Proposal Form For Addition And Revision Of Courses

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

2. Course Prefix and Number: INTL 1840
3. Effective Term: 2012 SUM

4. Course Title: Reading Strategies for International Students
   Abbreviated Title (30 characters or less): Reading Skills for ESL

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

6. Course Credit:
   Contact/Group Hours
   Scheduled Type
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours (Repeatability): N/A
   Contact/Group Hours: 3
   Scheduled Type: lecture
   Weekly or Per Term?: weekly
   Credit Hours: 3
   Anticipated Enrollment: 20
   Total Credit Hours: 3

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, one of the following: pBT TOEFL of 500, IBT TOEFL of 61, IELTS of 6

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)
    Comprehend extensive university-level readings, identify author's audience, purpose, viewpoint and tone, read 250 words per minute

11. May Count Either:
    [ ] Program Type
    [ ] Program Title
    (Indicate if this particular course cannot be counted for credit in addition to another)
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    (required or optional?)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type
    Program Title
    Requirement or Elective?
    N/A

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:
Non-native-English-speaking students often need skills training in understanding the presentation and organization of meaning in English texts.

(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:
Existing resources are adequate

(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:
Students will be able to:
1. Retain main ideas and supporting details of extensive university-level readings, including articles, essays, and textbook chapters;
2. Differentiate between facts and opinions;
3. Interpret complex information from tables, charts, graphs, and diagrams;
4. Identify an author's viewpoint, audience, purpose, bias, and tone in extensive, university-level material;
5. Demonstrate awareness of discourse structure and appropriate rhetorical devices;
6. Increase reading speed to 250 words per minute with acceptable comprehension.

(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:
Week 1. Topic: Organization of main ideas and supporting details; using context clues for understanding new vocabulary. Assignment: Chapter 1 of text.
Week 2. Topic: Main ideas in extensive readings; word stems and affixes. Assignment: Chapter 2 of text.
Week 3. Quiz on the organization of ideas. Topic: Reading for different goals, skimming and scanning; dictionary skills; exercises to increase reading speed. Assignment: Chapter 3 of text.
Week 4. Topic: Different levels of facts and opinions in a text; figurative language; understanding readings in education, psychology, and short fiction; exercises to increase reading speed. Assignment: Chapter 4 of text.
Week 5. Exam 1. Topic: Restatement and inference; understanding questionnaires; word stems and affixes, continued; understanding readings in economics; exercises to increase reading speed. Assignment: Chapters 5-6 of text.
Week 6. Topic: Interpreting complex information from charts, graphs, tables, and diagrams; sentence analysis; exercises to increase reading speed. Assignment: Chapter 7 of text.
Week 7. Topic: Restatement and inference, continued; prediction of meaning; figurative language, continued; readings in business and short fiction; exercises to increase reading speed. Assignment: Chapter 8 of text.
Week 8. Quiz on restatement, inference, and prediction. Topic: Determining author's purpose, bias, and tone; exercises to increase reading speed. Assignment: Chapter 9 of text.
Week 9. Topic: Purpose, bias, and tone, continued; sentence analysis, continued; exercises to increase reading speed. Assignment: Chapter 10 of text.
Week 10. Topic: Careful reading vs. reading for full understanding; sentence analysis, continued; exercises to increase reading speed. Assignment: Chapter 11 of text.
Week 11. Exam 2. Careful reading vs. reading for full understanding, continued; readings in biology and sociology, exercises to increase reading speed. Assignment: Chapter 12 of text.
Week 12. Topic: Extensive readings in psychology and business; figurative
language, continued; short poetry; exercises to increase reading speed.
Assignment: Chapter 13 of text.
Week 13. Topic: Readings in psychology and business, continued;
exercises to increase reading speed. Assignment: Chapter 13 of text,
continued.
Week 14. Topic: Review and practice of reading strategies, advanced word
and sentence analysis; exercises to increase reading speed. Assignment:
Chapter 14 of text.
Week 15. Topic: Review and practice of reading strategies, continued;
advanced word and sentence analysis, continued. Assignment: None.

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

18. Assignments / Projects:
- Each week there are homework assignments from the text to support and
  reinforce lessons in comprehension.
- Quiz during week 3 on the organization of ideas.
- Quiz during week 8 on restatement, inference, and prediction.
- Exam during week 5 on weeks 1-4.
- Exam during week 11 on weeks 5-10.
- Exam during week 16 (finals week) -- comprehensive.

(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:
3 exams = 85% of grade
2 quizzes = 15% of grade
Minimum percentages: A = 90%; B = 80%; C = 70%; D = 60%

Suggested assessment procedures for SLO's 1-6 (section 16 above);
performance at 85% accuracy in all areas is recommended for passing:
1. Students mark a given portion of a text for main ideas and significant
  supporting details by underlining, highlighting or making marginal notations.
  Then, without referring to the text, students make standard outlines of the
  main ideas and supporting details.
2. Given a text of several pages with certain statements (numbered and
  underlined by the instructor) designated for analysis, students identify each
  statement as fact or opinion by marking an answer sheet on which the
  number of each statement is listed. Students then identify each opinion
  statement as favoring or opposing the basic premise (the text should
discuss both sides of an issue, so that pro and con statements occur).
3. Students are given a visual representation of quantitative information
  such as found in a college textbook (e.g. from a reading in economics,
demography or biology), and a list of general questions concerning the
  synthesis, analysis and correlation of data. They write a paragraph that
  integrates the information, making reference to the questions on the list but
  without addressing each question as a separate item.
4. Given a college essay or a passage on a general, serious topic, students
  mark the selection (as needed) by underlining, highlighting or making
  marginal notations. They then specify, in 3-5 sentences each, the author's
  intended audience, purpose, bias, view point and tone by identifying the
  relevant textual clues.
5. Given a cloze passage with selected transition elements, referents and
  rhetorical devices eliminated, students supply appropriate words or phrases
  from a list supplied with the passage. The list should contain unnecessary
or extraneous elements along with the desired cues.
6. Given a passage of several hundred words and a set of multiple choice
  comprehension questions, students perform a timed reading at a rate of
250 words per minute with acceptable accuracy on the comprehension
questions.

(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: N/A

(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 Tiger Cub, 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 see the Tiger Cub 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 Tiger Cub 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 special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1298 Haley Center, 844-2096 (V/T).