FORM A
College of Professional & Technical Studies

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program

Initiating Unit or Individual: Lisa von Reihbauer, 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: 9/27/2012-2012.01-06-01 D.F.

☐ 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

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Faculty</td>
<td></td>
<td>9/22/11</td>
<td>X Support</td>
</tr>
<tr>
<td>College Faculty</td>
<td>Piram Prakasam</td>
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<td>Dean</td>
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<td>? Support</td>
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<td>Senate</td>
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<td></td>
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</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)          Board of Trustees (Date Approved) President's Council (Date Approved)
1. Proposal Summary

The Intensive English Program is designed for non-native speakers of English who do not meet the English proficiency requirement for official Ferris admission. The goal of the program is to improve interpersonal communication skills as well as academic language proficiency in English to reach the required level to begin academic courses as established by the Ferris State University admissions office (TOEFL ibt 61, TOEFL itp 500, IELTS 5.5, iTEP 4, MeLab 72).

Program Curriculum:
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:

- Beginning Level (Beginning to High Beginning)
- Level 1 (High Beginning to Low Intermediate)
- Level 2 (Low Intermediate to High Intermediate)
- Level 3 (High Intermediate to Low Advanced)

Each level will consist of 4 main subject areas: Listening and Speaking, Grammar, Reading, and Writing. Upon entering the program, students will be placed in the appropriate level based on the results of a placement exam which will measure proficiency in each of the four skill areas. In the first week of classes, students will undergo further diagnostic testing to both verify placement and identify individual strengths and weaknesses.

The Speaking and Listening courses focus on essential productive skills such as pronunciation, comprehensibility, fluency, conversation, academic discussions and presentations as well as receptive skills such as listening discrimination, listening comprehension, and note taking. Students will also participate in the Ferris Conversation Partners Program to support their progress in overall verbal communication skills.

The Key Grammar and Expressions courses focus on proper analysis, understanding, and use of grammatical structures in English to improve receptive and productive communication skills with increasing focus on English for Academic Purposes.

The Integrated Reading courses focus on increasing vocabulary, improving reading comprehension, and developing critical reading skills necessary for academic success. The Integrated Writing courses focus on the writing process in terms of content development, logical organization, effective and efficient language use, proper mechanics, and conventions of source integration.

In addition to the courses in the four core levels described above, the Bridge Level will provide a transition phase for advanced IEP students (TOEFL itp 475-500). The IEP Bridge Level course, Academic Lecture Experience, is designed to be taken in conjunction with one academic course at Ferris approved by educational counselors and two Level 3 IEP courses approved by the IEP coordinator. The Bridge Course will provide students an opportunity to practice both receptive and productive language and academic skills in an authentic classroom and lecture environment that includes content related to American culture and university life.
IEP Program Accreditation:
The Intensive English Program will rapidly seek to gain membership in AAIEP (American Association of Intensive English Programs) and accreditation from CEA (Commission on English Program Accreditation). The accreditation process will require excellence in program development and rigorous program review.

Advisory Board:
To create an excellent and successful IEP program that is responsive to the needs of the students as well as the Ferris community, an IEP Advisory Board and an Office of International Education Curriculum Committee have been established. The IEP advisory board is comprised of three external representatives who have degrees in linguistics-related fields and experience in Teaching English to Speakers of Other Languages (TESOL) or intensive English for Academic Purposes (EAP) programs. The advisory board will provide support for program development, course design, student and program assessment, hiring of faculty, and the accreditation process.

Curriculum Committee:
In addition to the Advisory Board, the OIE Curriculum Committee is comprised of Ferris faculty members who have a stake in the success of the IEP program. The Curriculum Committee will provide support to the program and feedback on the development of the program. In addition, the OIE Curriculum Committee will support the transition of IEP students into academic classes and programs at Ferris to enhance opportunities for success.

The establishment an IEP Advisory Committee and an OIE Curriculum Committee will support the faculty and staff of the Intensive English Program in building an excellent, sustainable, student-centered program that equips students with the linguistic and cultural skills required for intellectual development, innovation, and a lifetime of learning.

IEP Larger Vision:
As Ferris prepares all of its students to enter a globalized economy and society, a successful IEP can be integral to globalizing the campus and the curriculum. If IEP students are fully prepared for the rigors of academic classes, the opportunities for learning and collaborating will be greatly enhanced, which will benefit not only IEP students but native English-speaking students as well. By achieving the goal of excellence in the Intensive English Program, the IEP can attract more international students to Ferris, prepare these students to fully engage in a career-and-life-enhancing college experience, serve as support to faculty and staff who work with second-language students, and contribute to the success of all Ferris students in a global community.
2. Summary of All Course Action Required

a. Newly Created Courses to FSU:

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<thead>
<tr>
<th>Prefix</th>
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<th>Title</th>
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<tbody>
<tr>
<td>ESLS</td>
<td>010</td>
<td>ESL Speaking and Listening for Beginners</td>
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<tr>
<td>ESLS</td>
<td>011</td>
<td>ESL Speaking and Listening 1</td>
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<td>ESLS</td>
<td>012</td>
<td>ESL Speaking and Listening 2</td>
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<td>ESLS</td>
<td>013</td>
<td>ESL Speaking and Listening 3</td>
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<td>ESLG</td>
<td>020</td>
<td>ESL Grammar for Beginners</td>
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<td>ESLG</td>
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<td>ESLR</td>
<td>030</td>
<td>ESL Reading for Beginners</td>
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<tr>
<td>ESLR</td>
<td>031</td>
<td>ESL Integrated Reading 1</td>
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<td>ESL Academic Bridge Course</td>
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<td>ESLR</td>
<td>091</td>
<td>ESL Conversation Practicum</td>
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<td>ESP</td>
<td>092</td>
<td>ESL Service Learning Practicum</td>
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<tr>
<td>ESLX</td>
<td>097</td>
<td>ESL Independent Study</td>
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b. Courses to be Deleted From FSU Catalog:

<table>
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<th>Prefix</th>
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<th>Title</th>
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c. Existing Course(s) to be Modified:

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

d. Addition of existing FSU courses to program

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

- CEA (Commission on English Program Accreditation)
- AAIEP (American Association of Intensive English Programs)

5. Program Checksheets affected by this proposal.
<table>
<thead>
<tr>
<th>Individual Faculty Members</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<tbody>
<tr>
<td>Lisa vonReichbauer</td>
<td></td>
<td>9/29/11</td>
<td>✔️ Support</td>
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<td>Aubrey Adrianson</td>
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<td>9/29/11</td>
<td>✔️ Support</td>
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<td>Daniel Goldner</td>
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<td>Bijaya Acharya</td>
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<td>Jerry Nickles</td>
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<td>9/26/11</td>
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<td>Gitte Hansen</td>
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<td>Mary Vickie Craig</td>
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<td>Daniel Johnson</td>
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<td>_Not Support</td>
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</tbody>
</table>
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: The Intensive English Program

Projected number of students per year affected by proposed change: 80

Initiator(s): Lisa vonReichbauer, Intensive English Program, Office of International Education

Proposal Contact: Piram Prakasam prakasp@ferris.edu Date Sent: 9-28-2011

Department: Office of International Education Campus Address: IRC 134 591-5290

(Please print)

Liaison Librarian Signature: [Signature] Date: 10-12-11

Dean of FLITE Signature: [Signature] Date Returned: 10-12-11

Based upon our review on ___________ (date), FLITE concludes that:

☐ Library resources to support the proposed curriculum change are currently available.

☒ Additional Library resources are needed but can be obtained from current funds. (see below)

☐ Support, but significant additional Library funds/resources are required in the amount of $___________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

FLITE currently does not have reading materials designed for students who are learning English, and has no budget to purchase those materials. The Office of International Education has agreed to purchase a selection of simplified, graded readers for students to access for extended reading practice, and give those readers to FLITE. FLITE will work with faculty in the Intensive English Program to make the readers available to IEP students.
The Intensive English Program is designed for non-native speakers of English who do not meet the English proficiency requirement for official Ferris admission. The goal of the program is to improve interpersonal communication skills as well as academic language proficiency in English to reach the required level to begin academic courses as established by the Ferris State University admissions office (TOEFL ibt 61, TOEFL ibt 500, IELTS 5.5, iTEP 4, MeLab 72). The curriculum of the Intensive English Program focuses on integration of all English language skills necessary to pursue academic degrees. Courses are required in 4 main subject areas: Listening and Speaking, Grammar, Reading, and Writing and are divided into 4 levels:

- Beginning Level (Beginning to High Beginning)
- Level 1 (High Beginning to Low Intermediate)
- Level 2 (Low Intermediate to High Beginning)
- Level 3 (High Intermediate to Low Advanced)

### Intensive English Program Outcomes

<table>
<thead>
<tr>
<th>Students will demonstrate:</th>
<th>Assessment</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>Low advanced listening discrimination, listening</td>
<td>Complete midterm and final comprehensive examinations and participate in</td>
<td>75% of students will achieve 80% or better on examinations and discussions</td>
</tr>
<tr>
<td>comprehension, and note-taking skills</td>
<td>class discussions</td>
<td></td>
</tr>
<tr>
<td>Low advanced pronunciation and speaking skills</td>
<td>Complete midterm and final presentations</td>
<td>75% of students will achieve 80% or better on presentations</td>
</tr>
<tr>
<td>Low advanced understanding and production of sentence</td>
<td>Complete midterm and final examinations that measure both</td>
<td>75% of students will achieve 80% or better on examinations</td>
</tr>
<tr>
<td>Low advanced level of vocabulary development, reading comprehension skills, and critical reading skills</td>
<td>Complete midterm and final examinations</td>
<td>75% of students will achieve 80% or better on examinations</td>
</tr>
<tr>
<td>Low advanced writing skills in terms of content development, organization, source integration, mechanics, and language use</td>
<td>Complete midterm and final writing assignments</td>
<td>75% of students will achieve 80% or better on writing assignments</td>
</tr>
<tr>
<td>A deeper understanding of American culture and the ability to apply linguistic, academic, and cultural skills to a content-based course</td>
<td>Complete midterm and final exams or projects in the Bridge course</td>
<td>75% of students will achieve 80% or better on exams or projects</td>
</tr>
</tbody>
</table>
Intensive English Program

Name ___________________________________ Student Number ________________________

Procedures:

1) The student and the IEP Coordinator will review and complete the Required Courses or Proficiency section of this form (Section A) and sign Section B

2) A copy will be kept in the student’s file.

