Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Office of the Provost
   Department: Office of International Programs

2. Course Prefix and Number: INTL 1800
   3. Effective Term: SUM 2012

4. Course Title: Oral Proficiency for International Students
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study): Lecture
   Weekly or Per Term? Weekly
   Credit Hours: 3
   Anticipated Enrollment: 15

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.
   None for degree-enrolled students; for transient students, by permission of the department.

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    International students develop lecture note-taking skills, classroom oral presentation skills on general and specific subjects, and debating skills.

11. May Count Either: [ ] Program Type or [ ] Program Title (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units’ Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification: The change is to Grading Type only. There is no change to course content. Regular grading is desired to assist students when they transfer their academic records to other institutions (both international and domestic), and to assist Auburn University with its international recruitment efforts. Grading will be based on: lecture note-taking tests (30%), oral presentations (40%), debates using documented material (40%).

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)  

16. Student Learning Outcomes:

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
OBJECTIVES / GOALS / EXPECTATIONS

This course aims at helping you develop listening and oral proficiency in English and your ability to comprehend, process and use the spoken language in an academic environment. In particular, here are some of the goals of this course:

1. Students should be able to take notes from university level lectures; the notes should include main ideas, sub-divisions and important details in each sub-division and use symbols and abbreviations to accomplish this.

2. Students should be able to present prepared presentations, one on a general topic and one on your specialty; they should use visual aids, power point or anything else that will make their presentation clear and interesting. The presentation should be well organized and can include outlines, summaries or graphs to facilitate comprehension in the audience.

3. Students should be able to participate in debates during which they will use documentation and research on which to base their arguments. The initial part of each debate will be about 10 minutes, and the two sides will then have time in which to refute the opposing opinion. The debates will be evaluated according to how well they are organized, how carefully and correctly the language and the vocabulary are used, how well supported the documentation is and how clearly the speakers perform.

4. Each student will be responsible for two note taking tests, two presentations and two debates. The grades for all your activities in this class will be 20% for each task; you will also be evaluated by your peers.

ATTENDANCE

It is important to come to all classes as they will consist of practicing the skills that you need to have acquired by the end of this course. I will accept university-related absences with documentation or sickness with a doctor's note. If you know you will miss a class because of other academic obligations, please, let me know ahead of time through e-mail.

HAVE A GREAT SEMESTER!!!
AUGUST

W 17  Course introduction; policies explained
F 19  Impromptu presentations for initial evaluation
M 22  Impromptu presentations
W 24  Strategies for listening and taking notes
F 26  Practice listening activities and taking notes (my reading and tape)
M 29  Practice listening activities and taking notes (radio interviews or news broadcasts); assign presentations from listening to Public Radio (FM 88.9, FM 89.1); listen to morning news or All things Considered
W 31  First listening / note taking test  *FOR GRADE*

SEPTEMBER

F 2  Discuss test results; Discuss rules for oral presentations
M 5  NO CLASS-LABOR DAY
W 7  Assign oral presentations for practice: Native country or town (geographical location, language, food, important holidays, customs)
F 9  Practice oral presentations
M 12  Practice oral presentations
W 14  Practice listening / note taking practice (From lecture)
F 16  Practice listening / note taking (From lecture)
M 19  Second listening / note taking test  *FOR GRADE*
W 21  Assign oral presentations on general topic (students choose topics)
F 23  No class—Instructor out-of-town
M 26  First oral presentations  *FOR GRADE*
W 28  First oral presentations  *FOR GRADE*
F 30  Discuss oral presentations; review rules

OCTOBER

M 3  Assign 2nd oral presentation on topics related to their areas of specialization
W  5  Second oral presentation  *FOR GRADE*
F  7  Second oral presentation  *FOR GRADE*
M 10  Second oral presentation  *FOR GRADE*
W 12  Introducing debates
F 14  Watch 2008 presidential debate
M 17  Watch 2008 vice-presidential debate
W 19  Assign debate topics for practice
F 21  Practice debates
M 24  Practice debates
W 26  Practice debates
F 28  Assign debate topics for first test; assign topics for more practice presentations
M 31  1st debate  *FOR GRADE*

**NOVEMBER**
W  2  1st debate  *FOR GRADE*
F  4  1st debate  *FOR GRADE*
M  7  Practice presentations
W  9  Practice presentations
F 11  Practice listening and note taking
M 14  Assign final debates and prepare for them
W 16  2nd debate  *FOR GRADE*
F 18  2nd debate  *FOR GRADE*

**NOVEMBER 21-25 -- THANKSGIVING BREAK**

M  28  2nd debate  *FOR GRADE*
W  30  Short, impromptu presentations

**DECEMBER**
F  2  Last day of class; course conclusion