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 1830  
   3. Effective Term: SUM 2012

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

5. Requested Action:  
   - Renumber a Course
   - Add a Course
   - Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:

6. Course Credit: 
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): N/A</td>
<td>3</td>
<td>Lecture</td>
<td>Weekly</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours: 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
   Students learn to conduct research, organize and support their ideas, and revise and improve their writing.

11. May Count Either:  
   (Indicate if this particular course cannot be counted for credit in addition to another)
<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g.: minor, major, etc.)</td>
<td>(e.g.: MS in Chemistry, Performance Option, Minor in Art)</td>
<td>(required or optional?)</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: homework (20%), journals (30%), papers (50%).

(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.
Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1229 Haley Center, 844-2096 (VITT).
INTL 1830—Writing Proficiency in English for International Students SPRING 2012

Office #: Foy Hall 310
Phone #: 844-2971
E-dress: [redacted]
Office Hours: Tuesday/Thursday 9:30-11:00 and after class, or by appointment

GOALS/POLICIES

The goal for this course is to help international students acquire the ability and skill to write in standard, acceptable, American English and to incorporate ideas from outside sources into their own writing. The class involves mastering the basic modes of writing, constructing introductions and conclusions to essays and organizing essays in such a way as to create coherence and clarity in a text. This course is NOT a thesis and dissertation writing class. One reason is that the students participating have varied levels of English writing proficiency, so the instruction will try to accommodate all students. Also, theses and dissertations are written in different ways (formats) in the various departments of the university, so teaching one, specific formula cannot help everybody.

The class includes reading, daily writing of journals for which you will be given the topics and editing your essays and your classmates’ writing. The grade for this course is “Satisfactory/S” or “Unsatisfactory/U.” To pass this class, students need to do the daily and longer written assignments, some to class every time we meet and write a longer essay involving research.

Attendance is mandatory for this class. Excused absences are those describe in The Tiger Cub, and include mainly severe sickness (with doctor’s excuse), death of a family member or a university excuse (field trips, conferences, etc.).

TEXTBOOKS

INTL 1830-Writing Proficiency in English for International Students  
Spring 2012

SYLLABUS

JANUARY

T 10  
Course introduction; policies explained; writing diagnostic essay (in class)

H 12  
*Academic Writing*, pp. 3-12; *Rules for Writers*, pp. 2-13; assign first essay—re-write diagnostic.

T 17  
*AW*, pp. 16-38; Reading, excerpt from *Bury my Heart at Wounded Knee*; writing exercises in class; journal due

H 19  
*AW*, pp. 39-58; Reading, “Auto-cracy is Being Exported to Third World,” p. 303, do all exercises; assign *Essay #2*, due February 2

T 24  
*AW*, pp. 59-74; Readings, “Darwin Revisited,”p. 315, Excerpt from *Black Holes and Baby Universes*, p. 318; assign *Essay #3*, due February 9; journal due

H 26  
*AW*, pp. 76-88; do all exercises

T 31  
*AW*, pp. 88-97; journal due

FEBRUARY

H 2  

T 7  
*AW*, pp. 112-123; Readings, “The First Four Minutes,” p. 341, “Primate Studies and Sex Differences,” p. 353; journal due

H 9  
**Essay #3 Due**: pp. 124-138; do all exercises

T 14  
*AW*, pp. 140-152; Assign *Essay #4* (Personal with a point); due March 1; journal due

H 16  
*AW*, pp. 153-163; Reading, “Abraham Lincoln,” p. 358

T 21  
*AW*, pp. 163-179; work on autobiography; journal due

H 23  
*AW*, pp. 185-195; Reading, “Are Men Born With Power?” p. 371

T 28  
*AW*, pp. 195-203; autobiography due; journal due

MARCH

H 1  
*AW*, pp. 204-213; Assign research paper—due *April 12*

T 6  
*AW*, pp. 216-20; Reading, excerpt from *Savage Inequalities*, p. 374; journal due
H 8   Library Visit

MARCH 10-MARCH 17—SPRING BREAK

T 20   Library visit; journal due

H 22   AW, pp. 233-41; do exercises

T 27   AW, pp. 247-54; journal due

H 29   AW, pp. 254-64

APRIL

T 3    Class writing workshop; journal due

H 5    Class writing workshop

T 10   Class writing workshop; journal due

H 12   RESEARCH PAPER DUE—no class

T 17   Grammar day

H 19   Grammar day

T 24   Last day of class