3) Completion of the program will be reported to International Admissions

General Requirements:

1) All courses must be completed with grade of C (73%) or higher.
2) Courses may not be required if student tests out on placement or proficiency exam

CR= Credit   NC=No Credit   NR=Not Required

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<tr>
<th>Required Courses or Proficiency</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Semester Completed</th>
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<tr>
<td>Beginning Level Courses</td>
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<td>ESLP010 ESL Speaking and Listening for Beginners</td>
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<td>ESLP020 ESL Grammar for Beginners</td>
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<td>ESLP030 ESL Reading for Beginners</td>
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<td>ESLP040 ESL Writing for Beginners</td>
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<td>Level 1 Courses</td>
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<td>ESLP011 ESL Speaking and Listening Level 1</td>
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<td>ESLP021 ESL Grammar 1</td>
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<td>ESL 031</td>
<td>ESL Integrated Reading 1</td>
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<td>ESL 041</td>
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<td><strong>Level 2 Courses</strong></td>
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<td>ESL 042</td>
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<td><strong>Level 3 Courses</strong></td>
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<td>ESL 099</td>
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**Elective Courses**

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<td>ESLP 091</td>
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<td>ESL P097</td>
<td>ESL Independent Study</td>
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**SECTION B**

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<thead>
<tr>
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<tbody>
<tr>
<td>Student</td>
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<tr>
<td>Program Coordinator</td>
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</table>
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
23. Complete each item in Section I and Section II.
24. 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): 201201
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: 010

c. Enter Contact Hours per week in boxes.

ESLP  

2  

LECture 2  LAB 2  INDependent Study – Check (x)  

Practicum:  

Seminars:  

d. Course Title: ESL Speak/Listen 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  

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 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: 16

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date: 

10/17/11

Academic Affairs Approval Signature/Date: 

10/17/11

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  SCADET  _SCARRES  _SCAPREQ  _
NEW COURSE INFORMATION FORM

Course Identification:

Prefix:    Number    Title
ESL8   010    ESL Speaking and Listening for Beginners

Course Description:
This course is designed for ESL learners whose verbal communication skills are very limited and not yet sufficient to begin the ESL level 1 speaking and listening course. This course teaches students basic rules of verbal communication and helps them 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 will be prepared to advance to the ESL Level 1 Speaking and Listening course and be able to demonstrate basic listening discrimination and comprehension skills, basic note-taking skills, and basic pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking exercises and discussions</td>
<td>20%</td>
</tr>
<tr>
<td>At least two presentations 1-2 minutes in length</td>
<td></td>
</tr>
<tr>
<td>In-class quizzes &amp; tests and performance</td>
<td>20%</td>
</tr>
<tr>
<td>Completed homework and other assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Class and Conversation Partner participation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm and Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total of 100%</td>
<td></td>
</tr>
</tbody>
</table>

Course Outline including Time Allocation:

1. Learning basics of listening discrimination, comprehension, and note taking (25 hours)
   - Listening to repeated speech at a reduced speed
   - Understanding classmates
   - Understanding main ideas from simplified spoken texts
   - Understanding some details from simplified spoken texts
   - Consonant and vowel recognition
   - Taking dictation of repeated speech at a reduced speed
   - Recognizing syllable stress

2. Learning basics of pronunciation (15 hours)
   - Consonant and vowel production
   - Basic intonation patterns
   - Introducing basic syllable patterns and stress
3. Increasing basic speaking skills (20 hours)
   - Learning self introduction
   - Learning basic greetings
   - Learning to share basic likes and dislikes
   - Learning to ask simple questions
   - Practicing brainstorming ideas for simple conversations and sharing in pairs or small groups
   - Participating in Conversation Partners Program
   - Giving simple presentations
   - Participating in at least two short graded presentations
     - Two presentations (1-2 minutes in length)
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: ESLS  Number: 011  Title: ESL Speaking and Listening 1

Course Description:
This course is designed for the learners of English as a Second Language whose speaking and listening skills are at the high beginning to low intermediate level. The course will focus on spoken language functions, proper pronunciation, listening strategies, and overall conversation skills to improve oral communication skills in a variety of context and situations.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to the ESL Level 2 Speaking and Listening course and be able to demonstrate intermediate listening discrimination and comprehension skills, intermediate note-taking skills, and intermediate pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Presentations and discussions 20%
At least two graded group discussions
At least three presentations 3-5 minutes in length
In-class quizzes & tests and performance 20%
Completed homework and other assignments 20%
Class and Conversation Partner participation 20%
Midterm and final exams 20%

Total of 100%

Course Outline including Time Allocation:
1. Learning intermediate listening discrimination, comprehension, and note taking skills (25 hours)
   - Listening to speech at a reduced speed
   - Understanding classmates
   - Understanding main ideas from simplified conversational and academic texts
   - Understanding details from simplified spoken texts
   - Reviewing consonant and vowel recognition
   - Taking basic notes from simplified spoken texts
   - Understanding syllable stress and intonation patterns

2. Learning intermediate pronunciation (15 hours)
   - Improving consonant and vowel production
   - Improving production of basic intonation patterns
   - Producing basic syllable patterns and stress
   - Introducing essential rhythm patterns
3. Increasing basic speaking skills (20 hours)
   - Reviewing self introduction
   - Reviewing basic greetings
   - Expressing likes and dislikes and agreement
   - Asking for information and making requests
   - Participating in Conversation Partners Program
   - Participating in classroom discussions
     - At least two graded group discussions
   - Improving simple presentations
   - Organizing content into logical patterns
     - Narrative
     - Descriptive
     - Compare and contrast
   - Delivering presentations
     - Three presentations (3-5 minutes in length)
CREATE NEW COURSE

Course Data Entry Form

Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
29. Complete each item in Section I and Section II.
30. 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): 201201 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.
ESL 011 LECTure 2 LAB 2 INDependent Study – Check () Practicum: Seminar: 

d. Course Title: ESL Speaking and Listening 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: X Variable  X Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

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

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

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

m. Does proposed new course replace an equivalent course? Check (x) 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 high beginning to low intermediate level to improve overall oral proficiency 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 beginning level speaking and listening course or placement into the course based on the intensive English Program placement test.

UCC Chair Signature/Date:  

Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 X Basic Skill (BS)  X General Education (GE)  X Occupational Education (OC)  X G.E. Codes

Office of the Registrar use ONLY

Date Rec’d:  Date Completed:  Entered: SCACRSE _ SCADETL _ SCARRES _ SCAPREQ _
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: ESL  Number: 012  Title: ESL Speaking and Listening 2

Course Description:
This course is designed for the learners of English as a Second Language whose speaking and listening skills are at the low intermediate level in order to improve their overall communication skills. The course will focus on general conversation and discussion skills, extended listening strategies, and oral presentation skills to improve overall communication skills in a variety of college level academic contexts and situations.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to the ESL Level 3 Speaking and Listening course and be able to demonstrate high intermediate listening discrimination and comprehension skills, high intermediate note-taking skills, and high intermediate pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Presentations and discussions 20%
At least three graded group discussions
At least 5 presentations with at least two supported by visual aids
In-class quizzes & tests and performance 20%
Completed homework and other assignments 20%
Class and Conversation Partner participation 20%
Midterm and final exams 20%

Total of 100%

Course Outline including Time Allocation:
1. Learning high intermediate listening discrimination, comprehension, and note taking skills (25 hours)
   - Understanding instructor at a normal rate of speech with some repetition
   - Understanding main ideas from authentic conversational and spoken academic texts
   - Understanding some details from authentic conversational and spoken academic texts
   - Understanding emotion from authentic conversational texts
   - Reviewing consonant and vowel recognition
   - Taking notes on short academic lectures
   - Producing a simple outline from notes
   - Learning to discriminate reduced speech

