**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)
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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<th>Prefix</th>
<th>Number</th>
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<td>Speaking and Listening for Beginners</td>
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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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<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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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)
UCIEP (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: Speaking and Listening Level 3

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

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to participate in college courses. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their listening skills will be formally assessed by the standardized tests of English 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. Increasing listening comprehension skills (10 hours)
   i. Prelistening tasks
   ii. Active listening skills
   iii. Recognizing a main idea in presentations and mini lecture
   iv. Note-taking skills

2. Increasing speaking skills (20 hours)
   i. Speaking extemporaneously on diverse topics
   ii. Forming one’s own ideas/opinions and expression them accurately
   iii. Paraphrasing information/opinions from original sources and credit the source
   iv. Oral presentation skills
   v. Understanding audience and being understood
   vi. Participating in and leading group discussion
   vii. Carrying on conversation in a variety of topics and even with unfamiliar topics
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 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      c. Enter Contact Hours per week in boxes.
      ESLS               090
      LECTure          LAB 2    INDependent Study – Check (x) □
      Practicum: □      Seminar: □

   d. Course Title: Effective Communication Skills: Speaking and Listening  Level 3
      (Limit to 30 characters/spaces.)

   e. College Code:CP   f. Department Code: CPTS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

   g. Type: □ Variable  X Fixed h. Minimum Credit Hours 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 advanced level to improve their overall communication skills.

   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.) Successful completion of the lower
      level speaking and listening course, or minimum score of 2.5 on iTEP speaking and listening sections
      or 2.0 (out of 4 on the TOEFL ibt speaking scoring rubric) on the IEP speaking test.

   UCC Chair Signature/Date: ________________________ 1/1/______

   Academic Affairs Approval Signature/Date: ________________________ 5/22/11

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 _ SCADTL _ SCARRES _ SCAPREQ _
INSTRUCTOR:
CLASS SCHEDULE: Friday 10:00-11:40 at IRC109
E-MAIL:
OFFICE:


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose speaking and listening skills are above the intermediate level. Spoken English functions, proper pronunciation, oral presentation and discussion skills, listening strategies as well as using appropriate English grammar and expressions will be part of class content and will be essential to improve students' speaking and listening skills in a variety of academic contexts and situations. You are also required to attend conversation partner program sessions to support your progress in overall speaking and listening skills.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1 – be able to speak fluently with a pace, intonation, volume and pronunciation that are comprehensible;
2 – be able to participate in various conversation situations, including group discussions;
3 – be able to rehearse the main idea and specific information after listening to short lecture and oral presentations; and
4 – be able to give organized oral presentations in various topics.

CLASS EXPECTATIONS:
1 – Attend all class sessions, be on time, stay alert during class, and participate in class activities.
2 – Remember your academic goals and try your best to achieve them.
3 – Ask questions if you don’t understand or need help.
4 – As an English as a Second Language student, you should take every opportunity to use and learn English in both this college environment and in the local community.

COURSE ASSESSMENT:
Oral presentations....................................................... 20%
In-class quizzes & tests................................................ 20%
Completed homework and other assignments...... 20%
Class participation and performance............... 20%
Conversation session participation............... 20%
Total of... 100%

GRADING SCALE:
A 93-100
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C- 73-76
C 70-72
D+ 67-69
D 63-66
D- 60-62

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 they 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 chances 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.

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 also be provided to the students biweekly.
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 conduct includes using and copying the unauthorized material and the work of another student. These conduct 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 2 ‘No-Credit’ will result in academic dismissal from the university.

7) **Passing the TOEFL during a semester:** If you pass the iTEP (4 or above) 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 4 or above on iTEP or 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.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: ESLW  Number: 090  Title: Literacy Skills: Integrated Writing Level 3

Course Description:
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. English structures (grammar) as well as formal writing process and 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. The students in this course are required 2 hours per week of independent but guided extended writing in various settings and/or computer assisted writing sessions.

