

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 11/17/2015

1b. Department/Division: Ctr For English As Second Lang

1c. Contact Person

Name: Thomas Clayton

Email: tmclay@uky.edu

Phone: 257-1604

Responsible Faculty ID (if different from Contact)

Name: Angela Garner

Email: angela.garner@uky.edu

Phone: 257-1965

1d. Requested Effective Date: Specific Term/Year <sup>1</sup> Spring 2016

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ESL 093

2c. Full Title: Academic Speaking and Listening for International Graduate Students

2d. Transcript Title: Academic Speaking and Listening for Intl Grad Students

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 3

If Yes: Will this course allow multiple registrations during the same semester? Yes

RECEIVED

FEB 10 2016

OFFICE OF THE  
SENATE COUNCIL

2j. Course Description for Bulletin: ESL 093: Academic Speaking and Listening for International Graduate Students is designed to help international students develop their oral and aural skills in a practical environment. Students' pronunciation patterns are assessed at the beginning of the semester and time is spent developing a sense of American English sounds, rhythms, and intonation patterns. Course time will also be devoted to helping students develop communication strategies, prepare for and present short presentations, and lead group as well as roundtable discussions. Instruction is often individualized to meet the specific needs of the students and some class time is planned to enable all students to develop better listening strategies and confidence when speaking. Students may not count credits earned in ESL 093 toward their graduate degree requirements.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The course will serve international graduate students across the disciplines who either perceive themselves to need assistance with English academic speaking and listening, or who are perceived by their graduate programs to need such assistance.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

University of Kentucky, Spring 2016  
ESL 093: Academic Speaking and Listening for International Graduate Students  
Section 001: Tuesdays and Thursdays 3:30-4:45pm

**Instructor:** Angela Garner (angela.garner@uky.edu)  
**Office Hours:** Mondays 11:00-11:50am  
Tuesdays and Thursdays: 12:30-1:45pm  
And by appointment

**Office:** 1677 POT  
**Office Phone:** 859-257-1965

**Required Materials:**

- 1) Lane, L. (2013). *Focus on pronunciation 3* (3<sup>rd</sup> ed.) White Plains, NY: Pearson.
- 2) Access to Canvas.

**Course Description:**

*ESL 093: Academic Speaking and Listening for International Graduate Students* is designed to help international students develop their oral and aural skills in a practical environment. Students' pronunciation patterns are assessed at the beginning of the semester and time is spent developing a sense of American English sounds, rhythms, and intonation patterns. Course time will also be devoted to helping students develop communication strategies, prepare for and present short presentations, and lead group discussions. Instruction is often individualized to meet the specific needs of the students and some class time is planned to enable all students to develop better listening strategies and confidence when speaking. Students may not count credits earned in ESL 093 toward their graduate degree requirements.

**Student Learning Outcomes:**

Specifically, in ESL 093, students will:

- Enhance their awareness of the sounds, rhythms, and intonation patterns of American English
- Improve their pronunciation and comprehensibility when speaking English
- Develop their fluency and confidence in speaking English
- Deliver clear and effective academic presentations while incorporating appropriate nonverbal communication strategies
- Improve their English listening skills.

**Assessment:**

During the semester, students will receive feedback on their in- and out-of-class work to help them know what they are doing well and how they can continue to improve their English skills. Students should pay close attention to this feedback, and of course, let me know if they have questions. Course grades are assigned according to the following criteria:

- A: 90% or higher
- B: 80-89%
- C: 70-79%
- E: Below 70%

### ESL 093 Grade Breakdown:

Presentations	30%
Communication Skills Practice	30%
Conversation Circles/Roundtable Discussions	25%
Participation, Homework, Quizzes	15%
	100%