2. Learning high intermediate pronunciation (10 hours)
   - Improving consonant and vowel production
   - Improving production of intonation patterns
   - Producing syllable patterns and stress
   - Producing essential rhythm patterns
3. Increasing intermediate speaking skills (25 hours)
   • Reviewing definition of plagiarism and strategies to avoid it
   • Reviewing the expression of likes, dislikes, and agreement
   • Reviewing asking for information and making requests
   • Learning to express interests
   • Learning to ask for repetition and clarification
   • Learning to make suggestions and predictions
   • Learning to express an defend an opinion
   • Learning to lead and participate in classroom discussions
     ▪ At least three graded group discussions
   • Learning to conduct surveys and interviews
   • Participating in Conversation Partners Program
   • Learning to create basic visual aids
   • Integrating information from outside sources into presentations
   • Improving presentation skills
   • Organizing content into a variety of logical patterns
     ▪ Narrative
     ▪ Descriptive
     ▪ Compare and contrast
     ▪ Process Analysis
     ▪ Cause and effect
   • Delivering at least 5 presentations with at least two supported by visual aids
     ▪ Three presentations (3-5 minutes in length)
     ▪ Two presentations (7-10 minutes in length)
CREATE NEW COURSE
Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
   Notes
   25. Complete each item in Section I and Section II.
   26. 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): 201201  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: 012
   c. Enter Contact Hours per week in boxes.
      LECTure 2
      LAB 2
      INDependent Study - Check ()
      Practicum: □  Seminar: □
   d. Course Title: ESL Speaking and Listening 2
      (Limit to 30 characters/spaces.)
   e. College Code: CP
   f. Department Code: CPTS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
   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 listening and speaking skills are in the low intermediate to high intermediate 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 placement into the course based on the intensive English Program placement test.

UCC Chair Signature/Date: Sandy Alspaugh 10/14/11

Academic Affairs Approval Signature/Date: G. B. Kuehn 10/18/11

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  SCADETL  SCARRES  SCAPREQ
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: ESLS  
Number: 013  
Title: ESL Speaking and Listening 3

Course Description:
This course is designed for the learners of English as a Second Language whose speaking and listening skills are at the high intermediate level in order to improve overall communication skills. The course will focus on general conversation and discussion skills, extended listening strategies, note-taking skills and oral presentation skills to improve overall communication skills in a variety of college level academic contexts and situations.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will prepared to begin academic courses at Ferris and be able to demonstrate low advanced listening discrimination and comprehension skills, low advanced note-taking skills, and low advanced pronunciation and speaking skills. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Presentations and discussions 20%
At least four graded group discussions
At least five presentations with at least two supported by Power Point
In-class quizzes & tests and performance 20%
Completed homework and other assignments 20%
Class and Conversation Partner participation 20%
Midterm and final exams 20%

Total of 100%

Course Outline including Time Allocation:

1. Learning high intermediate listening discrimination, comprehension, and note taking skills (30 hours)
   - Understanding instructor at a normal rate of speech with some repetition
   - Understanding main ideas from authentic conversational and longer spoken academic texts
   - Understanding details from authentic conversational and longer spoken academic texts
   - Understanding emotion from a variety authentic conversational texts
   - Understanding speaker attitude, intent, and bias
   - Taking notes in a variety of styles on longer academic lectures
   - Producing a formal outline from notes
   - Improving discrimination of reduced speech

2. Learning high intermediate pronunciation (10 hours)
   - Improving consonant and vowel production
   - Producing natural intonation patterns
   - Producing natural syllable patterns and stress
   - Producing natural rhythm patterns
• Producing reductions in speech

3. Increasing high intermediate speaking skills (20 hours)
   • Reviewing the definition of plagiarism and strategies to avoid it
   • Reviewing expression of interests
   • Reviewing asking for repetition and clarification
   • Reviewing making suggestions and predictions
   • Reviewing expressing and defending an opinion
   • Leading and participating in classroom discussions
     ▪ At least 4 graded group discussions
   • Learning to persuade and negotiate
   • Participating in Conversation Partners Program
   • Improving abilities in conducting surveys and interviews
   • Creating effective visual aids including Power Point presentations
   • Integrating information from a wide variety of sources into presentations
   • Improving presentation skills
   • Organizing content into a variety of logical patterns
     ▪ Compare and contrast
     ▪ Cause and effect
     ▪ Process analysis
     ▪ Argumentative
     ▪ Research
   • Delivering at least five presentations with at least two supported by Power Point
     ▪ Three presentations (5-7 minutes in length)
     ▪ Two presentations (7-10 minutes in length)
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
27. Complete each item in Section I and Section II.
28. 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): 201201
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

013


d. Course Title: ESL Speaking and Listening 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  [ ] Fixed  h. Minimum Credit Hours [ ]  3  l. Maximum Credit Hours [ ]  3

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

k. Levels: Check (x) [ ] Undergraduate  [ ] Graduate  [ ] Professional

l. Grade Method: Check (x) [ ] Normal Grading  [ ] Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check (x) [ ] Yes  [ ] No

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

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
This course is designed for the learners of English as a second language whose listening and speaking skills are in the high intermediate to low advanced level to improve 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 placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date: _____________________________  10/14/11  Academic Affairs Approval Signature/Date: _____________________________  10/13/11

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  SCADETL  SCARRES  SCAPREQ
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): 201226
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
   Number: 020

b. Number: LECTure 2
   LAB 2
   INDependent Study – Check (x) □
   Practicum: □
   Seminar: □

d. Course Title: ESL Grammar for Beginners
   (Limit to 30 characters/spaces.)

e. College Code: CP
   Department Code: CPTS

f. 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  □ 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  □ 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 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.) Placement into the course based on the Intensive English Program placement test.

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 _ SCADTL _ SCARRES _ SCAPREQ _
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESL-  Number: 020  Title: ESL Grammar 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.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to the ESL Level 1 Grammar course and be able to demonstrate basic understanding of sentence rules, parts of speech, simple verb tenses, prepositions, pronouns, nouns, modifiers, and basic phrases and clauses through objective exercises and assessments as well as productive measures. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

<table>
<thead>
<tr>
<th>Component</th>
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<tr>
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<td>30%</td>
</tr>
<tr>
<td>Class participation and performance</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm and Final Exams</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total of 100%

Course Outline including Time Allocation:

1. Sentence rules (2 hours)
   - End punctuation
   - Capitalization
   - Word order, SV and SVOs
2. Parts of speech (3 hours)
   - Noun
   - Verb
   - Adjective
   - Adverb
3. Verbs (20 hours)
   - Regular and Irregular
   - Action and non-action verbs (including Be and Have)
   - Simple present (affirmative, negative, yes/no questions)
   - Simple past (affirmative, negative, yes/no questions)
   - Simple future using will (affirmative, negative, yes/no questions)
4. Prepositions (10 hours)
• Preposition of place
• Prepositions of time
5. Pronouns (5 hours)
• Personal subject
• Personal object
6. Nouns (5 hours)
• Count and non-count
• Plural nouns
• Concrete and abstract
7. Modifiers (5 hours)
• Adjectives
• Adverbs
8. Phrases and clauses (10 hours)
• Prepositional phrases and SVPP order
• Independent clauses
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
3. Complete each item in Section I and Section II.
4. 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): 201206 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.
   ESL  021  LECTure 2  LAB 2  INDependent Study – Check (x)  
   Practicum:  Seminar:

   d. Course Title: ESL Grammar 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 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 at 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: 16

   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the beginning grammar course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:  Sandy Abreu  10/11/11  Academic Affairs Approval Signature/Date:  David Plude  1/11/14

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 _
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLG   Number: 021   Title: ESL Grammar 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. Students who enter this course are assumed to have basic knowledge of key verbs, concrete nouns and pronouns, basic word order, and basic sentence rules. Basic structures will be reviewed and key structures will be introduced to develop receptive and productive grammar proficiency from a high beginning level to a low intermediate level.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to the ESL Level 2 Grammar course and be able to demonstrate a low intermediate understanding and production of sentence rules, parts of speech, verb tenses, prepositions, pronouns, nouns, modifiers, and phrase and clause combinations in both spoken and written texts. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

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<th>Assessment</th>
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<td>30%</td>
</tr>
<tr>
<td>Class participation and performance</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm and Final Exams</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total of 100%

Course Outline including Time Allocation:

1. Verbs (15 hours)
   - Regular and Irregular
   - Non-action
   - Simple present
   - Simple past
   - Simple future using will and be going to
   - Inverted word order There/Here + Be
   - Present progressive
   - Past progressive
   - Future progressive

2. Pronouns (5 hours)
   - Personal subject
   - Personal object

3. Prepositions (10 hours)
   - Prepositions of place
   - Preposition of time
4. Modals (10 hours)
   - Expressing ability
   - Making requests and asking permission
5. Modifiers (10 hours)
   - Adjective word order
   - Adjectives and linking verbs
   - Placement of adverbs
   - Frequency adverbs
   - Comparatives and superlatives
6. Possession (5 hours)
   - Possessive nouns
   - Possessive pronouns
   - Questions with whose
7. Conjunctions (5 hours)
   - Coordinating conjunctions and compound sentences
   - Subordinating conjunctions of time and location
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
5. Complete each item in Section I and Section II.
6. 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): 201201
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.

ESL
022
LECTure [ ] LAB [ ] INDependent Study – Check (x) [ ] Practicum: [ ] Seminar: [ ]

d. Course Title: ESL Grammar 2 (Limit to 30 characters/spaces.)

