University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **English 061 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Integrated Academic English Skills 2

**25-Character Abbreviation:** Integ. Skills 2

**Sponsor(s):** Susan Huss-Lederman

**Department(s):** Languages & Literature

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:** **N/A**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** Based on placement criteria, and/or successful completion of previous level of instruction

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** English

**Instructor:** TBA

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 32 Total lecture hours: 80

Number of credits: 4 Total contact hours: 112

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

The mission of the UWW-IEP is to prepare international students with the integrated skills they need to communicate effectively in English in university academic and community social settings by providing a multi-level curriculum based on contextual needs, and by offering ongoing academic support once students have matriculated into UW-Whitewater programs.

The Department of Languages and Literatures serves as the academic home for the UW-Whitewater Intensive English Program. However, the administrative arm of the UWW-IEP is shared by the School of Graduate Studies and Continuing Education and the Center for Global Education.

An assessment plan for the UWW-IEP is being developed in accordance with criteria established by the Commission on English Language Program Accreditation (CEA) and the American Association of Intensive English Programs (AAIEP), both national accrediting organizations recognized by the International Student and Exchange Visitor Program of the U.S. Department of Homeland Security and the Bureau of Educational and Cultural Affairs of the U.S. Department of State.

**Relationship to program assessment objectives:**

Students are evaluated by their gain in language proficiency (as measured by the ACT Compass) and by their scores on exams (at least 80% to pass the course), completion of homework assignments, and graded work. Students will join instructors in selecting pieces for a developmental portfolio, which will be used by UWW-IEP instructors to evaluate student performance and inform decisions to promote students to the next level in the program or to recommend program exit. Annually, student portfolios will be reviewed to ensure that UWW-IEP program standards are kept consistent, similar to practices used within the programs in French, Spanish, and German.

**Budgetary impact:**

The Intensive English Program is designed to be self-sustaining. Student tuition will fund hiring new instructional staff, administrative expenses and course-release buyouts for faculty and instructors from the Department of Languages and Literatures who offer courses in the program.

**Course description:** (50 word limit)

In English 061, students develop academic English skills in the four language skill areas: listening, speaking, reading, and writing, with an emphasis on academic reading and writing. Students also develop improved control of grammatical structures. Students must pass this course with a C- or better to advance in the IEP.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:**

* Make predictions in texts
* Identify details in texts
* Use graphic organizers to interpret information
* Use active reading strategies (questioning the text, making notes, using text-markings) to identify main ideas
* Summarize texts
* Identify and incorporate descriptive phrases (prepositional phrases, noun phrases, etc.) into writing
* Write short, focused essays on topics related to texts read in class

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

**Integrated Skills**

Aljumah, F. H. (2011). Developing Saudi EFL students' oral skills: An integrative approach. [Article]. *English Language Teaching, 4*(3), 84-89. doi: 10.5539/elt.v4n3p84

Bacha, N. N. (2010). Teaching the academic argument in a university EFL environment. *Journal of English for Academic Purposes, 9*(3), 229-241.

Biber, D., Gray, B., & Poonpon, K. (2011). Should we use characteristics of conversation to measure grammatical complexity in L2 writing development? [Article]. *TESOL Quarterly, 45*(1), 5-35. doi: 10.5054/tq.2011.244483

Brown, H. D. (2004). *Principles of language learning and teaching* (5th ed.). New York: Longman.

Brown, H. D. & Priyanvada, Abeywickrama (2010). *Language assessment: Principles and classroom practices* (2nd ed.). New York: Longman.

Celce-Murcia, M. (1987). *Techniques and resources in teaching grammar*. New York: Oxford University Press.

Celce-Murcia, M. & Larson-Freeman, D. (1999). *The grammar book*. Boston, MA: Heinle & Heinle.

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.

Christensen, W. (2004). Self-directedness, integration and higher cognition. [Article]. *Language Sciences, 26*(6), 661-692. doi: 10.1016/j.langsci.2004.09.010

Christison, M. & Stoller, F. (2012). *A handbook for language program administrators* (2nd Ed.). Miami Beach, FL: Alta Book Center Publishers.