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 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. Using effective English structure (8 hours)
   i. Revisiting key grammar rules
   ii. Conjunctions and transition words in composing an organized essay
   iii. Parallelism
   iv. Punctuation rules

2. Increasing writing skills using computer (37 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
   vi. Argumentative essays
   vii. Comparison/contrast essays
   viii. Descriptive essays
   x. Research and documentation of sources
   xi. Self-editing

3. 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
   b. Number
   c. Enter Contact Hours per week in boxes.
      ESLW 090
      Practicum:  
      Seminar:  
      LECTure 3  LAB 2  INDependent Study – Check (x)

d. Course Title: Literacy Skills: Integrated Writing Level 3
   (Limit to 30 characters/spaces.)

e. College Code: CP  f. Department Code: CPTS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

   g. Type: □ Variable  X Fixed  h. Minimum Credit Hours 4  i. Maximum Credit Hours 4
   j. May Be Repeated for Added Credit: Check (x) □ Yes  X No
   k. Levels: Check (x) 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 and
      knowledge of written expressions are in the advanced 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 2
      writing course, minimum writing score of 2.5 on IEP, 2.5 (out of 6 on TOEFL ibt scoring rubric) on the
      IEP essay test, 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  SCADET  SCARRES  SCAPREQ
CLASS SCHEDULE: Monday, Tuesday & Wednesday 12:00 – 12:50 at IRC135, and practicum sessions TBA

PROFESSOR:

OFFICE: 

OFFICE PHONE: 

E-MAIL: 

REQUIRED MATERIALS: *Great Essays* by Folse, Heinle Cengage Learning, ISBN: 978-1-4240-6211-9,

COURSE DESCRIPTION: 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. 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. The students in this course are required 2 hours per week of independent but guided extended writing in various settings and/or 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) 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:

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<th>Weight</th>
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<td>In-class quizzes and essays</td>
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<td>Class participation and performance</td>
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Grading Scale:

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<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

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.

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.

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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.* **Intensive English**
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 3

Course Description:
This course is designed for the learners of English as a second language whose knowledge of English grammar is in the advanced level. Continuous review of basic grammar and expressions from the intermediate level and learning more complex grammar elements and sophisticated idioms and expressions will be essential to improve students’ verbal and written communication skills in a variety of academic contexts 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 able to communicate effectively and efficiently in both verbal and written English and are ready to participate in college level courses. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructors and their knowledge of English grammar and written 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. Exploring verb forms and tenses in various contexts (6 hours)
   i. Present, future, past, progressive, present and past perfect
   ii. Action and non-action verbs

2. Modals and other auxiliaries (4 hours)
   i. Be and auxiliaries in additions, tags and short answers
   ii. Expression of degrees of necessity
   iii. Expression of degrees of certainty

3. Adjective clauses (4 hours)
   i. Complex adjective clauses
   ii. Adjective phrases

4. Passive voice (3 hours)
   i. Rules of passive
   ii. Use of passive to describe situations and report opinions

5. Parallelism (2 hour)
   i. Use of gerunds and infinitives

6. Adverbs (2 hours)
   i. Functions, types, placement and meaning
ii. Adverb clauses
iii. Adverbia lphrases
iv. Connectors

7. Noun clauses (3 hours)
i. Subject, objects and complements
ii. Direct and indirect speech

8. Conditionals and the subjunctive (4 hours)
i. Expressions of unreality
ii. The subjunctive

9. Other essential idioms and expressions (2 hours)

10. Practicum – grammar practice and application (30 hours)
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 ESLG
   b. Number 090
   c. Enter Contact Hours per week in boxes.
      LECTure [ ] LAB [ ] INDependent Study – Check Practicum: Seminar:
   d. Course Title: Effective Communication Skills: Key Grammar and Expressions Level 3 (Limit to 30 characters/spaces.)
   e. College Code: CP  f. Department Code: CPTS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
   g. Type: [ ] Variable X Fixed
   h. Minimum Credit Hours 3
   i. Maximum Credit Hours 3
   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 knowledge of English grammar is in the advanced level to improve their knowledge and application of English grammar and expressions so that they can communicate effectively and efficiently in both written and verbal communication.
   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 grammar level 2 course, minimum grammar score of 2.5 on iTEP, or determined to possess high intermediate level of grammar knowledge using other assessment tools administered by program faculty.
UCC Chair Signature/Date: _______________ 1/1

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: SCAGRSE ___ SCADETL ___ SCARRES ___
SCAPREQ ___
Effective Communication Skills: Key Grammar and Expressions Level 3

Class Time: M & W 10:00-10:50 at IRC 130 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 ranges from the high intermediate to advanced level. This course focuses on improving their knowledge of English structures and production of various sentences and expressions with correct grammar in speech and in writing. Improvement in these areas is essential for their development in overall English proficiency and to prepare the students for participation 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 complex English grammar;
2) be able to recognize and edit grammar mistakes;
3) be able to produce varied and meaningful sentences and paragraphs with correct grammar
4) be able to communicate efficiently and effectively in speech and writing

COURSE ASSESSMENT:

<table>
<thead>
<tr>
<th>Written assignments</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>In-class quizzes</td>
<td>30%</td>
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<tr>
<td>Class participation and performance</td>
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</tbody>
</table>

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

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<thead>
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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95% and above</td>
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<td>A-</td>
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<td>F</td>
<td>below 59%</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.