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

□ Variable [ ] Fixed

h. Minimum Credit Hours [ ] i. Maximum Credit Hours [ ]

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

k. Levels: Check (x) [ ] Undergraduate [ ] Graduate [ ] Professional

l. Grade Method: Check (x) [ ] Normal Grading [ ] Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check (x) [ ] Yes [ ] No

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

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course is designed for the learners of English as a second language whose knowledge of English grammar and expressions are at the intermediate level to improve their overall knowledge and application of English grammar so that their written and verbal communication skills become more effective and efficient.

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 grammar level 1 course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date: ____________ Academic Affairs Approval Signature/Date: ____________

Sandy Alspach 10/1/11

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 ___ SCADETL ___ SCARRES ___ SCAPREQ ___
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLG  Number: 022  Title: ESL Grammar 2

Course Description:
This course is designed for the learners of English as a Second Language whose knowledge of English grammar is at the low intermediate level. Students who enter this course are assumed to have knowledge of key regular and irregular verbs basic verb tenses, count and non-count nouns, prepositions, pronouns, modifiers, and basic sentence rules. Key Level 1 structures will be reviewed and key Level 2 structures will be introduced to develop receptive and productive grammar proficiency from a low intermediate level to a high intermediate level.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to the ESL Level 3 Grammar course and be able to demonstrate a high intermediate understanding and production of sentence rules, parts of speech, verb tenses and forms, prepositions, pronouns, nouns, modifiers, gerunds and infinitives, and phrase and clause combinations in both spoken and written conversational and academic texts. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
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<tr>
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<td>10%</td>
</tr>
<tr>
<td>Midterm and Final Exams</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total of 100%

Course Outline including Time Allocation:

1. Verbs (15 hours)
   - Present progressive
   - Past progressive
   - Future progressive
   - Present perfect
   - Past perfect
   - Future perfect
2. Modifiers (2 hours)
   - Adjectives and linking verbs
   - Frequency adverbs
3. Dependent clauses (5 hours)
   - Adjective
   - Noun
   - Adverb
4. Questions with Whose and Which (2 hours)
5. Prepositions (3 hours)
   • Prepositions of direction
   • Prepositions of manner
   • Other functions of prepositions
6. Participles (5 hours)
   • Past participles nouns
   • Past participles adjectives
   • Present participles as adjectives
7. Articles and Quantifiers (5 hours)
8. Indefinite pronouns (2 hours)
9. Phrasal Verbs (3 hours)
   • Transitive and intransitive
   • Separable and inseparable
   • Pronoun use with phrasal verbs
10. Modals (3 hours)
    • Expressing Ability
    • Making requests and asking permission
    • Advice and suggestions
    • Necessity
    • Certainty
11. Conjunctions (5 hours)
    • Coordinating conjunctions and compound sentences
    • Subordinating conjunctions of time and location
    • Subordinating conjunction of reason, condition, and contrast
    • Conditionals
12. Gerunds and Infinitives (10 hours)
    • Gerunds and infinitives as subject
    • Gerunds and infinitives as object
    • Gerunds after prepositions
    • Gerunds and infinitives after certain verbs
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
7. Complete each item in Section I and Section II.
8. 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): 201201
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: 023
   c. Enter Contact Hours per week in boxes.
      LECTure 2 LAB 2 INDependent Study – Check (x) □
      Practicum: Seminar: □
   d. Course Title: ESL Grammar 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) 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 intermediate to low 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: 16

   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the grammar level 2 course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date: Sandy Alphonse 10/4/11
Academic Affairs Approval Signature/Date: Dean Carlson 10/1/11

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 □ SCADETL □ SCARRRES □ SCAPREQ □
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: ESLG  
Number: 023  
Title: ESL Grammar 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. Students who enter this course are assumed to have knowledge of a variety of verbs and verb tenses, modals, count and non-count nouns, prepositions, pronouns, modifiers, conjunctions, and sentence rules. Key Level 2 structures will be reviewed and key Level 3 structures will be introduced to develop receptive and productive grammar proficiency from a high intermediate level to a low advanced level.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to academic classes at Ferris and be able to demonstrate a low advanced understanding and production of sentence rules, parts of speech, verb tenses and forms, prepositions, pronouns, nouns, modifiers, gerunds and infinitives, and phrase and clause combinations in both spoken and written conversational and academic texts. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
- Homework assignments: 20%
- In-class exercises and assignments: 20%
- Tests and quizzes: 30%
- Class participation and performance: 10%
- Midterm and Final Exams: 20%

Total of 100%

Course Outline including Time Allocation:

1. Dependent clauses (3 hours)
   - Adjective
   - Noun
   - Adverb
2. Questions with Whose and Which (2 hours)
3. Participles (3 hours)
   - Past participles nouns
   - Past participles adjectives
   - Present participles as adjectives
4. Articles and Quantifiers (3 hours)
5. Indefinite pronouns (2 hours)
6. Phrasal Verbs (2 hours)
   - Transitive and intransitive
   - Separable and inseparable
- Pronoun use with phrasal verbs

7. Gerunds and Infinitives (8 hours)
   - Gerunds and infinitives as subject
   - Gerunds and infinitives as object
   - Gerunds after prepositions
   - Gerunds and infinitives after certain verbs

8. Verbs (20 hours)
   - Present perfect
   - Past perfect
   - Future perfect
   - Present progressive perfect
   - Past progressive perfect
   - Future progressive perfect
   - Action and non action verbs
   - Passive verbs

9. Modals (5 hours)
   - Advice and suggestions
   - Necessity and certainty
   - Possibility
   - Drawing conclusions with modals

10. Clauses (7 hours)
    - Embedded
    - Restrictive and nonrestrictive
    - Subordinate

11. Conjunctions (5 hours)
    - Subordinating conjunctions of reason, condition, and contrast
    - Conditionals
    - Subordinating conjunctions of opposition, choice, and manner
CREATE NEW COURSE FORM F
Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
15. Complete each item in Section I and Section II.
16. 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): 201205  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: 030  c. Enter Contact Hours per week in boxes.
   LECTure 2   LAB 2   INDependent Study – Check (x)  Practicum:  Seminar:

d. Course Title: ESL 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: 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 beginning level reading course is designed for the ESL learners whose vocabulary and reading skills of English are not yet sufficient to begin the ESL level 1 reading course. This course helps 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.) Placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:  Academic Affairs Approval Signature/Date:
Sandy  10/1/11  Frank  10/1/11

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  
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: ESLR  Number: 030  Title: ESL Reading for Beginners

Course Description:
This course is designed for ESL learners whose English vocabulary and reading skills are limited to the alphabet, simple common words or short phrases and is not yet sufficient to begin the ESL level 1 reading course. This course helps students develop essential vocabulary for both everyday situations and academic life, develop knowledge of phonics and spelling, and read English sentences with simple structures.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to the Level 1 ESL reading course and be able to demonstrate high beginning to low intermediate reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve 73% in the course to receive credit.

Course Assessment:
- Homework assignments 20%
- In-class exercises and assignments 20%
- Tests and quizzes 30%
- Class participation and performance 10%
- Midterm and Final Exams 20%
Total of 100%

Course Outline including Time Allocation:

1. Developing essential vocabulary for everyday and college life (25 hrs)
   - Basic phonetic awareness
   - Basic dictionary skills
   - Basic word structures
   - Learning basic vocabulary from the context
   - Reading numbers, common nouns, verbs, and pronouns

2. Increasing reading comprehension skills (35 hrs)
   - Skimming titles and pictures for main ideas in short simplified texts
   - Activating schemata
   - Learning to predict
   - Understanding main ideas in short simplified texts
- Scanning for specific information in short simplified texts
- Understanding some details in short simplified texts
- Increasing reading speed
I. ACTION TO BE TAKEN: CREATE A NEW COURSE
Notes
17. Complete each item in Section I and Section II.
18. 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): 201208  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:  ESLP  b. Number: 031  c. Enter Contact Hours per week in boxes.

ELECTIVE  LECTure  LAB  INDependent Study – Check (x)  Seminar:
Practicum:

D. Course Title:  ESL INTEGRATED READING 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.

X 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  X 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 a high beginning to a 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.) Successful completion of the Beginning Level reading course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:  Academic Affairs Approval Signature/Date:
Sandy Alsopra (01/22/11)

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 _
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLR  
Number: 031  
Title: ESL Integrated Reading 1

Course Description:
This course is designed for the learners of English as a Second Language whose reading skills range from a high beginning to a low intermediate level. The course focuses on developing reading fluency and comprehension skills, expanding vocabulary, and exploring English structures. Development in these areas is essential to prepare students for participation in upper level reading courses for ESL learners and for eventually reading at the college level.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will be prepared to advance to the Level 2 ESL reading course and be able to demonstrate a low intermediate level of vocabulary development and reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve 73% in the course to receive credit.

