

A - New Course Proposal V. 7.2022 : Entry # 2492**DEAN Decision**

Approved

Date

01/22/2023

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

as support for global education

GEC Decision

Approved

Date

03/07/2023

APIRC Decision

Approved

Date

03/08/2023

Begin Form**Today's Date**

11/22/2022

Your Name:

Justin Cook

Your Email:jcook3@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Bryan Vescio

Email address of your Department Chair

A - New Course Proposal V. 7.2022 : Entry # 2492bvescio@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught for the first time?

Fall 2023

Information for the Registrar**Choose the department designator for your proposed course from the list below.**

ENG

Proposed Course Number

1104

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

Academic Writing for English Language Learners

Enter the catalog description of your proposed course

This course provides a foundational understanding of academic English for the progression of Cognitive Academic Language Proficiency in English language learners, especially the domains of listening, speaking, reading, and writing. Students will engage with academic writing conventions such as summary, synthesis, analysis, and research. Throughout the course, students will bolster all these skills by practicing and refining basic grammar, usage, and mechanical skills of written academic English.

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

Not repeatable for credit

Offering cycle for your proposed course:

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Fall semester

Does your course have any prerequisites?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

First Year Writing

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Will this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

Information for Curriculum Review**Rationale for new course & consistency with departmental mission**

The English Department has a duty to provide all writers on this campus with the tools and practice they need to be successful in their academic and professional writing lives. Likewise, English Language Learners (ELL) require specific strategies for learning how to write, because to them English is literally a foreign language. This course directly engages in best practices of ELL pedagogy and reinforces our goal of teaching students how to navigate different writing situations with various audiences, genres, purposes, and methods.

Please list all student learning outcomes for this course

By the end of this course, students will:

Interpret and summarize academic language to better identify and understand conventions, meanings, and applications.

Synthesize and analyze multiple sources in order to practice higher-order concerns of structure, development, focus, and

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purpose.

Engage in multiple modes of composition as a way of practicing delivery of information for multiple styles, genres, audiences, and purposes.

Refine skills for low-frequency vocabulary acquisition, advanced grammatical constructions, and syntax.

Practice the flexible research strategies and openness integral to informed citizenship, professional judgment, and academic inquiry.

Reflect as a way to understand one's own assumptions, practices, and dispositions, and integrate learning with prior and future contexts.

Please list any units or content areas that will be required for all sections of this course

N/A

Please list any assignments, tests, or other assessments that will be required for all sections of this course

N/A

Please list any readings or other materials that will be required for all sections of this course

The Bedford/St. Martin's ELL Workbook by Sandra Gandhi-Rao, Maria McCormack, and Elizabeth Trelenberg

Please list any course policies that will be required for all sections of this course

Completion Policy: The critical reading analysis, multimodal presentation, research project, and the final reflection must all be completed in order to pass this course.

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

N/A

Sample Syllabus

- [ENG-1104-Academic-Writing-for-English-Language-Learners-1.pdf](#)