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New Course Form

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Attachments:

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ID	Attachment
3971	ITA Syllabus, Fall 2104.doc

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(* denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

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

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion ¹
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

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 emphases on listening/speaking skills, presentation skills, negotiation skills, and other classroom management tools such as interactive and pedagogical communication. Students required to take this class will be reassessed at the completion of the semester to determine the types or TA duties they may perform. Class may be open to other graduate students by permission of the instructor. Class meets 5 hours per week. May be repeated as deemed necessary by the student's department. ~~Students may not count these credits toward their graduate degree requirements.~~

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

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

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The course will serve international TAs across the disciplines who receive a score of conditional or below on their ITA Language Screenings, conducted locally. Other graduate students may elect to take the class.

8. * Check the category most applicable to this course:

- Traditional -- Offered in Corresponding Departments at Universities Elsewhere
- Relatively New -- Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

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

If YES, name the proposed new program:

b. * Will this course be a new requirement ^s for ANY program? Yes No

If YES ^s, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

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

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the existing department must sign off on the Signature Rostering Log.
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory modules. Laboratory modules, generally, are one hour per week for a semester for one credit hour. (exam SR 9.2.1)
- You must also submit the Degree Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#)

University of Kentucky, Fall 2014
ESL 090: English for International Teaching Assistants
Section 001: MW 5:00-5:50pm, 253 F. Paul Anderson Tower
R 5:30-8:30pm, 107 Patterson Office Tower

Instructor: Angela Garner (angela.garner@uky.edu)
Office Hours: Mondays 3:30-4:45pm
Wednesdays 10:00-11:30am, 3:30-4:45pm
Thursdays 4:00-5:15pm, and by appointment

Office: 1677 Patterson Office Tower
Office Phone: 859-257-1965

Required Materials:

- 1) Smith, J. A., Meyers, C. M., & Burkhalter, A. J. (2007). *Communicate: Strategies for international teaching assistants*. Long Grove, IL: Waveland Press, Inc.
- 2) A video recording device (camcorder, laptop computer or tablet with a recording function, phone or camera with a recording function).
- 3) Access to Canvas.instructure.com and the ability to record yourself speaking.

Course Description:

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 emphases 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 the types of TA duties they may perform. Students may not count credit from ESL 090 toward their graduate degree requirements.

Assessment:

During the semester, you will get feedback on your in- and out-of-class work to help you know what you are doing well and how you can continue to improve your English skills. Pay close attention to this feedback, and of course, let me know if you 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 090 Grade Breakdown:

Mini-Lessons	35%
Communication Skills Practice	30%
Classroom Observations and Reflections	15%
Leading Discussions	10%
Homework and Class Participation	10%
	100%

General Assignments:

1. *Mini-lessons:* In order to give you the opportunity to practice some of the strategies we discuss in class and track your progress, you will be asked to present three mini-lessons this semester. You will receive a handout describing each mini-lesson as the due date approaches. After each mini-lesson, you will be asked to record a self-evaluation on Canvas.
2. *Communication Skill Practice:* Since the focus of this class is to improve your communication skills, you will be completing 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 an American undergraduate student. You 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 noon on Fridays.
3. *Classroom Observations and Reflections:* Throughout this semester, you will be asked to observe several classes/labs to glean ideas related to classroom vocabulary, teacher-student interaction, and teaching strategies. Information describing the focus of each of these observations will be provided as the semester progresses.
4. *Leading Discussions:* One important skill for teachers to develop is to learn to effectively lead group discussions; thus, once during the semester, you will lead the class in a discussion (approximately 20-25 minutes) on a topic related to a chapter from our textbook or relevant to your classroom teaching experiences. To lead the discussion, you will need to prepare discussion questions to elicit responses, opinions, and ideas from classmates.
5. *Homework and Participation:* 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, you 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 **3 absences**; however, **5 percentage points** will be deducted from your final grade for every absence after the third absence. Being more than 5 minutes late to class will be regarded as a tardy, and 3 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.

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. If you forget and your cell phone disturbs class in any way, you'll be asked to bring your classmates a sweet treat. ☺

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). 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; Diagnostic Presentations
Week 2	Review International Phonetic Alphabet (Vowel Sounds); Introduce Roundtable Discussions and Communication Skills Practice Assignments
Week 3	International Phonetic Alphabet Continued (Consonants); Roundtable Discussion
Week 4	Word and Syllable Stress; Pronunciation Tutorials
Week 5	Organizational Approaches; Directive Language; Mini-Lesson 1: Explaining a Visual
Week 6	Stress and Intonation in Thought Groups; Making Content Relevant; Roundtable Discussion
Week 7	Approaches to Eliciting and Responding to Student Questions; Intonation for Questions; Roundtable Discussion
Week 8	Organizational Cues; Monitoring and Correcting Grammatical Problems in Speech; Pronunciation Tutorials
Week 9	Relative Clauses in Speech; Explaining Technical Terms; Mini-Lesson 2: Defining a Term
Week 10	Stress and Intonation for Emphasis; Reduction, Linking, and Rhythm; Roundtable Discussion
Week 11	Verb Form for Reviewing and Previewing Information; Indicative and Imperative Verbs; -s and -ed Word Endings; Roundtable Discussion

Week 12	Review of Strategies for Interactive Lessons; Enunciation; Pronunciation Tutorials
Week 13	Logical Connectors; Student Awareness and Learning Styles; Compensation Strategies; Roundtable Discussion
Week 14	Review of Comprehensibility Strategies; Roundtable Discussion
Week 15	Addressing End-of-Semester Problems with Students; Mini-Lesson 3: Teaching a Process
Week 16	Reflective Teaching Practices/Opportunities; Course Wrap-up; Reassessment Presentations

Approved by GC 4/23/15