Course Assessment:

Homework assignments  20%
In-class exercises and assignments  20%
Tests and quizzes  30%
Class participation and performance  10%
Midterm and Final Exams  20%

Total of 100%

Course Outline including Time Allocation:

1. Developing college-level vocabulary (20 hrs)
   - Reviewing and extending basic phonetics
   - Reviewing and extending basic dictionary skills
   - Learning word structure clues (Prefixes, Suffixes, roots)
   - Understanding vocabulary from the context
   - Understanding common transitions
   - Learning simple idiomatic expressions and phrasal verbs

2. Increasing reading comprehension skills (35 hrs)
   - Skimming for main ideas in simplified texts
   - Predicting
   - Activating and building schema
   - Identifying topic and understanding main ideas in simplified texts
   - Scanning for specific information in simplified texts
   - Identifying and understanding supporting details in simplified texts
• Understanding point of view in simplified texts
• Understanding fact vs opinion in simplified texts

3. Developing critical thinking skills (5hrs)
• Paraphrasing and summarizing of simplified texts
• Learning to write simple outlines based on simplified texts
• Responding to simplified shorter texts
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLR  
Number: 032  
Title: ESL Integrated Reading 2

Course Description:
This course is designed for learners of English as a Second Language whose reading skills are at a low intermediate to intermediate level to increase knowledge of English structures and reading comprehension skills. The course will focus on vocabulary expansion as well as reading strategies to improve reading fluency and comprehension skills in a variety of college-level academic contexts.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will be prepared to advance to the Level 3 ESL reading course and be able to demonstrate a high intermediate level of vocabulary development and reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve 73% in the course to receive credit.

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<td>Midterm and Final Exams</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total of 100%

Course Outline including Time Allocation:

1. Expanding college level vocabulary in a variety of academic field (10 hrs)
   - Extending dictionary skills: Understanding multiple meanings
   - Extending use of word structure clues: (Prefixes, Suffixes, roots)
   - Understanding vocabulary from the context
   - Identifying definitions, synonyms, and antonyms
   - Understanding transitions
   - Learning a variety of idiomatic expressions and phrasal verbs

2. Increasing Reading comprehension skills (25 hrs)
   - Skimming for main ideas in short academic texts
   - Activating and building schema
   - Predicting
   - Understanding main ideas in short academic texts
   - Finding the topic and main ideas in a paragraph and in a whole passage in short academic texts
   - Identifying supporting details in short academic texts
- Recognizing fact and opinions in a passage from a short academic text
- Understanding and making inferences from short academic texts
- Understanding patterns of organization: Narrative, compare and contrast, cause and effect, and descriptive texts

3. Developing critical thinking skills (10 hrs)
   - Understanding the purpose of the author
   - Paraphrasing and summarizing
   - Outlining short academic texts
   - Responding to shorter texts.

4. Extensive Reading (15 hrs)
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

19. Complete each item in Section I and Section II.
20. 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): 201201 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: ESLb. Number: 032

LECture 2 LAB 2 INDependent Study – Check (x) □
Practicum: Seminar: □

Course Title: ESL Integrated Reading 2 (Limit to 30 characters/spaces.)

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

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 reading skills are at the low intermediate to high intermediate level to develop reading fluency and comprehension skills, expand vocabulary, and explore 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 1 reading course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date: 

Sandy Aspaas 10/14/11

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 __ SCADETL __ SCARRES __ SCAPREQ ___
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLR  Number: 033  Title: ESL Integrated Reading 3

Course Description:
This course is designed for the learners of English as a Second Language whose reading skills are at the high beginning to low advanced level to increase knowledge of English structures and reading comprehension skills. The course will focus on vocabulary expansion as well as reading and studying strategies to improve reading fluency, comprehension skills, and critical reading and thinking skills in a variety of college-level academic contexts.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will be prepared to advance to academic courses at Ferris and be able to demonstrate a low advanced level of vocabulary development and reading skills and proficiency. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must achieve a 73% in the course to receive credit.

Course Assessment:

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<tr>
<td>Midterm and Final Exams</td>
<td>20%</td>
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</tbody>
</table>

Total of 100%

Course Outline including Time Allocation:

1. Expanding college-level vocabulary in a variety of academic field (Review and extend) (8 hrs)
   - Word structure clues: (Prefixes, Suffixes, roots)
   - Vocabulary from the context
   - Identifying definition, synonyms, antonyms
   - Understanding transitions
   - Idiomatic expressions and phrasal verbs

2. Increasing reading comprehension skills (Review and extend) (22 hrs)
   - Skimming for main ideas in longer academic texts
   - Activating and building schema
   - Predicting
   - Understanding main ideas in longer academic texts
   - Finding the topic, main idea in a paragraph and in a whole passage
   - Identifying supporting details in longer academic texts
   - Recognizing facts and opinions in a passage
   - Understanding and making inferences in longer academic texts
• Understanding the patterns of organizations: Narrative, compare and contrast, cause and effect, descriptive, and argumentative text.

3. Developing critical thinking skills (Review and Extend) (15 hrs)
   • Understanding the purpose of the author
   • Paraphrasing and summarizing
   • Outlining
   • Responding to the shorter texts.
   • Critiquing
   • Understanding arguments/biases

4. Extensive reading (15 hrs)
CREATE NEW COURSE

Course Data Entry Form

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

21. Complete each item in Section I and Section II.
22. 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): 201201
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: 033
   c. Enter Contact Hours per week in boxes.
   LECTure 0 
   LAB 2 
   INDependent Study – Check (x) □
   Practicum: 0
   Seminar: □

d. Course Title: ESL Integrated Reading 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 reading skills are at a high intermediate to the low advanced level to enhance vocabulary and reading strategies to 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.) Successful completion of the level 2 reading course or placement into the course based on the Intensive English Program placement test.

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 _
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 notebook 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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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<td>60-79%</td>
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<tr>
<td>F</td>
<td>below 59%</td>
</tr>
</tbody>
</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, 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.
CREATE NEW COURSE

Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
   Notes
   31. Complete each item in Section I and Section II.
   32. 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): 201201
   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 [ESEW]
      b. Number [ESLP]
      c. Enter Contact Hours per week in boxes.
         040
         Practicum: [] Seminar: []

d. Course Title: ESL 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: 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 beginning level writing course is designed for ESL learners whose writing skills in English are not sufficient to begin the ESL level 1 writing course. This course teaches students to write short coherent texts using simple sentence 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.) Placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date: [Signature] 10/4/11
Academic Affairs Approval Signature/Date: [Signature] 10/13/11

Office of the Registrar ONLY
Date Rec'd:  Date Completed:  Entered: SCACRSE  SCADTL  SCARRES  SCAPREQ
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLW  
Number: 040
Title: ESL Writing for Beginners

Course Description:
This course is designed for ESL learners whose English writing skills are limited to the alphabet and simple common words and not yet sufficient to begin the 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.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will be prepared to advance to the ESL Level 1 writing course and demonstrate a high beginning level of writing in terms of content development, organization, mechanics, and language use. Student progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Graded written assignments
At least five graded cohesive texts  20%

In-class writings, quizzes, and tests
At least two in-class writings  20%

Completed homework and other assignments  20%
Class participation and performance  20%
Midterm and Final Exam  20%

Total of 100%

Course Outline including Time Allocation:

1. Basics of writing mechanics (15 hours)
   • Penmanship
   • Spelling
   • End sentence punctuation
   • Capitalization, beginning of sentence and proper nouns

2. Understanding and producing basic sentence structure (10 hours)
   • Word order
   • Nouns as subjects and objects
   • Subject and object pronouns
   • Recognizing fragments

3. Understanding and producing compound sentence structures (5 hours)
   • Compound sentences with appropriate punctuation

4. Understanding and carrying out the writing process (20 hours)
   • Prewriting activities
- Outlining
- Drafting, revising, and editing
- Introduce strategies to avoid plagiarism

5. Introducing the paragraph (10 hours)
   - Write several cohesive sentences on the same topic chronologically, sequentially, and progressively
   - Write a main idea sentence or topic sentence

6. Producing graded written assignments
   - At least five graded cohesive texts
   - At least two in-class writings
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLW  Number: 041  Title: ESL Integrated Writing 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 the high beginning to low intermediate level. Students in this course are assumed to have basic grammatical knowledge of sentence structure and to be able to produce multiple cohesive sentences on the same subject. The course will focus on using basic English structures, composing cohesive texts, and developing paragraphs through the writing process with emphasis on content development, organization, and effective language use.

