Term Information

Effective Term
Previous Value

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Title, grading scheme

What is the rationale for the proposed change(s)?

The American Language Program has been redeveloping its curriculum based on best practices in the field and feedback from students and instructors post-semester conversion. Grading is being changed to use standard university grades in order to better identify progress of students and ensure correct placement in future semesters.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This is a pre-college level program. Everything is contained and therefore the changes do not effect other requirements or resources.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area
Fiscal Unit/Academic Org
College/Academic Group
Level/Career
Course Number/Catalog
Course Title
Previous Value
Transcript Abbreviation
Previous Value
Course Description
Previous Value
Semester Credit Hours/Units

Offering Information

Length Of Course
Flexibly Scheduled Course
Does any section of this course have a distance education component?
Grading Basis
Previous Value
Repeatable
Allow Multiple Enrollments in Term
Max Credit Hours/Units Allowed
Max Completions Allowed
Course Components
Prerequisites and Exclusions

Prerequisites/Corequisites
Admission to American Language Program and permission of Director.

Exclusions

Cross-Listings

Subject/CIP Code

<table>
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<tr>
<th>Subject/CIP Code</th>
<th>Subsidy Level</th>
<th>Intended Rank</th>
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<tbody>
<tr>
<td>32.0109</td>
<td>Developmental Course</td>
<td>Freshman</td>
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Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• strengthen critical reading skills and strategies, writing of various types, listening/notetaking skills, test taking, presentation skills, pronunciation concepts and accuracy, and vocabulary enhancement

Previous Value

Content Topic List

• critical reading skills and strategies, writing of various types, listening/notetaking skills, test taking, presentation skills, pronunciation concepts and accuracy, and vocabulary enhancement

Previous Value

• Various topics in intensive English as a second language.

Attachments

• 1010 Syllabus.docx

(Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

• Approved by UGSC 8/29/14 (by Mercerhill, Jessica Leigh on 09/02/2014 12:14 PM)

Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>08/13/2014 02:02 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
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<td>Unit Approval</td>
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<td>Achterberg, Cheryl L</td>
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<td></td>
<td>Odum, Sarah A.</td>
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Overview: This course provides high-level integrated skills, content-based instruction as a bridge course for students transitioning to imminent full-time academic study in a variety of majors, at the undergraduate and graduate level. Targeted skills practice is included to strengthen critical reading skills and strategies, writing of various types, listening/note-taking skills, test taking, presentation skills, pronunciation concepts and accuracy, and vocabulary enhancement. Each of the textbooks is used to help meet some aspects of the interlocking goals of the course, and a number of special projects are done to contribute other necessary components of the course.


Major Assignments:
- 8 Evaluative summaries of source articles—20%
- 12 Weekly vocabulary quizzes—10%
- 1 Group presentation/lecture—5%
- 4 Persuasive essays; minimum 4pp each—20%
- 1 Long Paper; 7-10pp—25%

Other Grading Inputs:
Quizzes; short oral presentations; student organization/club activity; 10 COCA searches; class participation; attendance—total 20%

Materials for Class
Requisite Materials - Please bring the materials listed below to class every day:
- Textbook & workbook
- 3-ring binder (preferred) or pocket folder
- Pencil, pen, and eraser
- BuckID
- American college-ruled notebook paper (in a spiral notebook is okay if the pages are perforated)
- Flashdrive (USB memory) & Headphones (on the days we are in the computer lab only)

Materials outside of class – The materials listed below are needed for learning outside the classroom
- Computer & printer
- 3”x 5” index cards (recommended for studying)
**Students must have a reliable internet connection to make possible the internet required learning activities of this course. Please check our Carmen course page daily!**

Course Policies

Attendance & Participation: Class attendance is required and will be recorded at each class meeting. It is important that you attend every class on time! There are no excused absences. If you are absent, please contact Dave before you miss class. I am less likely to excuse you from missed work, allow you to submit late work, or make-up missed work (i.e., tests and quizzes) if you do not contact me before your absence. Tardiness will not be tolerated. When you are absent you miss important instructions and activities. Missing too many classes will negatively affect your grade.

