1. General Information

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

   Date Submitted: 4/4/2014

1b. Department/Division: Arts and Sciences

1c. Contact Person

   Name: Tom Clayton

   Email: tmclay@uky.edu

   Phone: 257 7003

   Responsible Faculty ID (if different from Contact)

   Name: William Richeson

   Email: William.Richeson@uky.edu

   Phone: 502 220 1257

1d. Requested Effective Date: Semester following approval

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 100

2c. Full Title: Listening for Academic Purposes

2d. Transcript Title: NA

2e. Cross-listing: NA

2f. Meeting Patterns

   LECTURE: 3

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

2h. Number of credit hours: 3.0

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: 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.

2k. Prerequisites, if any: COMPASS Test score determines enrollment.

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?: 20

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: Applicable to non-native speakers of English in all undergraduate academic programs.

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?:   Yes

    If YES, name the proposed new program: On February 10, 2014, the Senate Admissions and Academic Standards Committee approved new option of the Special Academic Programs: APP for English Language for International Students.

    b. Will this course be a new requirement for ANY program?:   Yes

    If YES, list affected programs: On February 10, 2014, the Senate Admissions and Academic Standards Committee approved new option of the Special Academic Programs: APP for English Language for International Students.

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:

SIGNATURE|RHANSON|Roxanna D Hanson|ESL 100 NEW College Review|20140415

SIGNATURE|JMETT2|Joanie Ett-Mims|ESL 100 NEW Undergrad Council Review|20140507

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	3446	ESL 100-001 Listening for Academic Purposes 5-4-20

[First] 1 [Last]

Select saved project to retrieve...   Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: ARTS & SCIENCES [▼]   Submission Date: 4/4/2014

   b. * Department/Division: Arts and Sciences [▼]

   c.

   * Contact Person Name: Tom Clayton   Email: tmclay@uky.edu   Phone: 257 7003

   * Responsible Faculty ID (if different from Contact) William Richeson   Email: William.Richeson@uky.e Phone: 502 220 1257

   d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

   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 [4] ◉ No

   b. * Prefix and Number: ESL 100

   c. * Full Title: Listening for Academic Purposes

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

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

   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.

3	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

   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: 3.0

   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:

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.

k. Prerequisites, if any:

COMPASS Test score determines enrollment.

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? 20

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:

     Applicable to non-native speakers of English in all undergraduate academic programs.

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:
     On February 10, 2014, the Senate Admissions and Academic Standards Committee approved new option of the Special Academic Programs: APP for En

  b. * Will this course be a new requirement [2] for ANY program?   ◉ Yes ○ No

     If YES [2], list affected programs::
     On February 10, 2014, the Senate Admissions and Academic Standards Committee approved new option of the Special Academic Programs: APP for English Language for International Students.

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) identi 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.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[12] 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 meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[13] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[14] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

Course: ESL 100-001
Title: Listening for Academic Purposes
Semester: Fall 2014

Course Information:
 Meeting Time: TBA
 Meeting Location: TBA
 Course Web Site: TBA
Instructor Information:
 Name: TBA
 Office location: TBA
 Phone number: TBA
 Email address: TBA
 Office Hours: TBA
Teaching Assistant Information
 Name: TBA
 Office location: TBA
 Phone number: TBA
 Email address: TBA
 Office Hours: TBA

COURSE SYLLABUS

Course Description

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.

Student Learning Outcomes

By the completion of this course, students will be able to:

1. identify and comprehend organizational patterns in advanced academic lectures in English, from understanding spoken English to taking proficient notes and predicting test contents
2. summarize lectures
3. paraphrase lecture key points and other speakers' extemporaneous comments
4. critically evaluate speakers' perspectives, techniques, and arguments in lectures, panel discussions, debates and exam settings
5. incorporate information from academic lectures, research data, and overall studies and apply it to group discussions and presentations.