Course Outcomes and Assessment Plan:

Upon successfully completing this course, students will be prepared to advance to the level 2 writing course and demonstrate a low intermediate level of writing in terms of content development, organization, mechanics, and language use. Student progress in writing skills will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:

- Graded written assignments: 20%
  - At least three graded cohesive texts
  - At least three graded paragraphs
- In-class writings, quizzes, and tests: 20%
  - At least two timed writings in class
- Completed homework and other assignments: 20%
- Class participation and performance: 20%
- Midterm and Final Exam: 20%

Total of 100%

Course Outline including Time Allocation:

1. Understanding and producing basic sentence structure (Review and extend 5 hours)
   - Word order
   - Recognizing fragments
   - Prepositions

   Understanding and producing compound sentence structures (Review and extend 5 hours)
   - Compound sentences with appropriate punctuation

2. Understanding and producing writing mechanics (5 hours)
   - Spelling
   - Punctuation with conjunctions and connectors
   - Capitalization of proper nouns
3. Understanding sentence structure (5 hours)
   • Recognizing fragments and ways to fix them
   • Recognizing run-ons and ways to fix them
   • Complex sentences with independent and dependent clauses
   • Subordinate clauses of time and sequence

4. Understanding and carrying out the writing process (10 hours)
   • Prewriting
   • Outlining
   • Draft, revise, edit
   • Strategies to avoid plagiarism

5. Understanding and producing paragraph structure (10 hours)
   • Having a writing purpose
   • Topic sentence
   • Body with supporting details
   • Concluding sentence

6. Understanding and producing connectors (5 hours)
   • Conjunctions
   • Transition words

7. Organizing paragraphs in the following writing patterns (5 hours)
   • Narrative
   • Compare/contrast
   • Descriptive

8. Producing graded written assignments (10 hours)
   • Write at least three graded cohesive texts
   • Write at least three graded paragraphs
   • Produce at least two timed writings in class
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
33. Complete each item in Section I and Section II.
34. 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): 201201
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
   252
   041

b. Number: LECTure
   2
   LAB
   2
   INDependent Study – Check (x) Practicum:
   Seminar:

d. Course Title: ESL Integrated Writing

   (Limit to 30 characters/spaces.)

e. College Code: CP

f. Department Code: CPTS

Credit Hours: Check (x) and enter maximum and minimum hours in boxes.

g. Type: [ ] Variable  [x] Fixed

h. Minimum Credit Hours: [ ] I. Maximum Credit Hours: 3

j. May Be Repeated for Acwed 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 are at the high beginning to low intermediate level to increase their overall writing 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 level 1 writing course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:  Sandy Alpern

Academic Affairs Approval Signature/Date:  Donald Flickinger

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__
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLW  
Number: 042  
Title: ESL Integrated Writing 2

Course Description:
This course is designed for the learners of English as a Second Language whose writing skills and knowledge of English grammar are at the low intermediate to high intermediate level. Students in this course are assumed to have knowledge of basic sentence structure, basic compound and complex structures, and basic writing mechanics. The course will focus on using a variety of English structures, composing cohesive paragraphs, and developing essays through the writing process with emphasis on content development, organization, and effective language use.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will be prepared to advance to the level 3 writing course and demonstrate a high intermediate level of writing in terms of content development, organization, source integration, mechanics, and language use. Student progress in writing skills will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Graded written assignments 20%
At least four graded paragraphs
At least two graded essays
In-class writings, quizzes, and tests 20%
Produce at least two timed writings in class
Completed homework and other assignments 20%
Class participation and performance 20%
Midterm and Final Exam 20%

Total of 100%

Course Outline including Time Allocation:

1. Writing mechanics (Review and extend 5 hours)
   - Punctuation with conjunctions and connectors
   - Capitalization of proper adjectives
Sentence structure
   - Recognizing fragments and ways to fix them
   - Recognizing run-ons and ways to fix them
Connectors
   - Conjunctions
   - Transition words

2. Understanding and carrying out the writing process (5 hours)
   - Prewriting activities
• Outlining
• Drafting, revising, and editing

3. Understanding and producing paragraph structure (5 hours)
• Having a writing purpose
• Topic sentence
• Body with supporting details
• Concluding sentence

4. Understanding and using connectors (5 hours)
• Transition phrases
• Prepositions as sentence introducers
• Dependent clauses as transitions

5. Understanding and producing essay structure (10 hours)
• Thesis statements
• Writing purpose
• Introduction
• Body with main ideas and supporting details
• Conclusion

6. Learning the concepts of quoting, paraphrasing and summarizing (10 hours)
• Paraphrasing sentences
• Summarizing short paragraphs
• Using in text citations

7. Introducing the library (5 hours)
• How to look up sources
• How to evaluate sources
• What makes a good source
• How to avoid plagiarism

8. Understanding and producing the following writing patterns (5 hours)
• Narrative
• Descriptive
• Compare/contrast
• Process analysis
• Cause/effect

9. Producing graded written assignments (10 hours)
• At least four graded paragraphs
• At least two graded essays
• At least two timed writings in class
CREATE NEW COURSE

Course Data Entry Form

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
35. Complete each item in Section I and Section II.
36. 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): 201220
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

042

LECture 2 LAB 2 INDependent Study – Check (x) □
Practicum: Seminar:

d. Course Title: ESL Integrated Writing 2
(Limit to 30 characters/spaces.)

e. College Code: CP

f. Department Code: CPTS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

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

I. 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 at the low intermediate to high intermediate level to increase their overall writing 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 writing course or placement into the course based on the Intensive English Program placement test.

UCC Chair Signature/Date:  

Sandy Aliparch 10/1/11

Academic Affairs Approval Signature/Date:  

David Redden 10/1/11

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 __
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESLW  
Number: 043  
Title: ESL Integrated Writing 3

Course Description:
This course is designed for learners of English as a Second Language whose writing skills and knowledge of written expressions are at the high intermediate to low advanced level. Students in this course are assumed to have knowledge of simple, compound, and complex sentence structures; writing mechanics; connectors; and basic paragraph structure. The course will focus on using a variety of English structures, composing cohesive paragraphs and essays, and improving research writing through the writing process with emphasis on content development, organization, source integration, and effective language use.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will prepared to advance to academic courses at Ferris and be able to demonstrate low advanced writing skills in terms of content development, organization, source integration, mechanics, and language use. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester.
Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Graded written assignments 20%
- At least two graded paragraphs
- At least four graded essays
  - at least one argumentative with one or more sources
  - at least one 3-5 page research paper with 3 sources

In-class writings, quizzes, and tests 20%
- Produce at least two timed writings in class
Completed homework and other assignments 20%
Class participation and performance 20%
Midterm and Final Exam 20%

Total of 100%

Course Outline including Time Allocation:

1. Review and extend: (10 hours)
   Paragraph structure
   - Having a writing purpose
   - Topic sentence
   - Body with supporting details
   - Concluding sentence
Connectors
   - Transition phrases
   - Prepositions as sentence introducers
   - Dependent clauses as transitions
Essay structure
   - Thesis statements
• Writing purpose
• Introduction
• Body with main ideas and supporting details
• Conclusion

2. Understanding and carrying out the writing process (5 hours)
• Prewriting activities
• Outlining
• Drafting, revising, and editing

3. Understanding and using essay structure (10 hours)
• Thesis statements
• Writing purpose
• Introduction
• Body with main ideas and supporting details
• Conclusion
• Writing a transition sentence

4. Learning to locate information from outside sources (5 hours)
• Introduction to the library
• Locating a variety of sources
• Evaluating sources
• Strategies to avoid plagiarism

5. Learning how to effectively incorporate sources into an essay (10 hours)
• Quoting
• Paraphrasing
• Summarizing
• In text citations
• Works Cited page

6. Organizing ideas into the following writing patterns (10 hours)
• Compare/Contrast
• Cause/Effect
• Process analysis
• Argumentative (at least 1 source)
• Summary/Critique
• Research (3 to 5 pages with 3 sources)

7. Producing graded written assignments (10 hours)
• At least two graded paragraphs
• At least four graded essays
  o At least one argumentative with one or more sources
  o At least one 3-5 page research paper with three sources
• At least two timed writings in class
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
37. Complete each item in Section I and Section II.
38. 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): 201201 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 043
   c. Enter Contact Hours per week in boxes.
   d. Course Title: ESL Integrated Writing 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 writing skills and knowledge of written expressions are at the high intermediate to low advanced level to increase their overall writing 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 level 2 writing course or placement into the course based on the Intensive English Program placement test.

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 _
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESL
Number: 099
Title: ESL Academic Bridge Course

Course Description:
This ESL Bridge course is designed to provide essential academic experience for advanced ESL students (TOEFL ipt 475-500) by applying linguistic, academic, and cultural skills in an authentic classroom setting. This course will be taken in conjunction with an academic course at Ferris approved by education counselors and two Level 3 ESL courses approved by the IEP coordinator. In the Bridge course, students will learn about American culture in thematic units through academic lectures and readings. The students will then apply linguistic, academic, and cultural skills to a variety of activities and assignments including note taking, written assignments, discussion, presentations, and research.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will demonstrate a deeper understanding of American culture and the ability to apply linguistic, academic, and cultural skills to a content-based course. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course.

Course Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>20%</td>
</tr>
<tr>
<td>At least two graded written assignments</td>
<td></td>
</tr>
<tr>
<td>In-class exercises and assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Tests and quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Discussions and presentations</td>
<td>10%</td>
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<tr>
<td>At least two graded discussions</td>
<td></td>
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<tr>
<td>At least two graded presentations</td>
<td></td>
</tr>
<tr>
<td>Midterm and Final Exams</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total of 100%

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% and above</td>
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<td>A-</td>
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<td>87-89%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>below 59%</td>
</tr>
</tbody>
</table>

Course Outline Including Time Allocation:

1. Lecture listening and note-taking skills (15 hours)
   - Attending lecture sessions
   - Lecture listening skills
   - Lecture note-taking skills
2. Reading Skills (10 hours)
   - Reading authentic texts related to course content
   - Completing reading comprehensions activities
   - Completing critical reading activities
   - Extensive reading related to course content

3. Writing skills (10 hours)
   - Writing summaries and responses related to lectures and readings
   - Writing research papers

4. Speaking skills (15 hours)
   - Participating in group discussions related to course content
   - Delivering presentations related to course content and research

5. Field experience (10 hours)
   - Participating in field experiences to gain deeper understanding of American culture
   - Reacting to field experience through class discussions and written assignments
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): 201201  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.
   d. Course Title: ESL Academic Bridge Course  (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 □ 3
   j. May Be Repeated for Added Credit: Check (x) Yes  XX No
   k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional
   l. Grade Method: Check (x) X Normal Grading □ Credit/No Credit only (Pass/Fail)
   m. Does proposed new course replace an equivalent course? Check (x) □ Yes  X No
   n. Equivalent course: Prefix □ Number □ See instructions on Replacement courses.
   o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   This course is designed to provide essential academic experience for advanced ESL students by applying linguistic, academic, and cultural skills in an authentic classroom setting.
   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.) Must have 475 or above on itp TOEFL or equivalent determined by the IEP Coordinator.