Student Responsibilities: When you come to class, you are expected to arrive on time, be prepared, stay for the entire class, pay attention, keep an open mind, and PARTICIPATE ENTHUSIASTICALLY!

Participation: It is expected that you participate fully in class activities. Try to speak in class at least twice a day. Failure to participate regularly will negatively affect your grade.

Cell Phones and Electronic Devices: Cell phones should not be used in class, unless specifically permitted by the instructor. If you must, please use your phone during the breaks in between classes. Using your phone in class to make phone calls, send text messages, and access the internet can be disruptive and rude! Electronic translators and electronic dictionaries should not be used in class unless permitted by the instructor at the time of the activity. It is recommended, however, that these devices be used outside of the classroom as necessary.

Disability Services Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Academic Integrity (Academic Misconduct) -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”
Suggested Weekly Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>8-10 Jan</td>
<td>In-class diagnostics—listening and writing; note-taking; intro COCA corpus search; intro summary writing; write 1st evaluative summary</td>
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<tr>
<td>II</td>
<td>13-17 Jan</td>
<td>Indicative vs. informative vs. evaluative summary writing; assign club activity; intro reading strategies—activate, scan, predict, confirm; quantification mat’s; reminder phrase; Latinate vs Germanic vocab; revise evaluative summaries; WoW-1 submit COCA search findings, prep 5-min. talk; EC unit 1 ‘Behavior’ read</td>
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<tr>
<td>III</td>
<td>21-24 Jan</td>
<td>Update club activity; finish quantification; intro oral presentations; 1 sentence indicative summary; intro persuasive essay—problematising &amp; taking a stance; direct/indirect quote; reporting verbs; listening ‘Crows’ video, write evaluative summary; WoW-2 COCA search, 5-min talk, vocab quiz; EC-2 ‘Learning’ activate, scan predict confirm</td>
</tr>
<tr>
<td>IV</td>
<td>27-31 Jan</td>
<td>Intro service learning at Habitat for Humanity; intro searchable library database; finding sources; organizing an argument—concession &amp; support points; listening ‘Twins’ NPR, ‘Blank Slate’ Stephen Pinker Ted talk, write evaluative summaries; WoW-3 COCA search, 5-min talk, vocab quiz; 1st 4pp Persuasive Essay ‘Nature/Nurture’ due</td>
</tr>
<tr>
<td>V</td>
<td>3-7 Feb</td>
<td>Intro extensive reading text, To Kill a Mockingbird (TKaM); citation styles; paragraph outlining; coordination &amp; subordination; +/- restrictive adjective clause patterns; commas; listening ‘Global Warming,’ write evaluative summary; service learning day with Habitat for Humanity (Fri); WoW-4 COCA search, 5-min talk, vocab quiz; TKaM 1&amp;2 summary &amp; video; EC-3 ‘Culture’ activate, scan, predict, confirm</td>
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<tr>
<td>VI</td>
<td>10-15 Feb</td>
<td>Intro 20 min. group oral presentations; adverb clause patterns—full &amp; reduced; adjective clauses compared; sentence combining; derivational morphology; intro poetry contest; WoW-5 COCA search, 5-min talk, vocab quiz; TKaM 3,4&amp;5 summary &amp; video; EC-4 ‘Religion’ activate, scan, predict, confirm</td>
</tr>
<tr>
<td>VII</td>
<td>17-21 Feb</td>
<td>Sentence combining continued; intro paragraph coherence and cohesion—logic types &amp; cohesive devices; relevance/irrelevance; clefting; adjectives vs. adjectives; WoW-6 COCA search, 5-min talk, vocab quiz; TKaM 6,7&amp;8 summary &amp; video; 2nd 4pp Persuasive Essay ‘Global Warming’ due</td>
</tr>
</tbody>
</table>

