

5. Course to be offered (a) Fall (b) Spring (c) _____ Summer
6. Will the course be offered each year? yes no, less frequently yes no
(Explain if not annually):
7. **Why is this course needed?**
We have a growing population of English as a Second Language (ESL) students who are not being well served by our current offerings. ESL students benefit from reading instruction which addresses their unique needs. ESL students also require extensive vocabulary development focusing on issues of nuance, situational variables, and grammar. Due to Mandatory Placement it is imperative that we offer appropriate classes for our ESL students. This course will be the first step in preparing ESL students to read successfully in content classes.
8. (a) **By whom will the course be taught?** Existing faculty
(b) **Are facilities for teaching the course now available?** No Yes
If not, what plans have been made for providing them?
n/a
9. **What enrollment may be reasonably anticipated?**
We anticipate one section of 15 students the first semester offered, but expect increasing enrollment as the ESL program gets established.
10. **Will this course serve students in the Department primarily?** No Yes
Will it be of service to a significant number of students outside the Department?
 No Yes **If so, explain.**
ESL students are distributed across majors throughout our campus.
Will the course serve as a University Studies Program course? No Yes
If yes, under what Area?
n/a
11. **Check the category most applicable to this course:**
 traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
12. **Is this course part of a proposed new program?** No Yes **If yes, which?**

- 13. Will adding this course change the degree requirements in one or more programs?**
 No Yes If yes, explain the change(s). n/a
- 14. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.**
See the attached course objectives and outline.
- 15. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.**
This is not a 100 or 200 level course, but the course proposal has been sent via email to Carolyn O'Daniel, Executive Director for Academic Affairs at KCTCS.
- 16. Within the Department, who should be contacted for further information about the proposed course?**
Name: Sarah Galvin **Phone Extension:** 257-4872 x4065 **email:** sjgalv0@uky.edu

Note: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

**APPLICATION FOR NEW COURSE
Additional Information on CCS Forms**

1. List of Experiments/Activities: (If laboratory or clinic is involved)

n/a

2. For Inclusion on LCC General Education List:

A. Degree Area (AA/AS or AAS or both)

n/a

B. Competency Area

n/a

C. General Education Competency Statement (List and provide examples of implementation methods/activities)

n/a but General Education Learning Outcomes are attached

D. Across the Curriculum Competencies (List and provide examples of implementation methods/activities)

n/a

3. For Inclusion on University Studies List: (A syllabus must be attached.)

A. Area

n/a

B. Description of Writing Component

n/a

If the new course is to be offered through distance education, the *Application for Offering a Course Using a Distance Education Format* form must also be submitted with this form.

ESL 010 Introduction to Reading and Vocabulary for Non-Native English Speakers

High-beginning level students will improve fundamental reading skills and expand vocabulary as they read level-appropriate texts.

Prerequisites: placement test.

4 credit hours Lecture

Course Objectives:

1. Improve reading strategies.
2. Identify main ideas and important supporting details from a text.
3. Begin to infer information and ideas from a text.
4. Identify context clues that aid in understanding unfamiliar vocabulary.
5. Use knowledge of roots and affixes to aid in understanding unfamiliar vocabulary.
6. Begin to use a monolingual (English to English) dictionary to discriminate among meanings of similar or related words
7. Discuss readings in collaborative groups using support from a text; value and respect each member's contribution.
8. Expand cultural, historical, and global knowledge through varied readings and relate the reading to personal experience.
9. Recognize how the readings present differing cultural values and viewpoints.

Course Outline

- I. Understanding the reading process
- II. Comprehension
 - A. Main idea identification
 - B. Supporting details
 - C. Inferences
- III. Vocabulary development
 - A. Using contextual clues
 - B. Roots and affixes
 - C. Dictionary use

ESL 010
GENERAL EDUCATION LEARNING OUTCOMES

COMMUNICATE EFFECTIVELY

Learning outcome: Students should be able to read with comprehension.

- Course objective: Improve reading strategies.
 - Instructional objective: Students will demonstrate use of before, during, and after reading strategies.
- Course objective: Identify main ideas and important supporting details from a text.
 - Instructional objective: Students will be asked to identify main ideas in readings through class discussions, quizzes, and exams.
- Course objective: Begin to infer information and ideas from a text.
 - Instructional objective: Students will practice making inferences on short reading selections.

Learning outcome: Students should be able to work cooperatively with others.

- Course objective: Discuss readings in collaborative groups using support from a text; value and respect each member's contribution.
 - Instructional objective: Students will be guided to understand the appropriate dynamics for both whole class and small group discussion in an American classroom.

THINK CRITICALLY

Learning outcome: Students should be able to demonstrate problem solving skills.

- Course objective: Identify context clues that aid in understanding unfamiliar vocabulary.
 - Instructional objective: Students will practice using context to understand vocabulary through class activities, and they will take quizzes and exams to test this skill.

LEARN INDEPENDENTLY

Learning outcome: Students should be able to find, evaluate, and use resources effectively.

- Course objective: Begin to use a monolingual (English to English) dictionary to discriminate among meanings of similar or related words
 - Instructional objective: Students will complete activities requiring the use of a monolingual dictionary.

Learning outcome: Students should be able to apply learning.

- Course objective: Use knowledge of roots and affixes to aid in understanding unfamiliar vocabulary.
 - Instructional objective: Through exposure and discussion of root and affix meanings, students will practice decoding the meaning of unfamiliar words.

Learning outcome: Students should be able to value new ideas and differing perspectives.

- Course objective: Recognize how the readings present differing cultural values and viewpoints.
 - Instructional objective: During class students will discuss the cultural ideas and perspective of assigned readings.

EXAMINE RELATIONSHIPS IN DIVERSE AND COMPLEX ENVIRONMENTS

Learning outcome: Students should be able to define the relationship of self to the global community.

- Course objective: Expand cultural, historical, and global knowledge through varied readings and relate the reading to personal experience.
 - Instructional objective: Students will reveal through class discussions an expanded knowledge of the world and share relevant personal experience of their choosing.

Signatures of Approval:

Department Chair: Eileen Abdul

Date: 11/14/03

^{President}
Dean of the College: John Seely

Date: 12-5-03

Date of Notice to the Faculty: _____

Undergraduate Council: _____

Date: _____

Graduate Council: _____

Date: _____

Academic Council for the Med. Ctr: _____

Date: _____

Senate Council: _____ Date of Notice to Univ. Senate: _____
(Chair)

ACTION OTHER THAN APPROVAL: _____

Adopted: September, 1989