1. General Information

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

   Date Submitted: 4/2/2015

1b. Department/Division: Arts and Sciences

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 [1]   Fall 2015

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 095

2c. Full Title: Academic Writing for International Graduate Students

2d. Transcript Title: ACADEMIC WRITING 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?   No

2j. Course Description for Bulletin: 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 credits earned in ESL 095 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: Fall,

   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 writing, 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:

Instructor: Angela Garner (angela.garner@uky.edu)   **Office:** 1677 POT
Office Hours: Mondays 11:00-11:50am   **Office Phone:** 859-257-1965
Tuesdays and Thursdays: 12:30-1:45pm
And by appointment

Required Materials:

1) Swales, J. M. & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills.* (3rd ed.) Ann Arbor, MI: Michigan UP.
3) Access to Canvas.instructure.com.

Course Description:

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. Students may not count credits earned in ESL 095 toward their graduate degree requirements.

Student Learning Outcomes:

Specifically, in ESL 095, students will:
* Develop an understanding of the process approach to writing and employ it to produce a variety of academic texts.
* Develop grammatical accuracy and stylistic variety through contextualized review of problematic areas of grammar.
* Increase accuracy and range of academic vocabulary.
* Become more independent language learners by improving the ability to revise and edit one's own work.
* Improve familiarity with American norms of academic honesty, including plagiarism and ways to avoid it.

Assessment:

During the semester, you will receive 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 095 Grade Breakdown:	
Research Article Analyses	10%
Summary	10%
Critique/Response	15%
Research Proposal/Problem-Solution	30%
Grammar Logs	10%
Portfolio	15%
Participation, Homework, Quizzes	10%
	100%

Coursework:

1. *Major Writing Assignments:* The writing assignments for this course will focus on academic research writing. You will complete four formal assignments (Research Article Analyses, Summary, Critique/Response, and Research Proposal/Problem-Solution) this semester, highlighting the writing and research skills that are essential for graduate-level writing in American universities. The process approach to writing will be emphasized for each assignment, and detailed assignment sheets corresponding to each writing task will be distributed and discussed in class.

2. *Grammar Logs:* In order to write successfully, it is important to be able to recognize and correct grammatical mistakes. To aid in the development of this skill, you will keep a grammar log this semester. In this log, you will record and track grammatical mistakes that you have made in your formal written assignments. Often writers discover that they make similar types of mistakes, and keeping a grammar log will enable you to identify the types of grammatical errors that you make frequently so that you may learn how to avoid such mistakes in the future.

3. *Portfolio:* At the end of the semester, you will submit a complete portfolio of all your writing assignments for this class (including all drafts for each assignment). A formal letter reflecting on your development as a writer as well as your areas for continued growth will accompany this portfolio that will be evaluated holistically to determine how much your written English has improved.

4. *Participation, Homework, and Quizzes:* You will be required to complete brief grammar exercises, readings, drafts, etc. for this class. These materials will come primarily from our textbook, but all supplemental information will be posted on Canvas for you to access. Please bring the completed work to class on the due date, ready to either hand in or to discuss (depending on my instructions). Likewise, you will periodically be given quizzes to assess you knowledge of specific grammar points or vocabulary addressed in class. Some of these quizzes will be announced prior to class while others will not.

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 your 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.

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). 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 writing assignment
Week 2	Introduce different types of sources and library databases to gather articles for the research article analyses Grammar: count/noncount nouns
Week 3	Research article analyses due (self-editing technique 1) Grammar Log 1 Academic tone: avoiding phrasal verbs Introduce summary writing
Week 4	Submit first draft of summary Grammar: sentence boundary issues Academic tone: writing concisely
Week 5	Final draft of summary due (self-editing technique 2) Grammar Log 2

	Introduce characteristics and organizational patterns of a critique/response
Week 6	Submit first draft of critique/response Introduce paraphrasing and subjective reporting verbs Grammar: pronoun reference/agreement Academic tone: adverb placement
Week 7	Submit final draft of critique/response (self-editing technique 3) Grammar Log 3 Introduce research proposal/problem-solution papers
Week 8	Read field-specific research proposal/problem-solution papers Analyze the parts of research proposal/problem-solution papers Discuss writing formal and extended definitions
Week 9	Submit Part 1: Defining the problem (Research Proposal/Problem-Solution paper) Peer review
Week 10	Discuss and practice synthesis of sources Grammar: verb tenses (present, simple past, present perfect)
Week 11	Submit Part 2: Literature Review and Discussion (Research Proposal/Problem-Solution paper) (self-editing technique 4) Academic tone: word choice
Week 12	Writing workshop Grammar: verbs (modals and future tense)
Week 13	Submit Part 3: Conclusion (Research Proposal/Problem-Solution paper) (self-editing technique 5)
Week 14	Writing workshop Submit Complete Research Proposal/Problem-Solution paper
Week 15	Introduce final portfolios and business letters
Week 16	Course wrap-up Submit final portfolios, including Grammar Log 4

Approved by GC 4/23/15