COCA - Corpus of Contemporary American, a free searchable on-line corpus
WoW - World of Worlds, vocabulary textbook
EC – Exploring Content, a reading textbook for intensive reading
TKaM – To Kill a Mockingbird, a novel for extensive reading
**Week VIII** (24-28 Feb)
Sentence combining continued; reduced adjective/adverb clause—sentential wh-patterns; evaluative criteria; *WoW*-7 COCA search, 5-min talk, vocab quiz; *TKaM* 9&10 summary & video; *EC*-5 ‘Science’ activate, scan, predict, confirm

**Week IX** (3-7 Mar)
View video ‘Globalization,’ listen Pew study ‘Globalization,’ write & revise evaluative summaries, *WoW*-8 COCA search, 5-min talk, vocab quiz; *TKaM* 11&12 summary & video; *EC*-6 ‘Philosophy of Science’ activate, scan, predict, confirm

**10-14 Mar Spring Break:** Read and summarize *TKaM* 13,14,15&16

**Week X** (17-21 Mar)
Formal definitions; adjective clause revisited; *WoW*-9 COCA search, 5-min talk, vocab quiz; *TKaM* 17,18&19 summary & video; 3rd 4pp Persuasive Essay ‘Globalization’ due

**Week XI** (24-28 Mar)
Group 20-min presentations ‘Jim Crow’ and ‘ML King Bio’, note-taking and summary; *WoW*-10 COCA search, 5-min talk, vocab quiz; *TKaM* 20,21,22&23 summary & video; *EC*-7 ‘Western Art’ activate scan predict confirm

**Week XII** (31 Mar-4 Apr)
Listening ‘What is Art For?’ evaluative summary; Anderson (2013) ‘Good Art,’ evaluative summary; Columbus Museum of Art visit; *WoW*-11 COCA search, 5-min talk, vocab quiz; *TKaM* 24, 25, 26 & 27 summary & video; *EC*-8 ‘Chinese Art’ activate scan predict confirm

**Week XIII** (7-11 Apr)
Rozz (2013) evaluative summary; *WoW*-12 COCA search, 5-min talk, vocab quiz; *TKaM* 28,29,30&31 summary & video; 4th 4pp Persuasive Essay ‘Good Art’ due

**Week XIV** (14-18 Apr)
Revise ‘Good Art’; in-class writing tutorial—long paper outlining, drafting, revising; *WoW* 1-12 review quizzes; Long Paper due

**Week XV** (21 Apr)
Last day of classes (Mon); poetry contest; course evaluations
ALP Placement and Grading Policy

American Language Program students are initially placed according to MELAB (“Michigan”) Test scores. Students are placed into one class for all the skills: Integrated Skills.

As you learn in your class, we want you to focus on improving your English. We will put you in a class based on your MELAB score that will help you to develop your English.

At the end of the term, you will receive a grade. This grade comes from the results of your performance on tests, in-class assignments, and homework. Attendance is also important to your grades.

At the end of the term we will calculate an average overall grade. This is called your grade point average or GPA. Your teachers will also provide comments about your work and your English proficiency. In addition, you will take the MELAB (“Michigan”) Test at the end of the term.

**Note:** Students who are placed in an ALP course with a MELAB of 76+ and an MTELP score of 65+ and that complete the course with a 3.0 or higher GPA will satisfy the Ohio State’s undergraduate English language proficiency requirement in lieu of test scores (e.g., TOEFL, IELTS, or MELAB).

**IMPORTANT:** If you receive a GPA below 1.0 (D), you may be told you cannot continue in the American Language Program. If you attend less than 80% of your classes you may not be allowed to continue in the American Language Program.

**Grading Scale & Placement Scores**

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<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>(93-100%)</td>
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</tr>
<tr>
<td>A-</td>
<td>(90-92%)</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89%)</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>(83-86%)</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>(80-82%)</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>(77-79%)</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>(73-76%)</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>(70-72%)</td>
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<tr>
<td>D+</td>
<td>(67-69%)</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>(63-66%)</td>
<td>1.00</td>
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<tr>
<td>D-</td>
<td>(60-63%)</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>(&lt;60%)</td>
<td>0.00</td>
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* Your ALP placement is determined by your overall MELAB scores, grades, attendance, and teacher recommendations.