Textbooks

College Vocabulary 4. By Bunting, J., 2006. Houghton Mifflin (ISBN 0618230270).
Lecture Ready 3. By Frazier, Laurie, Leeming, Shalle, 2013. Oxford (ISBN 978-0521-14298-4).

Other Required Materials

Lab supplies, equipment and other materials will be provided in class or via Blackboard, the University of Kentucky's Learning Management System (LMS).

Relative Value of Assessments Toward Course Grade:

Grades will be based on the following exams and assignments:

Assessment	Number of points	Percentage of Course Grade
Exam 1	30	10%
Exam 2	30	10%
Exam 3	30	10%
Final Exam	60	20%
Note-taking Assignments	30	10%
Exercises	15	5%
Panel Participation: Written and oral Report	15	5%
Collaborative Presentation: Written and Oral Report	15	5%
Collaborative Presentation Written Report	15	5%
Individual Presentation: Written and Oral Report and Panel Discussion	60	20%
Total	300	100%

Exams and Assignments

The three exams, the final exam, note-taking exercises and other assignments listed above emphasize academic listening skills. One-on-one pronunciation and fluency exercises, formal presentations, panel discussions and reports all aid students in their academic literacy skills for American university work.

Mid-term Grade

Mid-term grades will be posted in my UK by the deadline established in the academic calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm).

Final Exam Schedule

Date, Time, Duration and Location: TBA

Written Reports and Style Guides

You will have four reports, three short reports as a team-member and one substantial solo report that serves as a written record of the individual presentation. The instructor will post style guides suitable for academic report writing and oral report guidelines on Blackboard (Bb) with the instructions for each assignment. The individual solo presentation/report is worth sixty points while the combined short reports are worth forty-five points.

Other Assessments

Frequent short assignments are meant to support students' progress in the course. These short assignments and meetings are worth fifteen points. In addition, note-taking exercises are worth thirty points.

Extra Credit

Willingness to work creatively with others on projects during class and demonstration of advancement through the student learning outcomes is the best plan for success in the class. No other extra credit opportunities are available.

Course Grade

Course grades are assigned according to the following criteria:

Course Grade	Percentage	Points
A	90% or better	270 – 300
B	80 – 89%	240 – 269
C	70 – 79%	210 – 239
D	60 – 69%	180 – 209
E	Below 60%	Less than 180 points

COURSE POLICIES

Attendance

Students are expected to come to class on time and stay for the whole period. Students who arrive late or leave early may be counted as absent, at the instructor's discretion. Any student who fails to attend the first two class meetings of the semester will be automatically dropped from the class roll. **If a student misses more than one-fifth of class contact hours for any reason, he/she cannot receive credit for the course.** For a course meeting twice a week, students must withdraw or receive a grade of E upon the sixth absence; for a course meeting three times a week, students must withdraw or receive a grade of E upon the ninth absence; for a course meeting four times a week, the maximum is twelve absences.

Unless students voluntarily withdraw from the course before the end of the twelfth week of classes:

- Students who accumulate *excused* absences in excess of one-fifth of class contact hours must petition their college dean or the dean's representative for a 'W' in the course.
- Students who accumulate *unexcused* absences in excess of one-fifth of class contact hours will receive a course grade of "E".

- Students who accumulate a combination of excused and unexcused absences in excess of one-fifth of class contact hours must consult the dean of their college or the dean's representative, who will determine the appropriate action.

Students and instructors are accountable for every class meeting, whether they are absent or present, for whatever reason. If the absence is **excused:**

- deadlines missed will be extended within reason, as determined by the instructor.
- In-class work that cannot be made up will be missed.
- Announcements, instructions, assignments, etc. due to absence will <u>not</u> constitute an acceptable excuse for failing to meet subsequent deadlines. It is the student's responsibility to learn the content of the missed classes and to initiate arrangements with the instructor for making up the work.

Students missing work due to an **excused absence (see the following 'Excused Absences and Verification** must inform the instructor and submit appropriate written documentation **within one week** following the period of the excused absence, except in those cases where prior notification is required. If the absence is certified as excused, the student will be given an opportunity to make up the work missed. Except in unusual circumstances, an extended deadline will not exceed ten days beyond the original deadline.