UCC Chair Signature/Date:  Sandy Alpern  01/11
Academic Affairs Approval Signature/Date:  Donald  01/11

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  SCADETL  SCARRES  SCAPREQ  SCA
NEW COURSE INFORMATION FORM

Course Identification:

Prefix:  Number  Title
ESLP    091     ESL Conversation Practicum

Course Description:
This practicum course is designed to provide supplemental conversation field experience to ESL students. Students will meet with native-speaking conversation partners and participate in on-campus and community activities and events to improve conversation skills, enhance understanding of university and American culture, and integrate into the campus community.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students will have established connections with Ferris community members, will have been exposed to a variety of campus and community activities, and will have improved conversation skills. To measure progress, students will react and respond to their experiences by participating in group discussions and producing written assignments. Students must receive a 73% in the course to obtain credit.

Course Assessment:

Group discussions                  20%
Written assignments                10%
Conversation Partner participation  70%

Total of 100%

Course Outline including Time Allocation:

Field experience focusing on the following components
1. Attending activities (15 hours)
   • On-campus activities
   • Community activities

2. Participating in conversation (10 hours)
   • Negotiating conversation while attending activities
   • Participating in pair and group discussions
   • Reacting to experiences in spoken settings

3. Written assignments (5 hours)
   • Reacting to experiences in written assignments and/or electronic blogs
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
11. Complete each item in Section I and Section II.
12. 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): 201201 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.

ESLP
(091)

LECture LAB INDependent Study –

Practicum 2

Seminar: 

d. Course Title: ESL Conversation Practicum

(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 [ ] Fixed

h. Minimum Credit Hours [ ] I. Maximum Credit Hours [ ]

i. May Be Repeated for Added Credit: Check (x) X Yes [ ] No

j. 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 [ ] 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 to provide supplemental conversation field experience to ESL students. Students will meet with native-speaking conversation partners and participate in on campus and community activities and events to improve conversation skills, enhance understanding of university and American culture, and integrate into the campus community.

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

q. Max. Section Enrollment: [32]

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Admission into the IEP Program

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 __
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: ESLP     Number: 092     Title: ESL Service Learning Practicum

Course Description:
This practicum course is designed to provide supplemental service learning experience to ESL students. Students will participate in service learning projects coordinated by the course instructor to improve receptive and productive English language skills, enhance understanding of university and American culture, and integrate into the campus community.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will have established connections with Ferris community members, will have been exposed to aspects of American and university culture connected to service learning projects, and will have improved receptive and productive English language skills. To measure progress, students will react and respond to their experiences by participating in discussions, delivering presentations, producing written assignments, and conducting research related to their projects. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Group discussions and presentations 20%
Written assignments 20%
Service learning participation 60%

Total of 100%

Course Outline including Time Allocation:

Field experience focusing on the following components

1. Participating in projects (20 hours)
   - Service learning projects in the Ferris/Big Rapids community coordinated by the instructor

2. Speaking assignments (15 hours)
   - Negotiating conversation while attending activities
   - Participating in pair and group discussions
   - Reacting to experiences in presentations
   - Conducting research to gain background knowledge

3. Written assignments (10 hours)
   - Reacting to experiences in written assignments and/or electronic blogs
   - Conducting research to gain background knowledge
CREATE NEW COURSE

Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

13. Complete each item in Section I and Section II.
14. 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): 201208

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.

ESLP  092  
(x) Practicum 3

Practicum 3

d. Course Title: ESL Service Learning Practicum  (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.

C. Type:  X Fixed  h. Minimum Credit Hours 3  i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) X Yes     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 practicum course is designed to provide supplemental service learning experience to ESL students. Students will participate in service learning projects coordinated by the course instructor to improve receptive and productive English language skills, enhance understanding of university and American culture, and integrate into the campus community.

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.) Admission into the IEP Program and permission of program coordinator

UCC Chair Signature/Date:  
Sandy Alpek  10/4/11

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 ___
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESL  
Number: 097  
Title: ESL Independent Study

Course Description:
This course is designed to allow ESL students to engage in English language learning in a more flexible environment from 1 to 12 credits. The program coordinator and/or instructor will coordinate with students to arrange the course content and schedule.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will fulfill course requirements established by the instructor and/or program coordinator. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course. Students must receive a 73% in the course to obtain credit.

Course Assessment:
Course assignments, participation, and assessments 80%
Midterm and final exams 20%
Total of 100%

Course Outline Including Time Allocation:
To be arranged by program coordinator and/or instructor
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
9. Complete each item in Section I and Section II.
10. 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): 201201 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 (x) X 1-12
b. Number 097
c. Enter Contact Hours per week in boxes.
   LECture  LAB  INDependent Study –
   Practicum Seminar:

d. Course Title: ESL Independent Study (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) X Yes □ 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 to allow ESL students to engage in English language learning in a more flexible environment. The program coordinator and/or instructor will coordinate with students to arrange the course content and schedule.

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.) Admission into the IEP Program and permission of program coordinator

UCC Chair Signature/Date: Acadeonic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADTL ___ SCARRES ___ SCAPREQ ___
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: ESL  
Number: 099  
Title: ESL Academic Bridge Course

Course Description:
This ESL Bridge course is designed to provide essential academic experience for advanced ESL students (TOEFL ipt 475-500) by applying linguistic, academic, and cultural skills in an authentic classroom setting. This course will be taken in conjunction with an academic course at Ferris approved by education counselors and two Level 3 ESL courses approved by the IEP coordinator. In the Bridge course, students will learn about American culture in thematic units through academic lectures and readings. The students will then apply linguistic, academic, and cultural skills to a variety of activities and assignments including note taking, written assignments, discussion, presentations, and research.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, students will demonstrate a deeper understanding of American culture and the ability to apply linguistic, academic, and cultural skills to a content-based course. Student progress will be assessed and documented frequently in terms of class performance and assignment quality by the course instructor throughout the semester. Cumulative midterm and final exams will also be administered to measure achievement of course objectives. The midterm and final exams will account for 20% of the final grade in the course.

Course Assessment:

- Homework assignments: 20%
  At least two graded written assignments
- In-class exercises and assignments: 20%
- Tests and quizzes: 30%
- Discussions and presentations: 10%
  At least two graded discussions
  At least two graded presentations
- Midterm and Final Exams: 20%

Total of 100%

Grading Scale:

<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>
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<td>B+</td>
<td>87-89%</td>
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<tr>
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<td>63% and above</td>
</tr>
<tr>
<td>D-</td>
<td>60% and above</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

Course Outline including Time Allocation:

1. Lecture listening and note-taking skills (15 hours)
   - Attending lecture sessions
   - Lecture listening skills
   - Lecture note-taking skills
2. Reading Skills (10 hours)
   • Reading authentic texts related to course content
   • Completing reading comprehensions activities
   • Completing critical reading activities
   • Extensive reading related to course content

3. Writing skills (10 hours)
   • Writing summaries and responses related to lectures and readings
   • Writing research papers

4. Speaking skills (15 hours)
   • Participating in group discussions related to course content
   • Delivering presentations related to course content and research

5. Field experience (10 hours)
   • Participating in field experiences to gain deeper understanding of American culture
   • Reacting to field experience through class discussions and written assignments
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): 201201 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.

ESLP 099

LECture 2 LAB 2 INDependent Study - Check (x) [ ]
Practicum: [ ] Seminar: [ ]

d. Course Title: ESL Academic Bridge Course

(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.

Type: [ ] Variable X Fixed h. Minimum Credit Hours [ ] i. Maximum Credit Hours [ ]

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

k. Levels: Check (x) [ ] Undergraduate [ ] Graduate [ ] Professional

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

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

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

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course is designed to provide essential academic experience for advanced ESL students by applying linguistic, academic, and cultural skills in an authentic classroom setting.

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.) [Must have 475 or above on itp TOEFL or equivalent determined by the IEP Coordinator].

UCC Chair Signature/Date: _____ 10/4/13

Academic Affairs Approval Signature/Date: _____ 10/6/13

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 _
Re: Intensive English Program Curriculum

Sandra L Alspach to: Lisa A VonReichbauer
Cc: Paula L Hadley-Kennedy

09/17/2011 11:58 AM

Lisa,

We'll need your proposal in the Academic Senate office, with appropriate signatures on the Form A (this counts as the 'cover page' for the proposal), no later than Thursday at 3:00 pm for it to appear on the agenda for Wednesday, Sept. 28. Counting on support from UCC, the proposal could still make it to the Senate agenda for Oct. 4, which is where you want to be.

For Form D, given the uniqueness of your program, if you drew up a chart of the four courses and their levels with the bridge course at the end, so that students could essentially check off each course and level as they completed it, that would equate to a "check sheet" of expectations for completion of the program. We'll work with the Records Office to explain how to scribe the program into the Banner system from your check sheet.

