

PROCESS A NON-GEN-ED PROPOSAL CURRICULUM PROPOSAL
ESTABLISHED BY BOARD ACTION 2001-2002

800-404-1000 829

Deadlines

October 8, 2004 to be implemented Fall 2005 ~ February 15, 2005 to be implemented Spring 2005

PROPOSAL TITLE: Advanced Academic English for Non-Native Speakers of English

Sponsor(s): Dr. Jeffrey Maxson E-Mail: maxson@rowan.edu ext. 3312
E-Mail: _____ Ext. _____

DEPARTMENT: Composition and Rhetoric

COLLEGE: Communication

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences
 UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Short-term non-gen-ed course
- Minor curricular changes (fewer than three) to
- Existing non-gen-ed course
- Non-gen-ed degree requirements
- Major
- Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: 2-10-05
Department Curriculum Chair: [Signature] Date: 2-9-05
Academic Dean: [Signature] Date: 4/11/05

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 3/8/05 Approved: Not Approved:

COLLEGE CURRICULUM CHAIR: [Signature]
Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement: 4/18/05

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 4/27/05

Approved Not Approved

REGISTRAR

Date: 5/3/05 Course Description Received & Approved - Reg's Taxonomy & Course #: 1508120

Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SOC Chair
- Academic Dean
- Department Chair
- Registrar
- R
- CAP
- [unclear]
- [unclear]

5/25/05

DB

Rowan University
**CURRICULUM PROPOSAL
 LIBRARY RESOURCE FORM**

The purpose of this form is to provide a channel of communication between the library and faculty changing and designing new courses/programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the course/program. The information will also provide rationale for institutional support for library acquisitions.

This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian. **THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.**

- The sponsor(s) complete parts A & B. If assistance is required to complete parts A & B, please notify the liaison librarian.
- Forward this form to the librarian who will complete parts C, D & E.

This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee

A. College Communication Department Composition & Rhetoric
 Proposed by Dr. Jeffrey Maxson Date: _____
 Course Title Advanced Academic
 Anticipated Date for Course/Program Offering: _____

B. List specific resources that should be acquired to support this course.

This course will rely on the resources at the Paul Robeson Library at Rutgers-Camden, which is available to all Rowan-Camden students. See attached for sample list of books + resources

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

Please see attached bibliographies and letter from librarian.

D. List key periodicals available in the library to support this course/program

Please see attached bibliographies and letter from librarian.

E. Librarian comments and recommendations

Please see attached letter for comments and recommendations from librarian.

Name: LIBRARIAN LIAISON _____ Librarian Signature: _____

COURSE PROPOSAL

I. Details

- a. Course Title:** Advanced Academic English for Non-native Speakers of English
- b. Sponsors:** Dr. Jeffrey Maxson
Jacqueline McCafferty (contact person)
- c. Credit Hours:** 9 credits
- d. Course Level:** Undergraduate 100 level
- e. Curricular Effect:** Advanced level academic English language course for non-native English speakers / Will replace the current ESL I, ESL II, ESL III / No need for additional staffing
- f. Prerequisites:** Placement into course based on student's skills as determined by ESL faculty and director
- g. Suggested Time / Scale of implementation:** Fall and Spring semester of each academic year. / 1 section per semester

2. Rationale

The mission of Rowan University at Camden is to provide the urban community with opportunities to attend a four-year university. This community is traditionally an immigrant one, and for thirty years, Rowan at Camden has been helping non-native English speakers enter college by offering an intensive ESL academic English program. For thirty years, non-native English speakers have been able to take ESL I, ESL II, and ESL III concurrently for a total of 25 hours of intensive instruction and lab time, and 9 non-gen ed credits as they concurrently begin their studies at the university with the ongoing support of the ESL faculty and staff. The 9 credit non-gen ed course being proposed here will replace the current ESL I, ESL II, ESL III so as to better reflect the intensive nature of the course which is, and has always been, designed to be taken in its entirety.

3. Essence of the Course

Current research and practice in second language acquisition have shown that language skills are best learned when explicitly taught in the context of a high interest theme. In this course, students will work toward improving their academic language skills through thematic lessons which will provide them with the cultural and historical knowledge of the United States. This will provide them with a sound foundation to facilitate further

learning. The students will continue to encounter the skills they are introduced to in this course throughout their academic career as they work toward fluency and mastery.

a. Objectives: Developed for students whose native language is not English, this course uses an integrated language learning approach to develop students' skills in all language areas. The course includes cultural topics to engage the students and facilitate adaptation to the American culture and educational environment. This course will help students hone their skills as a truly bilingual and bicultural member of society.