Don, M. (2010). Oral Dialogue Journals: Theory and Implementation in the Classroom. [Article]. *English Teaching, 65*(1), 189-219.

Donohue, J. P., & Erling, E. J. (2012). Investigating the relationship between the use of English for academic purposes and academic attainment. *Journal of English for Academic Purposes, 11*(3), 210-219.

Dooey, P. (2010). Students' perspectives of an EAP pathway program. *Journal of English for Academic Purposes, 9*(3), 184-197.

Eröz, B. (2009). Using Literature and Movies for Integrated Skills Development in English Language Teaching. [Article]. *TESL Reporter, 42*(1), 58-65.

Gaskaree, B. L., Mashhady, H., & Dousti, M. (2010). Using critical thinking activities as tools to integrate language skills. [Article]. *Sino-US English Teaching, 7*(4), 33-45.

Graham, S. (2011). Self-efficacy and academic listening. *Journal of English for Academic Purposes, 10*(2), 113-117.

Hayes-Harb, R. (2008). Native speakers of Arabic and ESL texts: Evidence for the transfer of written word identification processes. [Article]. *TESOL Quarterly, 40*(2), 321-339. doi: 10.2307/40264525

Ho, M.-C. (2011). Academic discourse socialization through small-group discussions. *System, 39*(4), 437-450.

Kuteeva, M. (2011). Wikis and academic writing: Changing the writer–reader relationship. *English for Specific Purposes, 30*(1), 44-57.

Laborda, J. G. (2009a). Using webquests for oral communication in English as a foreign language for Tourism Studies. [Article]. *Journal of Educational Technology & Society, 12*(1), 258-270.

Liu, J.-Y., Chang, Y.-J., Yang, F.-Y., & Sun, Y.-C. (2011). Is what I need what I want? Reconceptualising college students’ needs in English courses for general and specific/academic purposes. *Journal of English for Academic Purposes, 10*(4), 271-280.

Lomicka, L., & Lord, G. (2012). A tale of tweets: Analyzing microblogging among language learners. *System, 40*(1), 48-63.

Nation, I. S. P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Vasiljevic, Z. (2010). Dictogloss as an interactive method of teaching listening comprehension to L2 learners. [Article]. *English Language Teaching, 3*(1), 41-52.

Webb, S. A. (2009). The effects of pre-learning vocabulary on reading comprehension and writing. [Article]. *Canadian Modern Language Review, 65*(3), 441-470. doi: 10.3138/cmlr.65.3.441

Weigle, S. C., & Parker, K. (2012). Source text borrowing in an integrated reading/writing assessment. *Journal of Second Language Writing, 21*(2), 118-133.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and    non-discriminatory learning environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](file:///\\shared.uww.edu\SHARED\IEP\CurriculumForms\www.uww.edu\Catalog\02-04\Legal\Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](file:///\\shared.uww.edu\SHARED\IEP\CurriculumForms\www.uww.edu\Catalog\02-04\Legal\Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).

**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

**UNIVERSITY OF WISCONSIN-WHITEWATER**

Department of Languages and Literature

Fall, 2013

English 061 – Course Syllabus

|  |  |
| --- | --- |
| **English 061:** Integrated Academic English Skills 2  **Prerequisites:** Successful completion of IEP 050 level, appropriate achievement on placement test, and/ or instructor consent  **Room:**  **Time:** | **Instructor:**  **Phone Number:**  **Email:**  **Office Hours:** |

**Course Description:** In English 061, students develop academic English skills in the four language skill areas: listening, speaking, reading, and writing, with an emphasis on academic reading and writing. Students also develop improved control of grammatical structures. Students must pass this course with a C- or better to advance in the IEP.

**Course Objectives:** After completion of the course, students should be able to:

* Make predictions in texts
* Identify details in texts
* Use graphic organizers to interpret information
* Use active reading strategies (questioning the text, making notes, using text-markings) to identify main ideas
* Summarize texts
* Identify and incorporate descriptive phrases (prepositional phrases, noun phrases, etc.) into writing
* Write short, focused essays on topics related to texts read in class

**Course Materials:**

Hartmann, P. (2007). *Quest 2, Reading and Writing* (2nd Ed.). New York: McGraw-Hill.