You'll also need to include student learning outcomes with their assessments for the program. As we discussed, you have opportunity to include multiple assessment measures; so TOEFL scores do not have to be the only assessment. This is your chance to identify those authentic assessments we discussed, like instructor observation, or portfolio completion.

Are you going to propose raising the bar on the TOEFL in this proposal? You could let that decision rest until you've had a year or two on the new curriculum. The process then would be a "minor curriculum cleanup" in UCC jargon, and much less demanding than this initial proposal.

Thanks for your hard work on this project. Keep asking questions; there's no such thing as a "stupid course question", as all of my students know from the Discussion Board topic that appears in all of my classes on Ferris Connect ;-)
UCC Intensive English Program Curriculum Proposal Fall 2011
Anita Fagerman
to:
Sandra L Alspach
09/30/2011 10:10 AM
Cc:
Paula L Hadley-Kennedy, David M Marion
Show Details

The following is my reasoning for my “do not support” vote at the UCC September 28, 2011 regarding the “Intensive English Program” Curriculum Proposal.

I believe curriculum has two sides – much like the legal system; there’s the content side and the process/structure side. Fantastic content without solid process and structure is problematic.

**Side One**
In my opinion, this Intensive English Program curriculum proposal has solid content with qualified and competent faculty. The concept is perfect and absolutely needed at our Ferris campus. I applaud the efforts of those involved with developing this program.

**Side Two**
In my opinion and on the flip side (and the reason for my ‘do not support’ vote), the structure is questionably lacking. During our 09/28/2011 UCC meeting discussion, I was lead to believe there was no established department or academic college under which this curriculum would be housed. When I inquired for clarity, I was lead to understand the program would be housed under the Office of International Education AND outside any college. This concerned me for many academic reasons. (i.e. how are the faculty arranged? What does an international student do to – for example – appeal a grade?) I mentioned the problems encountered with the development of the now successful Professional Doctorate in Community College Leadership program; following are some relevant excerpts from the University Graduate and Professional Council’s October 23, 2009 minutes that should help explain my concerns:

*The Logic of housing the program in Provost’s office was discussed in length...Concerns of housing the program in Provost’s office were expressed. It was noted that there is no formal administrative structure such as departments and a Dean under the current location; as such there are numerous policies and procedures needing to be developed...[T]he program being housed in the Provost’s office would result in the program having too much “ear from the VPAA”; Doug explained that in the Academic Colleges the programs have a department, and the departments have a head/director who reports to a dean who then reports to the VPAA. With this program bypassing departments/colleges/deans, it will receive too much favoritism from the VPAA...A big concern expressed by the UGPC was that this EdD program being housed in the Provost’s office is precedent setting and caution must be taken.*

When I look at the Form Fs inside the curriculum proposal I note the College of Professional & Technological Studies (CPTS) is identified and this has lead to confusion on my end. If this college is in fact the ‘owner’, I expect to find a department and college review of the proposal –
but none are offered. Frankly I am quite surprised I am the sole person on the UCC concerned.

In my opinion, clear definition is needed for the following prior to review and approval by the UCC:

What department owns this program?

What Academic College owns this program?

What is the result of the reviews from the department and college?

Furthermore, I carefully studied the 1997 College Catalog (located at http://www.ferris.edu/admissions/registrar/1997.htm) and I’m perplexed why the College of Arts and Sciences is not the “owner” of this program. The Intensive English Program had the same focus (on international students) and appears to have been housed in the English Department.

Anita Fagerman, Ph.D.

Professor, MBA Program

Former 2009-2010 Chair, University Graduate and Professional Council
Lisa,

Sorry I missed you earlier - just the full-time (tenure line?) faculty "count" in faculty votes.

Thanks for doing the legwork on the Form F's.

We'll look forward to a brief summary of the program at the Senate meeting on Tuesday, 10:00 am to 11:45 ish in MCO 210.
We'll probably be on the second half of the agenda under New Business; but I think you'll want to be there from 10 on, just to see how the Senate "works".

Sandra L. "Sandy" Alspach, Ph.D.
Professor / Sports Communication champion
Department of Humanities: Communication
127 Johnson Hall
1009 Campus Drive
Ferris State University
Big Rapids, MI 49307
(o) 231-591-2779
(f) 231-591-2188

Sandy, I have the revisions completed on th...

From: Lisa A VonReichbauer/FSU
To: Sandra L Alspach/FSU@FERRIS
Date: 09/29/2011 03:16 PM
Subject: Re: IEP Curriculum

Sandy,

I have the revisions completed on the Form Fs. I have them printed, and I will take it over to the Senate office. I will send it all electronically to Paula as well. I am also taking the faculty vote. We have 4 full-time faculty members and 4 adjuncts. Each adjunct is teaching one course. Do I get signatures from all 8 or just from the 4 full-time members? Thanks. Again, I really appreciate your help and support. :)

Lisa

Lisa vonReichbauer
Faculty, Intensive English Program
Office of International Education
IRC 134F
Ferris State University
1301 S. State St.
Big Rapids, MI 49307
(231) 591-2838

Lisa, You're on top of it. THANKS!

Sandy, I sent Form C to Kristen Motz, and I...
Lisa,

You're on top of it. THANKS!

I forwarded the Form A revision and the two sets of committees to Paula Hadley in the Academic Senate office to put with your original proposal. We'll make sure the Senate has the revised copy.

The Form C that you sent to Kristy Motz will come back to the Senate office with the signature we need.... your part is done with that piece.

The Records Office had a problem with the names of the courses. On the Form F there are only 30 spaces for a course name, counting spaces between words. They would prefer that the proposer provide abbreviations that make sense to you; otherwise someone in their office has to guess at abbreviating key terms. This issue holds true for all of your Form F's = not an issue to stop or slow the program's progress, but clearly an issue for how the program courses will appear in the Banner system, and on transcripts.

Please revisit those titles on the Form F's and shorten them to no more than 30 total characters and spaces. Send the revised Form F's to the Academic Senate office (Paula Hadley) so that she can relay them to the appropriate folks.

Don't worry about the "no" vote; that is a reflection of a policy issue that UCC and the Academic Senate need to address; not a reflection on your proposal. I wish the committee member hadn't made her statement that way, but it is what it is.

We're on track to meet our goal for full approval by the end of fall semester ;-) GOOD WORK!

Sandra L. "Sandy" Alspach, Ph.D.
Professor / Sports Communication champion
Department of Humanities: Communication
127 Johnson Hall
1009 Campus Drive
Ferris State University
Big Rapids, MI 49307
(e) 231-591-2779
(f) 231-591-2188

Sandy, I sent Form C to Kristen Motz, and I...

Sandy,

I sent Form C to Kristen Motz, and I have attached it here. Let me know if I need to print it and take it to the Senate Office. Thanks.

Lisa
P -
here are the revised pieces from Lisa for Intensive English Program... too late to slip them into the packet? Hang on - there's more coming from her...

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(f) 231-591-2188

----- Forwarded by Sandra L Alspach/FSU on 09/29/2011 09:31 AM -----

From: Lisa A VonReichbauer/FSU
To: Sandra L Alspach/FSU@FERRIS
Date: 09/28/2011 04:31 PM
Subject: Curriculum

Sandy,

I will wait to hear from you to make the revisions that you spoke of in the meeting today. I did want to send you more information on the curriculum committee, though. I have changed the language in Form A to reflect that the committee will be faculty members to avoid any ambiguity, and I attached Form D in case you didn't get the check sheet. Also, below is a list of faculty members who have agreed to serve on the Curriculum Committee at this point. We will be adding members going forward, so I will keep you updated. Thank you:

OIE Curriculum Committee Members

Mike Bergoff (CAS)
Debbie Courtright-Nash (CAS)
Mike Ropele (COET)
Matt Yang (COET)
Terry Doyle (University College)

IEP Advisory Board

Nagnon Diarassouba, Ed.D
Assistant Professor, College of Education
M.A. TESOL (Teaching English to Speakers of Other Languages) Coordinator
Grand Valley State University

Leslie Grant, PhD
Associate Professor, College of Education (She is an expert in assessment and curriculum. She has
taught in an M.A. TESOL program and has IEP experience.)
Curriculum & Instruction
University of Colorado- Colorado Springs

Judy Reed, MA
Program Director, Intensive English Language Program (This program has more than 400 students and 50 faculty.)
College of Liberal Arts & Sciences
Department of Applied Linguistics
Portland State University

FORM A.docx

FORM D.docx

Thank you!

Lisa

Lisa vonReichbauer
Faculty, Intensive English Program
Office of International Education
IRC 134F
Ferris State University
1301 S. State St.
Big Rapids, MI 49307
(231) 591-2838
Sandy,

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Department of Applied Linguistics
Portland State University

[attachment "FORM A.docx" deleted by Paula L Hadley-Kennedy/FSU] [attachment "FORM D.docx" deleted by Paula L Hadley-Kennedy/FSU]
Thank you!

Lisa

Lisa vonReichbauer
Faculty, Intensive English Program
Office of International Education
IRC 134F
Ferris State University
1301 S. State St.
Big Rapids, MI 49307
Attached is the approved curriculum proposal: Intensive English Program

Please note that Don Flickinger changed the implementation date for these courses for Spring 2012.