

College Name
Department Name
Proposal to Create a Temporary Course
(Information Item for First Offering. Action Item for Second Offering)

Contact Person: Rob Hale, rob.hale@wku.edu, x53043

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG152
- 1.2 Course title: Academic Writing for International Students
- 1.3 Abbreviated course title: Acad Writ International
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: Minimum score of 5.5 on IELTS exam; graduate status.
- 1.7 Grade type: __x__ standard letter grade ____ pass/fail ____ in progress (IP)
- 1.8 Course description: A remedial course designed to provide support in academic writing for a range of International students beginning graduate programs at the university. Students enrolled in this course need assistance developing grammar, vocabulary, and academic writing skills to meet the university-mandated proficiency requirements. While this course does not address disciplinary writing standards or writing research papers and theses, the course does lay the foundation for the development of these advanced skills with further English study.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: In spring 2016, WKU provisionally admitted a number of Indian students with weak writing skills to some of our graduate programs. The home departments were concerned that the students will not succeed without a supplemental writing course. WKU offered a one-time introduction to academic writing for these Indian students (ENG151) and we are not satisfied with the results. Affected constituencies are working toward a long-term solution to offer a for-credit, non-developmental course to serve underprepared students from a variety of countries. The English Department created ENG152 to explore ways to improve these underprepared students' chances of success before proposing a regular class. Since the class will have a broader audience of students from different countries and a variety of majors, the topics of discussion and writing prompts will be of broader interest. We believe this fundamental change will help us create a more successful course.
- 2.2 Relationship of the proposed course to courses offered in other academic units: None.

3. Description of proposed course

- 3.1 Course content outline See Attached Syllabus
- 3.2 Tentative text(s) See Attached Syllabus

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:

4.2 Term course was first offered:

4.3 Enrollment in first offering:

5. Term of Implementation: Summer, 2016

6. Dates of review/approvals:

Department of English

Dean, College of Art & Letters

Office of the Provost

Rob Hale, 5/20/16

ENG 152 Academic Writing for International Students

Instructor Contact

Professor	[Instructor fills in following sections]
Office	
Office Hours	
Phone	
E-mail	

Course Information

Course Name	Academic Writing for International Students
Course ID & Section	ENG 152 Section XXX
Credit Hours	3
Semester/Year	Summer 2016
Location/Time	TBD

Course Description

A remedial course designed to provide support in academic writing for a range of International students beginning graduate programs at the university. Students enrolled in this course need assistance developing grammar, vocabulary, and academic writing skills to meet the university-mandated proficiency requirements. While this course does not address disciplinary writing standards or writing research papers and theses, the course does lay the foundation for the development of these advanced skills with further English study.

Course Learning Objectives

- (1) Students will be able to identify the four types of English sentences along with the appropriate punctuation conventions that accompany each.
- (2) Students will be better equipped to edit their own writing by identifying sentence fragments, run-on sentences, and comma splices.
- (3) Students will learn grammar skills to develop sentence complexity such as noun, adjective, and adverb clauses; gerunds and infinitives; and conditional statements.
- (4) Students will be introduced to parallelism in writing.
- (5) Students will develop their knowledge of academic vocabulary.
- (6) Students will develop rhetorical skills in cause and effect, comparison and contrast, problem-solution, summary-response, and argumentation.
- (7) Students will evidence grammar and vocabulary skills in their essay writing.
- (8) Students will learn to participate in online class discussions through Blackboard.

Required Text

Hartmann, P., Jacobs, M., & Kennedy, A. (2015). *Final draft: Level 4*. New York, NY: Cambridge University Press

*Students must purchase the book and the writing skills interactive pack. The price for the set is \$49.00

ISBN: 978-1-107-49558-6

2) Subscription to Vocabulary Plus from Townsend Press. This is an online vocabulary development series. The price per student is \$10.00 and must be purchased through www.townsendpress.com

Supplemental Resources

Azar, B. & Hagen, S. (2011). *Fundamentals of English grammar (4th ed.)*. White Plains, NY: Pearson Longman.

Graff, G., Birkenstein, C., Durst, R. (2009). *They say I say: The moves that matter in academic writing*. New York, NY: W.W. Norton & Co., Inc.

Other readings as assigned in the course schedule will be made available in PDF format.