By listening to lectures and reading essays on various topics, students begin to develop their skills in such areas as identifying main ideas, differentiating between fact and opinion, detecting moods, making inferences, and predicting and anticipating events. By giving the students the opportunity to listen to, read, and discuss various topics and points of view, they will begin to develop their own writing and oral presentation skills through the use of various strategies, such as brainstorming, creating an outline, understanding details vs. generalizations, using anecdotes, using time transitions, and similes and metaphors. In addition, students will continue to examine English syntax while also building their English vocabulary.

Students will continue to improve their library skills and information literacy, as they will be required to do research citing various sources in their writing.

Students will be required to write essays. They will also have the opportunity to work in a group to develop and present an oral presentation based on research done throughout the course.

b. Topical Outline/Content:

1. Topics as examined from a cross-cultural perspective:
 - The educational environment in the United States
 - American ideals and pursuit of happiness: historical perspective
 - The role of family and traditions
 - Religion and belief systems
 - Cultural influences on entertainment in the United States
 - Popular culture
2. Writing techniques and skills:
 - Details vs. generalizations
 - Using anecdotes
 - Time transitions
 - Paraphrase and quoting
 - Similes and metaphors
 - Modifying words and clauses
 - Write and punctuate complex sentences
 - Expanding vocabulary: stems, affixes, dictionary use

Identifying main idea
Using context clues
Compile a portfolio

3. Reading Skills and Strategies:

Finding main ideas & supporting sentences
Guessing meaning from context
Predicting
Understanding tone
Scanning / skimming
Understanding text organization
Restating
Understanding details
Making inferences
Recognizing audience
Distinguishing arguments
Reading for thorough comprehension
Critical reading

4. Library skills:

Becoming familiar with various internet searches: *.com, .gov, .org, .edu, .net*
Performing more advanced searches using other databases
Identifying available and relevant sources at the appropriate language level
Identifying author's sources (footnote chasing)
Understanding ways in which information texts are constructed for particular purposes
Understanding different texts are appropriate for different audiences

4. Information literacy skills:

Begin to formulate a research question
Understand the meaning of plagiarism and copyright laws
Identify plagiarized writing
Use writing to express their findings and own ideas
Cite all sources using MLA format
Document library search process
Begin to understand the difference between fact and opinion
Use authentic text in research

c. Evaluation / Grading Procedure:

Students will be evaluated on their successful completion of all tests, assignments and presentations; their participation in group assignments; and, their attendance and participation in class. The evaluation will include the successful completion of a portfolio.

d. Course Evaluation

This course will be evaluated using the Rowan University at Camden students evaluations forms and program review by the English as a Second Language Faculty. Students evaluation forms will assess effectiveness of content and delivery, assignments and texts. Program review will determined whether the course meets its needs and goals in preparing ELLs for college.

4. Results of Consultations

Consultations with the Chair of the Composition and Rhetoric Department, Dean of Rowan at Camden, and Director of ESL at Rowan at Camden have been favorable.

5. Additional Supporting Information

Attached:

Letter of support from Dean Eric Clark

Letter of support from Janice Rowan, Chair of Composition and Rhetoric
Department

Letter of comments and recommendations from Donna Werthelmer, Librarian

List of relevant library resources



Camden Campus

January 4, 2005

To: Curriculum Committee

Re: Support for proposed *Advanced Academic English* course for English Language Learners

I endorse without reservation the course proposal for *Advanced Academic English* submitted by Dr. Jeffrey Maxson.

In keeping with the Rowan University at Camden mission, this course is essential for educating qualified English language learning students in the academic English skills needed to succeed in college.

Advanced Academic English is the second semester of a year long program which prepares our immigrant students for the rigors of university life so that they can become successful bilingual / bicultural members of our society.

This two semester program has been the practice of the ESL Program at Rowan University at Camden for many years and has been found to be a great success in preparing our students for college.

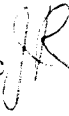
Should you require more information from me regarding this, please contact me at 856-756-5400 or Clarke@rowan.edu.