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.
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, laptop 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

Course Identification:

Prefix: ESLR  Number: 090  Title: Literacy Skills for ESL Learners: Integrated Reading Level 3

Course Description:
This course is designed for the learners of English as a Second Language whose reading skills are in the advanced level in order to increase their knowledge of English structures and reading comprehension skills. English structures (grammar), vocabulary expansion as well as reading and studying strategies will be part of class content and will be essential to improve students' reading fluency, comprehension skills, critical reading and thinking skills in a variety of college level academic context. 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 comprehend college level textbooks and other reading materials. The students' progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their reading skills will be formally assessed by the standardized tests of English 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. Expanding a college-level vocabulary in a variety of academic field (6 hours)
   i. Using context clues
   ii. Using word-structure clues
   iii. Interpreting figurative language

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

3. Increasing reading comprehension skills (20 hours)
   i. Finding the topic in a paragraph
   ii. Finding the main idea in a paragraph and in a whole passage
   iii. Identifying supporting details
   iv. Recognizing the relationship of ideas within and between sentences
   v. Recognizing patterns of organization in paragraphs

4. Critical reading and thinking skills (15 hours)
   i. Identifying author’s point of view
   ii. Identifying author’s purpose
   iii. Identifying intended audience
   iv. Identifying author’s tone
   v. Distinguishing fact from opinion
   vi. Making logical inferences

5. Study skills (2 hours)
   i. Interpreting visual and graphic aids
   ii. Creating outlines and informal study notes
   iii. Creating study maps
   iv. Creating summaries

6. Practicum – extended reading (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 ______________________ b. Number ________ c. Enter Contact Hours per week in boxes.
      ESLR 090 LECTure 3 LAB 2 INDependent Study – Check (x) □
      Practicum: □ Seminar: ______

   d. Course Title: Literacy Skills for ESL Learners: Integrated Reading Level 3
      (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 (x) □ Normal Grading □ Credit/No Credit only (Pass/Fail)

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

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

   o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   This course is designed for the learners of English as a second language whose reading skills are in
   the advanced level to enhance vocabulary, grammar and study skills and improve reading
   comprehension and critical reading/thinking skills.

   p. Term(s) Offered: 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 score of 2.5 on iTEP reading, 40 in the itp TOEFL
   reading section or equivalent determined by program faculty.

   UCC Chair Signature/Date: ____________________________ /1/ Academic Affairs Approval Signature/Date: ____________________________ /1/1/4

   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 ___ SCADTL ___ SCARRES ___ SCAPREQ ___
IEP Integrated Reading Level 3

Time: M, T 1:00-1:50, R 2:00-2:50 and practicum sessions TBA

Instructor: Office: Phone:

Office hours:

Books and Supplies: Interactions 2, Reading by P. Hartmann/ E.Kirn. In Focus Magazine ---- will be provided by IEP Office. Note book for vocabulary.

Course Overview: This course is for ESL learners whose reading skills and knowledge of English vocabulary are in the advanced level. The primary focus of this course is to increase students’ reading comprehension and fluency and to develop their active and passive vocabulary in preparation for reading at the university level. Skills such as skimming, scanning, using grammar and context to access meaning, predicting, finding main ideas/supporting statements, making inferences, and critical thinking will be addressed. Summarizing, synthesizing, distinguishing facts from assumptions and understanding the literal and figurative meaning of words will also be covered. Intensive and extensive reading required. The students in this course are required 2 hours per week of independent but guided extended reading sessions.

Course Requirements and Assessment: You will have to complete numerous readings both inside and outside of class. All students will have to do extensive reading and keep a diary on these readings. Each student will keep a vocabulary note book and add a minimum of 3 new words to it daily. Each entry will have an example sentence and a list of the other possible forms of the word. Students will receive up to a possible 450 points for their vocabulary notebook – 15 words/week x 15 weeks =225 words. There will be 10 tests in this class, each worth 100 points. No make-up tests will be offered. A maximum of 550 points will be available for active participation in class including but not limited to completing homework and on line assignments, attendance, and participation in class with a positive, respectful, cooperative attitude. The total possible for the class is 2000.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95% and above</td>
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<td>D</td>
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<td>F</td>
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