   i. Writing styles for different purposes
   ii. Organization of a paragraph and an essay

3. Increasing writing skills (30 hours)
   i. Prewriting activities
   ii. Composing a sentence and a paragraph
   iii. Writing an essay
   iv. Introduction to Journal writing
   v. Computer assisted writing

4. Practicum – extended writing/computer assisted writing (30 hours)
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 (x)  □  Practicum:  □  Seminar:  □

d. Course Title: Literacy Skills: Integrated Writing Level 1  (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 course is designed for the learners of English as a second language whose writing skills are in the low intermediate level to increase their overall writing skills.

p. Term(s) Offered: Fall, Spring, Summer  (See instructions for listing.)  q. Max. Section Enrollment: 18

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the level 1 writing course, minimum writing score of 0.5 on ITEP, or equivalent determined by program faculty.

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 __
Literacy Skills for ESL Learners: INTEGRATED WRITING LEVEL 1  FALL 2011  FERRIS STATE UNIV.

CLASS SCHEDULE: Monday, Tuesday & Wednesday 12:00 – 12:50 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 writing skills and knowledge of written expressions range from high beginning to low intermediate level. This course focuses on improving their English sentence structures and formal writing styles. Improvement in these areas is essential to prepare the students for participation in an upper level writing course for ESL learners and eventually for writing at college level. The students in this course are required 2 hours per week of independent but guided extended/computer assisted writing sessions.

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) demonstrate improvement in their overall writing skills;
5) be able to write an organized essay

COURSE ASSESSMENT:

<table>
<thead>
<tr>
<th>Writing assignments</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation and performance</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in extended writing sessions</td>
<td>20%</td>
</tr>
</tbody>
</table>

TOTAL = 100%

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

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

CLASS EXPECTATIONS:
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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.

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.

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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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 Level 1

Course Description:
This course is designed for the learners of English as a Second Language whose knowledge of English grammar is in the high beginning level. Reviewing and exploring more rules of sentences, differentiating verb tenses and types of nouns, use of modals and pronouns will be part of class content and will be essential to improve students’ understanding of English grammar in a variety of context and situations. 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 low intermediate level of ESL grammar class. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their written knowledge of English structures and expressions 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. Review of the basic rules of sentences (4 hours)
   i. Word order
   ii. Common sentence structures
   iii. Various sentence formats
   iv. Subject and verb agreement
2. Verb forms (8 hours)
   i. Simple present
   ii. Be and other verbs
   iii. Present progressive
   iv. Simple past
   v. Past progressive
   vi. Future
   vii. Certain/uncertain future
3. Modals (4 hour)
   i. Expressing ability
   ii. Advice, necessity, request, and suggestions
4. Nouns and modifiers (3 hours)
   i. Word order of adjectives
   ii. Expressing quantity
   iii. Indefinite pronouns
5. Possessives (2 hours)
   i. Possessive nouns
   ii. Irregular plural nouns
   iii. Possessive pronouns
   iv. Questions with whose
6. Expressions of comparisons (2 hours)
   i. Expressions used in comparisons
   ii. Adjective comparative form
   iii. Adjective superlative forms
7. Other essential expressions (7 hours)
   i. Conjunctions, transition and sentence connectors
   ii. Other essential vocabulary and idioms
8. Practicum – grammar practice and application (30 hours)
CREATE NEW COURSE  

Course Data Entry Form 

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

<table>
<thead>
<tr>
<th>a. Course Prefix</th>
<th>b. Number</th>
<th>c. Enter Contact Hours per week in boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLG</td>
<td>090</td>
<td>LECTure 2 LAB 2 INDependent Study – Check</td>
</tr>
<tr>
<td>Practicum:</td>
<td></td>
<td>Seminar:</td>
</tr>
</tbody>
</table>

| d. Course Title: | Effective Communication Skills: Key Grammar and Expressions Level 1 | (Limit to 30 characters/spaces.) |
|------------------|------------------------------------------------------------------------|
| e. College Code: | CP                                                                      |
| f. Department Code: | CPTS                                                                  |
| g. Type:         | □ Variable X Fixed                                                      |
| h. Minimum Credit Hours | 3                                                                      |
| i. Maximum Credit Hours | 3                                                                    |
| 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 course is designed for the learners of English as a second language whose knowledge of English grammar is in the high beginning level to improve their overall understanding of English structures and expressions. |
| p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) | q. Max. Section Enrollment: |
| r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the grammar course for beginners, ITEP grammar section score of 0.5 or above, or determined to possess beginning level of grammar knowledge using other assessment tools administered by program faculty |
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 Level 1

Class Time: M & W 10:00-10:50 at IRC109 and practicum sessions TBA

Instructor:

Office: Email: Phone:


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose English grammar knowledge is in the high beginning level. This course focuses on improving their knowledge of English structures and production of simple sentences with correct grammar in writing or in speech. Improvement in these areas is essential for their development in overall English proficiency and to prepare the students for participation in upper level courses for ESL learners and eventually in college level courses. The students in this course are required 2 hours per week of independent but guided grammar application sessions.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate increased knowledge of English grammar;
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