Sincerely,

Dr. Eric Clark
Dean
Rowan University at Camden



Composition and Rhetoric

Date: January 20, 2005
To: Curriculum Committee
From: Janice Rowan, Chair, Composition and Rhetoric 
Subject: Support for Advanced Academic English

I wholeheartedly support this 9-credit course for non-native English speakers. The faculty and staff at our Camden Campus do a superb job of preparing non-native students for their academic classes. This extended and intensive course provides a complete immersion into the study of reading, writing, listening, researching, and numerous other essential academic skills. The variety and amount of work that students will be expected to cover warrants awarding nine credit hours.

Familiarizing students with American culture, values, and higher education, as well as a host of vital skills, is a difficult and time-consuming task, and it is only through a course such as that outlined by Jacqueline McCafferty that students will be ready for the challenges presented to them throughout the rest of their programs.

TO: Jacqueline McCafferty
Director, ESL and Basic Skills
Rowan University at Camden
mccafferty@rowan.edu

FROM: Donna Wertheimer
Reference Librarian, Paul Robeson Library, Rutgers University-Camden Campus
Paul Robeson Library Liaison to Rowan University at Camden
and Camden County College-Camden City Campus
donnawer@camden.rutgers.edu

RE: Librarian Comment and Recommendations

DATE: January 4, 2005

As part of a cooperative agreement, the Paul Robeson Library, Rutgers University- Camden Campus provides the students, faculty, and staff at Rowan University at Camden with on-site access to a wide variety of library resources and services including:

- Books
- Reference Books
- Journals
- Magazines
- Newspapers
- Electronic Indexes & Full-Text Databases
- Electronic Course Reserves
- Internet Access
- Study Areas
- Borrowing Privileges
- Interlibrary Loan Services
- Reference & Research Services
- Library Instruction Services
- Rutgers Delivery Services for articles and books from other Rutgers University Libraries

Special (Specific collection development funds are available for library resources that would enhance the Paul Robeson Library's ability to serve the needs of the Rowan University at Camden Campus Community. The Paul Robeson Library Liaison selects and orders

library materials to support the information, course, and research needs of the Rowan University Camden Campus Community. Members of the Camden Campus Community are encouraged to submit suggestions and to collaborate with the library liaison to build collections that meet their needs.

The Paul Robeson Library has a strong collection in the area of multicultural resources. We have a wide variety of multicultural materials including reference books, circulating books, and electronic indexes and databases that provide access to articles in newspapers, magazines and journals. Our multicultural resources cover subject areas across the college curriculum.

The Paul Robeson Library has a special collection of ESL readers geared to specific reading levels. With the assistance of the Rowan ESL faculty, we are in the process of enlarging our collection of ESL readers. In addition, we have English Language Resources especially geared to ESL students including dictionaries, grammar, reading vocabulary, and writing books.

Working with faculty to develop and deliver library instruction and information literacy programs for students at the Rowan University at Camden Campus is a priority for the Paul Robeson Library liaison to Rowan University at Camden. The Paul Robeson Library has the resources and services that are important for courses with a library instruction and information literacy component. In addition, special bibliographies, library guides, library pathfinders, presentations, and hands-on activities are prepared to promote library resources to students and to support the library instruction and information literacy programs delivered to ESL classes. The Paul Robeson Library is a great place for students to get the hands-on experiences that will help them meet library and information literacy skills objectives.

Examples of Reference Books Relating to Multicultural America

General Sources

- Gale Encyclopedia of Multicultural America
(REF E184.A1G14 1995)
- Harvard Encyclopedia of American Ethnic Groups
(REF E184.A1H35)
- Nation of Peoples: A Sourcebook on American's Multicultural Heritage
(REF E184.A1N2866 1999)
- We the People: An Atlas of America's Ethnic Diversity
(REF E184.A1A479 1988 in the atlas case)
- Countries and Their Cultures
(REF GN307.C68 2001)
- CultureGrams
(REF GN345.65.C85 2004 4 volumes)