### Coursework:

1. *Presentations:* To practice presentation skills and to employ speaking and listening concepts being taught in class, students will present a minimum of two presentations throughout the semester. Specific details will be forthcoming in an Assignment Sheet for each presentation.
2. *Communication Skills Practice:* Since the focus of this class is to improve communication skills, students will complete weekly communication skill practice assignments that will consist of listening practice (with accompanying on-line quizzes), pronunciation journals (recorded and submitted through Canvas), and hour-long conversations with another student in English. Students will complete a total of 15 (5 focusing on each of these skills) of these practice assignments over the course of the semester. All assignments should be submitted to Canvas by midnight on Fridays.
3. *Conversation Circles/Roundtable Discussions:* An important skill in graduate school is the ability to participate in and lead small group or whole class discussions. Thus, once during the first half of the semester, students will lead a small group of peers in discussing a topic of the leader's choice. Then, during the second half of the semester, students will lead the class in a discussion (approximately 20-25 minutes) on a topic related to academic life in the United States. To lead each of the discussions, students will need to prepare discussion questions to elicit responses, opinions, and ideas from classmates.
4. *Participation, Homework, and Quizzes:* The best way to improve your English is to use it as much as possible; thus, active participation in class discussions and activities is essential. Each week, students will be asked to read short passages and complete some exercises from our course textbook and come prepared to discuss the ideas in class. Another way to be involved is through the "Idiom of the Day," where each Monday one person will teach a new idiomatic expression or slang word that s/he finds interesting and important to know.

### Attendance Policy:

All students are expected to attend classes prepared and on time. I understand that there will be times when missing class is warranted (i.e. for an illness or emergency). Thus, there will be no penalty for 2 absences; however, 5 percentage points will be deducted from the final grade for every absence after the second absence. Being more than 5 minutes late to class will be regarded as a tardy, and 2 tardies equal 1 absence.

1. *Excused Absences:* Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such

holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

2. *Verification of Absences:* Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

\*All coursework missed because of an excused absence should be submitted the day the student returns to class unless other arrangements have been made in advance.

#### **A Note on Academic Honesty:**

In general, your classmates, professors, and others in the academic community are "honest scholars," and they expect everyone else (including you) to be honest too. The university takes **academic honesty** VERY seriously. All work for this course must be completed through your own honest effort. Any cheating, fabrication (making up information in an academic work), plagiarism (using the words or ideas of a source without giving proper credit, leading readers to believe the ideas are yours), or other form of academic dishonesty will not be tolerated. Every case will be reported to the appropriate parties, and every case will be punished. In other words, if I discover that you have been academically dishonest on any assignment, you could fail the course—even if it is the first time.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to university policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of

employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where, and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. If you have any questions about what constitutes cheating or plagiarism, please ask me or see <http://www.uky.edu/Ombud/Plagiarism.pdf>.

**Cell Phone Policy:**

During class time, it is expected that all students will turn off (or silence) their cell phones, as usage of a cell phone (even texting) can distract other students and annoy your instructor. If you have an emergency and need your cell phone for some reason, please let me know before class. If not, please turn off your cell phones upon entering.

**Students with Disabilities:**

If you have a disability that I should be aware of, please notify me so that I can make arrangements to accommodate your learning needs. To get more information about your rights, contact the Disability Resource Center located at 2 Alumni Gym (859-257-2754; email [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)). In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center for coordination of campus disability services available to students with disabilities.

Week	Focus
Week 1	Introduce Course; Listening/speaking Diagnostic
Week 2	Review International Phonetic Alphabet (Vowel Sounds); Introduce Small Group Discussion and Communication Skills Practice Assignments
Week 3	International Phonetic Alphabet Continued (Consonants); Active Listening Strategies; Small Group Discussions
Week 4	Word and Syllable Stress; Small Group Discussions
Week 5	Pronunciation Tutorials, Nonverbal Communication; Small Group Discussion
Week 6	Stress and Intonation in Thought Groups; Small Group Discussion
Week 7	Stress and Intonation for Emphasis; Reduction, Linking, and Rhythm; Presentation One
Week 8	Intonation for Questions; Roundtable Discussions
Week 9	Monitoring and Correcting Grammatical Problems in Speech; Roundtable Discussions
Week 10	Organizational Cues; Roundtable Discussion
Week 11	Verb Form, -s and -ed Word Endings; Roundtable Discussion