Wisniewska, I., Riggenbach, H., & Samuda, V. (2007). *Grammar Dimensions 2* (4th Ed.). Boston: Heinle & Heinle. (Student Book).

**Student Responsibilities:** Students in this class are responsible for the following:

* Attend all class meetings, tutoring and lab sessions. If you are sick, or if you are experiencing a problem, let your teacher know. Unexcused absences = lower course grade.
* Complete all assignments on time. Completed assignments = success.
* Participate actively in class by speaking up and by listening carefully.
* Check e-mail and the class D2L site daily for announcements and assignments.

**Course Assignments and Grades:** In order to pass this course, students must achieve a course grade of at least C-. Grades are calculated as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Class Participation  Quizzes  Homework  Daily D2L Journal  Tests | 200 points  200 points  200 points  200 points  200 points | A = 960-1000 points  A-= 920-959 points  B+= 880-919 points  B = 840-879 points  B-= 800-839 points  C+= 760-799 points | C = 720-759 points  C-= 680-719 points  D+=640-679 points  D = 60-639 points  D-=560-599 points  F = 559 points or lower. |

**Course Schedule:**

|  |  |
| --- | --- |
| **Week** | **Topic/Assignment** |
| 1 | Introduction to the Course  The World of Business  Quest, Chapter 1: Doing Business Internationally  Grammar Dimensions 11: Qualifiers  **Quiz 1** |
| 2 | The World of Business  Quest, Chapter 1: Doing Business Internationally  Grammar Dimensions 12: Adverbs of Manner  **Quiz 2** |
| 3 | Quest, Chapter 2: The Global Economy  Grammar Dimensions 13: Direct Objects  **Quiz 3** |
| 4 | Quest, Chapter 2: The Global Economy  Grammar Dimensions 13: Indirect Objects  **Test 1** |
| 5 | The World of Art  Quest, Chapter 3: Themes and Purposes  Grammar Dimensions 14: *Can, Know How to, Be Able To*  **Quiz 4** |
| 6 | Quest, Chapter 3: Themes and Purposes  Grammar Dimensions 15: Present Progressive Verb Forms, Pt. 1  **Quiz 5** |
| 7 | Quest, Chapter 4: The Ancient World: Egypt  Grammar Dimensions 15: Present Progressive Verb Forms, Pt. 2  **Quiz 6** |
| 8 | Quest, Chapter 4: The Ancient World: Egypt  Grammar Dimensions 16: Adjective Phrases  **Test 2** |
| 9 | Psychology: The Study of Human Behavior  Quest, Chapter 5: States of Consciousness  Grammar Dimensions 19: Reflexive and Reciprocal Pronouns (Each Other)  **Quiz 7** |
| 10 | Quest, Chapter 5: States of Consciousness  Grammar Dimensions 20: Future Time, Pt. 1  **Quiz 8** |
| 11 | Quest, Chapter 6: Abnormal Psychology  Grammar Dimensions 20: Future Time, Pt. 2  **Quiz 9** |
| 12 | Quest, Chapter 6: Abnormal Psychology  Grammar Dimensions 21: Phrasal Verbs  **Test 3** |
| 13 | Health  Quest, Chapter 7: Medicine and Drugs: Addictive Substances  Grammar Dimensions 22: Comparison with Adjectives  **Quiz 10** |
| 14 | Quest, Chapter 7: Medicine and Drugs: Addictive Substances  Grammar Dimensions 23, Comparison with Adverbs  **Quiz 11** |
| 15 | Quest, Chapter 8: The Mind-Body Relationship  Grammar Dimensions 24: Superlatives  **Quiz 12** |
| 16 | Quest, Chapter 8: The Mind-Body Relationship  Grammar Dimensions 25: Factual Conditionals  **Test 4** |

**UWW Required Policy Statement**

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