Evaluation and Grading

Assignment	Percentage of Grade
Homework	25%
Essays	25%
Tests	30%
Writing Portfolio	10%
Class Participation	10%

*There is no extra credit offered in the course

Missed Assignments/Late Assignments/Make-Ups/Extra Credit

NO MAKE-UP EXAMS and NO LATE WORK will be accepted. Assignments are due on the date specified in the course schedule EVEN IF YOU ARE ABSENT. If you are going to miss class for any reason except a documented emergency, medical emergency, or death in the family, you **MUST** submit homework in one of two ways:

- (1) Slide your homework under the instructor's office door on the due date.
- (2) Email a copy of your homework on the due date. If you have written out your homework on paper in anticipation of submitting it in class, you can scan it and send it to the instructor via email. You can then turn in the original copy the next time you come to class with no penalty.

In the case of an emergency such as hospitalization, death in the family, or other unforeseen circumstances, students must notify the instructor within 24 hours and provide the requested documentation within a reasonable amount of time. For medical emergencies, only official doctor's notes will be accepted.

Grading Scale

Letter Grade	Points
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

Attendance Policy

Much of your learning in this course depends entirely on class attendance. If you are not in class, you are not able to participate. **Students can miss three days of class without penalty.** These days can be used at your discretion.

- Eight or more missed classes= lowering the final course grade by two letter grades
- Six or seven missed classes= lowering the final course grade by one letter grade
- Four or five missed classes= lowering the final course grade by five points

Students, however, cannot miss an in-class exam without a documented emergency, medical emergency, or sudden death in the family. In those cases, students must notify the instructor within 24 hours of the missed exam and provide the requested documentation within a reasonable time frame.

Participation Policy:

Participation is 10% of your course grade. This is the rubric that the instructor will use to evaluate your participation. Attendance and participation affect your grade differently. Simply attending class does not guarantee full participation points.

	Strong work (3)	Needs development (2)	Unacceptable (1)
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays a lack of interest in comments of others	Projects a lack of interest or can at times be disrespectful of others
Preparation	Arrives fully prepared with all assignments completed and ready to ask questions	Sometimes arrives unprepared	Exhibits little evidence of having read or thought about assigned material
Quality and Impact of Contributions	Comments are relevant and frequently help the class conversation move forward	Comments show a lack of preparation or attention to classmates	Comments distract the class and regularly try to move the class off topic
Frequency of participation	Actively participates	Sometimes participates	Participates only when directly called upon
Quality of group participation	Actively engages in group exercises	Participates in group work but sometimes goes off topic	Contributes the bare minimum to group work and is often observed working off task
Punctuality	Student is always on time	Student occasionally comes to class late	Student is frequently late to class

Class participation deserving of an A grade will be strong in all categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

Modified from ACS Class Participation Rubric

<http://www1.villanova.edu/villanova/artsci/acsp/resources/rubric.html>

Professionalism Policy:

All mobile phones and other devices must be silenced during all classroom lectures and activities.

Academic Honesty

Universities in the United States are very strict about cheating. Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment. Also, depending on the severity of the case, it may lead to an "F" for the entire course or cause a referral to the Office of Judicial Affairs. At universities in the United States, "helping" a friend on a test or quiz is cheating. Also, copying someone else's work into an essay is also considered cheating. If you are not sure, please ask your instructor. The [WKU Academic Integrity](#) statement has more information.

Disability Statement

Western Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, Room 1074, Downing Student Union. The SARC telephone number is (270) 745-5004 (TDD: 270-745-3030). Please do not request accommodations directly from the instructor without a letter of accommodation from the Student Accessibility Resource Center.

Copyright

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Assignment Descriptions**1. Homework**

Students will complete assignments from the *Final Draft* interactive pack and *Vocabulary Plus* as homework. The instructor will also give homework developing grammar and writing skills. Some homework assignments will take place in Blackboard discussion boards.

2. Essays

Students will write 5 essays in this course. Each essay will target one rhetorical structure studied in class: cause and effect, compare and contrast, problem and solution, summary and response, and

argumentative. Drafts will be developed and peer-reviewed in class. Students will submit a presentation copy for a grade.

Each presentation copy must include a separate page with the essay's vocabulary profile. Students generate the vocabulary profile at <http://www.lex tutor.ca/vp/comp/>

3. Tests

There will be two types of tests used in this course.

First, students will complete 3 timed writing exams in class. The timed writing exams will be at the beginning, middle, and end of the semester. Students will have 30 minutes to answer the prompt.

Students will also take 3 unit tests covering discrete grammar and academic vocabulary covered in class. Tests will be a combination of multiple choice, fill in the blank, and short answer questions.

4. Writing Portfolio

During the first week of class, students will receive a goal statement. The goal statement breaks down the learning objectives for the course as outlined in this syllabus. Throughout the semester, students will keep all graded writing assignments in a folder. At the end of the semester, each student will review his or her portfolio. They will write a reflective letter that makes a case for how they met the learning goals by using their writings assignments as evidence. The student will add this letter to the portfolio and submit it to the instructor during final exam week.