Specific Sources

- African American Lives
(REF E185.9 .A446 2004)
- Asian American Encyclopedia
(REF E184 .O6A827 1995)
- Asian American Biography
(REF E 184 .O6 .A85 1995)
- Distinguished Asian Americans
(REF E 104 .O6 .D57 1999)
- Encyclopedia of African-American Culture and History
(REF E185.E54 1996)
- Encyclopedia of Japanese American History
(REF E184.J3E53 2001)
- Encyclopedia of Latin American History and Culture
(REF F1406.E53 1996)
- The Greenwood Encyclopedia of African American Civil Rights : From Emancipation to
the Twenty-first century
(REF E185.61.E54 2003 2 volumes)
- Hispanic American Almanac
(REF E 184 .S75 .H557 2003)
- Italian American Experience: An Encyclopedia
(REF E184.I8T1673 2000)
- Latinas! Women of Achievement
(REF E184 .L354 1996)
- Multicultural and Diversity Education : a Reference Handbook
(REF LC1099.3.A66 2002)
- Native American Encyclopedia
(REF E76.2.P75 1998)
- Notable Hispanic American Women
(REF E 184 .S75 .N68)
- * Voices of Multicultural America : Notable Speeches Delivered by African, Asian,
Hispanic and Native Americans
(REF PS663.M55V64 1996)

Examples of the "Culture and Customs Series"

Culture and customs of Argentina / David William

F2848.F68 1998

Culture and customs of Brazil / Jon S. Vincent.

F2537.V73 2003

Culture and customs of Chile / Guillermo I. Castillo-Feli

F3099.C286 2000

Culture and customs of China / Richard Gunde.

DS721.G89 2002

Culture and customs of Colombia / Raymond Leslie

F2279.W55 1999

Culture and customs of Costa Rica / Chalene Helmuth.

F1548.H45 2000

Culture and customs of Cuba / William Luis.

F1787.L945 2001

Culture and customs of Ecuador / Michael Handelsman.

F3738.H34 2000

Culture and customs of Egypt / Molefi Kete Asante.

DT70.A83 2002

Culture and customs of El Salvador / Roy C. Boland.

GN564.S2B65 2001

Culture and customs of Germany / Eckhard Bernstein.

DD290.26.B47 2004

Culture and customs of Ghana / Steven J. Salm and Toyin Falola.

DT510.4.S25 2002

Culture and customs of Guatemala / Maureen E. Shea.

F1466.5.S52 2001

Culture and customs of Haiti / J. Michael Dash

GN564.H2D37 2001

Culture and customs of India / Carol E. Henderson.

DS423.G33 2002

Culture and customs of Jamaica / Martin Mordecai and Pamela Mordecai.

F1874.M67 2001

Culture and customs of Japan / Noriko Kamachi.

DS821.K2357 1999

Culture and customs of Kenya / Neal Sobania.

GN659.K4.S63 2003

Culture and customs of Korea / Donald N. Clark.

DS904.C4492 2000

Culture and customs of Nigeria / Toyin Falola.

DT515.4.F35 2001

Culture and customs of Taiwan / Gary Marvin Davison and Barbara E. Reed.

DS799.4.D38 1998

Culture and customs of the Dominican Republic / Isabel Zakrzewski Brown.

F1938.45.B76 1999

Culture and customs of the Philippines / Paul A. Rodell.

DS664.R63 2002

Culture and customs of Venezuela / Mark Dinneen.

F2326.D55 2001

Culture and customs of Vietnam / Mark W. McLeod and Nguyen Thi Dieu.

DS556.42.M43 2001

Culture and customs of Zimbabwe / Oyekan Owomoyela.

DT2908.O86 2002

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Course Description

Advanced Academic English – 1508-~~XXX~~

This course is designed to further develop academic English skills for English language learners so that they are prepared to succeed in college. While exploring cross-cultural topics of interest, students will focus on developing a more complex understanding and use of academic writing. With the emphasis on writing skills, students will hone their library and information literacy skills needed for college.

Prerequisites: Placement into course based on student's skills as determined by ESL faculty and director

Advanced Academic English for non-native Speakers

Books

- Speaking Solutions (Longman: ISBN# 0-13-701229-2)
- The Write Start with Readings, 2nd ed. (Pearson/Longman ISBN# 0-13-130643-X)
- Fundamentals of English Grammar Textbook & Workbook (Longman)
 - Textbook – 0-13-013631-X
 - Workbook – 0-13-013633-6
- Reader's Choice Book 2 (Michigan U. – 0-472-08864-5)
- Academic Listening Encounters: Life in Society (Cambridge ISBN# 0-521-75483-6)
- Write to be Read (Cambridge ISBN# 0-521-44991-X)