Week 12	Logical Connectors, Enunciation, Roundtable Discussion
Week 13	Pronunciation Tutorials; Roundtable Discussion
Week 14	Compensation Strategies; Roundtable Discussion
Week 15	Review of Comprehensibility Strategies and Strategies for Interactive Presentations; Presentation Two; Roundtable Discussion
Week 16	Future Speaking/Listening Development Options, Roundtable Discussion, Course Wrap-up

Graduate Council

2/10/16

*Roshan Nikou*



**ESL**

**English as a Second Language**

**#ESL 090 ENGLISH FOR INTERNATIONAL TEACHING ASSISTANTS.**

**(3)**

ESL 090 English for International Teaching Assistants is designed for non-native English-speaking graduate assistants who either placed into or were recommended to take the course during ITA Language Screening conducted by the Graduate College. This course focuses on skills needed for international graduate teaching assistants to be successful in classroom teaching at the university level. Instruction in the course focuses on improving the communication and pronunciation skills of students with special emphasis on listening/speaking skills, presentation skills, negotiation skills, and other classroom management tools such as interactive and pedagogical communication. Students required to take ESL 090 will be reassessed at the completion of the semester to determine types of TA duties they may perform. Students may not count credit from ESL 090 toward their graduate degree requirements.

**#ESL 095 ACADEMIC WRITING FOR INTERNATIONAL GRADUATE STUDENTS.**

**(3)**

ESL 095 Academic Writing for International Graduate Students is designed to assist international students prepare for academic writing at the graduate level. Particular attention is given to writing conventions in the United States, and there is an emphasis on learning and applying the process of writing (drafting, revision, editing, and proofreading). Students will also learn about the importance of academic honesty at the American University, including how to avoid plagiarism as well as how to evaluate and cite sources in their specific disciplines. May be repeated. Students may not count credit earned in ESL 095 toward their graduate degree requirements.

**ESL 100 LISTENING FOR ACADEMIC PURPOSES.**

**(3)**

This course cultivates skills to improve academic listening performance for non-native speakers of English enrolled in American university classes. Special attention is given to lecture styles, note-taking, interpersonal communication skills, research projects and presentations. This course is designed to raise students' listening skills so they can participate in academic settings with competencies similar to their native-speaker peers. Prereq: COMPASS Test score determines enrollment.

**ESL 110 SPEAKING FOR ACADEMIC PURPOSES.**

**(3)**

This course cultivates skills to improve academic speaking performance for non-native speakers of English enrolled in American university classes. Special attention is given to effective academic presentations, interpersonal communication skills, pronunciation and accent. This course is designed to raise students' speaking skills so they can participate in academic settings with competencies similar to their native-speaker peers. Prereq: COMPASS Test determines enrollment.

**ESL 120 READING FOR ACADEMIC PURPOSES.**

**(3)**

This course cultivates skills to improve academic reading performance for non-native speakers of English enrolled in American university classes. Special attention is given to cross-disciplinary academic reading, reading rates and speeds, effective research methods, documentation and essay exams skills. This course is designed to raise students' reading skills so they can participate in academic settings with competencies similar to their native-speaker peers. Prereq: COMPASS Test determines enrollment for this course.

**ESL 130 WRITING FOR ACADEMIC PURPOSES.**

**(3)**

This course cultivates skills to improve academic writing performance for non-native speakers of English enrolled in American university classes. Special attention is given to cross-disciplinary research, collaboration, the writing process, content organization and development, editing and proofreading. This course is designed to raise students' writing skills so they can participate in academic settings with competencies similar to their native-speaker peers. Prereq: The COMPASS Test determines enrollment in this course.

**Ellis, Janie**

---

**From:** Ellis, Janie  
**Sent:** Wednesday, February 10, 2016 1:35 PM  
**To:** Clayton, Thomas M; Garner, Angela R  
**Subject:** ESL 093

After an initial review of the above, can you advise the difference in this course and ESL 100 and ESL 110?

**Janie Ellis**  
Staff Support  
Senate Council Office  
257-5871  
[Janie.ellis@uky.edu](mailto:Janie.ellis@uky.edu)