NOTE: See Student Rights and Responsibilities, Part II, Section 5.2.4.2 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on excused absences No absence can be designated "excused" until documentation has been provided and verified. Absences due to minor conditions (lack of transportation, slight discomfort, conflict with an appointment, etc.) are considered **unexcused,** as are absences for registration. Instructors can request verification for excused absences. Excused absences include (as defined at the web site above):

- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate
- athletic events
- Religious holidays (see http://www.uky.edu/Ombud/ForFaculty_ReligiousHolidays.php)
- Any other circumstance that the instructor finds reasonable cause for nonattendance

Submission of Assignments
Assignments should be turned in on Blackboard (Bb). The instructor may choose not to accept late work.

Academic Accommodations
If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Academic Integrity, Cheating and Plagiarism

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 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).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

For more information, see the web page at the Office of Academic Ombud Services for a definition of plagiarism, how to avoid plagiarism, and UK's academic offense policy (http://www.uky.edu/Ombud/Plagiarism.pdf). Also see Student Rights and Responsibilities, Part II, Section 6.3 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on academic integrity.

Group Work and Student Collaborative Policy

Students collaborate and work together on projects regularly in this course. A sense of teamwork and a sense of humor are highly useful and appreciated.

Classroom Behavior, Decorum and Civility

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by not reading newspapers or carrying on conversations. Turn mobile phones off during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.

COURSE SCHEDULE

The following course schedule will be updated weekly in Blackboard. You may refer to these postings for class meeting dates, topics to be covered, readings or other preparations for class, due dates for assignments and exam dates.

Tentative Course Schedule:

DATE	TOPIC	READING
Aug. 26	Intro to Lecture Styles	Syllabus Review
Aug. 31	Listening Pre-test; College Vocabulary 3	Chapter 1
Sept. 2	Lecture Ready 3	Chapter 1
Sept. 7	Lecture Ready 3	Chapter 2
Sept. 9	Business Ethics in the Digital Market Place College Vocabulary 3	Chapter 2-3
Sept. 14	Note-taking Exercise/ College Vocabulary 3	Chapter 3
Sept. 16	Review/Collaborative Presentations Both Texts	Chapters 1-3
Sept. 21	Exam 1	Short Answer & Essay
Sept. 23	Sentence Patterns/ College Vocabulary 3	Chapter 3
Sept. 28	Lecture Ready 3	Chapters 4
Sept. 30	College Vocabulary 3	Chapter 4
Oct. 5	Lecture Ready 3 Collaborative Presentation One/Report One due	Chapter 4
Oct. 7	Lecture Ready 3	Chapter 5
Oct. 12	College Vocabulary 3	Chapter 4
Oct. 14	Lecture Ready 3/ Review	Chapter 5
Oct. 19	Exam 2	Short Answer and Essay-
Oct. 21	Lecture Ready 3	Chapter 6
Oct. 26	College Vocabulary 3 Collaborative Presentation Two/ Report Two due	Chapter 6
Oct. 28	Lecture Ready 3	Chapter 7
Nov. 2	College Vocabulary 3	Chapter 6
Nov. 4	Group Oral Reports Lecture Ready 3	Chapters 3-7

Nov. 9	Lecture Ready 3	Chapter 7
Nov. 11	College Vocabulary 3/Essay Exam Prep	Chapter 7
Nov. 16	Exam 3	Short Answer and Essay
Nov. 18	Lecture Ready 3	Chapter 8
Nov. 23	Solo Research Report due/ Research Groups Meet	Chapter 7-8
Nov. 25	Holiday	----------
Nov. 30	College Vocabulary 3/ Research Group Meeting	Chapter 9
Dec. 2	Note-taking Exercises and Essay Exam prep	Chapters 9-10
Dec. 7	Final Presentations and Panels	All chapters
Dec. 9	Final Presentations and Panels	All chapters