TO:	CIEP Instructional Staff and Phil Plourde, Director
FROM:	Lauren Rein, CIEP Instructor
RE:	Report of Findings from Faculty Interviews and Syllabi Studies
DATE:	Friday, August 24, 2012

Report of Findings from Faculty Interviews and Syllabi Studies

This research project was conducted as part of a project to look into the effectiveness of the student-learner outcomes in the CIEP. The research into these needs is two-fold. First, several university faculty members were contacted for an interview. Faculty members were sent a questionnaire before the interview in order to introduce some of the data that the researcher was seeking. During the interview, quantitative and qualitative data were gathered. In the second part of this research, syllabi were gathered from academic departments, mostly from the UNI Liberal Arts Core (LAC) curriculum. These syllabi were analyzed for reading, speaking, and writing assignments, as well as assessments, course descriptions, or other relevant facts.

Departments of interviewed faculty members.
      Biology Department
      Department of Art
      Department of Communication Studies
      Department of Economics
      Department of History
      Department of Industrial Technology
      Department of Mathematics
      Department of Physics
      Department of Philosophy and World Religions
      Department of Psychology
      Humanities
      School of Health, Physical Education, and Leisure Services (HEPLS)
      School of Music

Interview Results
The reported assignments varied according to department as well as level of study. Below are the quantitative data on a Likert scale about assignments and observations.

A. How much weekly reading do you assign?	B. How much writing do you assign each week?	C. On a scale of 1-5, with 5 being the most, how much weekly class time do you dedicate to speaking activities?	D. On a scale of 1-5, with 5 being the best in the class, how would you rate the academic skills of international students?
1 = 10 or less book/articles pp. 2 = 10-25 book/articles pp. 3 = 25-40 book/articles pp. 4 = 40-55 book/articles pp. 5 =55 or more book/articles pp.	1 = In-class writing only 2 = 0 or 1 assignment 3 = 2 assignments 4 = 3 assignments 5 = 4 or more assignments	1= Minimal time 2 = 5-15 min 3= 15-30 min 4= 30-45 min 5= More than 45 min/week	

Interview data results.

Department	A. Reading Assigned:	B. Writing Assigned:	C. Speaking Time:	D. Rate Int'l Students:
Art	3	2	2	no answer
Art	1	2	4	3
Biology	2	2	5	no answer
Communication (graduate)	4	2	4	4
Communication (undergraduate)	2	2	3	3 or 4
Economics	1	2	1	3
Economics	2	2	1	no answer
HEPLS (graduate)	2	3	2	no answer
HEPLS (undergraduate)	3	2	2	no answer
History	5	2	5	3
Humanities	2	4	5	3.5
Industrial Tech.	5	3	4.5	no answer
Industrial Tech. (graduate)	5	3	1	no answer
Mathematics	1	3	1	greatly varies
Music (graduate)	3	2	2	depends on student
Music (undergraduate)	3	2	4	3 to 5
Physics	2	2	5	no answer
Psychology	3	2	2	2
Psychology	2	2	1	no answer
Religion & Philosophy (capstone)	5	4	2	no answer
Religion & Philosophy (freshmen)	5	2	2	no answer
Averages:	2.9	2.38	2.79	3.14

Analysis of interviews.

General findings.

1. Overall, faculty members reported that they expected similar things from their students in regards to both linguistic and academic abilities. It appears that faculty members have a generally neutral to positive reaction to the academic performance of international students, with a mean of 3.14 from those who responded numerically. As a caveat, there were several instances of a range (e.g. 3 to 5, 3 or 4) and some responses stating that it varied and depends on individual cases, and many who did not answer.

Academic skill expectations.

Reading.

The overall reported average of reading load assigned in 2.9, closer to the range of 25-40 textbook or article pages a week. If this number were multiplied by 5, which is the average number of classes taken by a freshmen in a semester, students would be expected to read around 125-200 pages a week, which is a heavy workload indeed, and more than is demanded in the CIEP.

The reported reading assignments for Economics, Mathematics, and Art were very low, at the 1.25 range (10 pages or less a week).

The reported reading assignments for some faculty in the Arts and Sciences, Industrial Technology, and Psychology were relatively high, with an average of 3.3, closer to 40-45 pages per week.

Writing.
Reported writing assignments remained relatively low at an average 2.38, which equals about one or two written assignments a week.

This lower writing assignment has one possible explanation at the undergraduate level; instructors who teach LAC classes can have well over one hundred students. If an instructor has a high number of students, it is an ineffective use of time to demand (and subsequently have to grade) a substantial amount of writing assignments.

At the graduate level, writing assignments were higher at two weekly assignments. All graduate level classes require research papers, and citation is split between APA and MLA.

Speaking.
All in all, it seems that speaking is given less time in undergraduate courses. For all undergraduate courses, the speaking requirements were small (2.6), meaning 15 to 30 minutes per week). However, speaking expectations varied widely among departments, reflecting a wide chasm in verbal communication needs. Biology and Physics had more time devoted to spoken interaction in laboratory settings. Psychology faculty reported minimal group discussion, with some students choosing not to speak at all. Economics, HEPLS, Humanities, Art, Mathematics, Psychology, and Religion and Philosophy – all LAC courses – are usually taught in traditional lecture style, with little opportunity for spoken interaction. Oral Communication and History were the only undergraduate courses reporting oral presentation assignments. The speaking obligations in non-LAC courses also tend to be higher.

As opposed to undergraduate courses, speaking requirements were very high (4.2, meaning 30-45 minutes or more) for graduate level – courses in the School of Music, Communications Studies, HEPLS, and Industrial Technology departments. In these courses, students were expected to actively engage in discussion about the material. Some assignments included leading discussion of selected material in certain class meetings. It is apparent that the speaking requirements at these levels are highly interactive and much more demanding than at the undergraduate level.

Discussion of Qualitative Data.
After providing a numeric scale of their expectations, faculty members were asked to comment on each skills area. Below are some sample questions.

Reading	Writing	Speaking	Other
• What types of reading texts do you assign? • Can you identify areas of difficulty in the reading?	• What types of writing do you assign? • What is the required length of the writing? • Do you allow multiple drafts?	• What speech acts must the students do? • What does "class participation" mean? • Do you do anything to integrate your students?	• How do you assess students? • Do you have issues of plagiarism or cheating? • What issues have you seen regarding international students?

General.

"In general, what do you expect your students to be able to do before they come to your class?"

- College-level vocabulary
- know "a good understanding of English"
- A knowledge of Western history, classical history, and Christianity
- Ability to find their own resources
- Confidence and knowledge to go for help from the instructor
- Ability to read, hear, and understand directions
- Read assignments carefully and thing about them
- Readiness and willingness to contribute to class discussions
- "enough English to understand 85% of what course expectations"
- an English proficiency that is similar to US students
- "understand English to be able to understand my lectures…be able to do research, write presentations, give presentations in front of the class and take quizzes/exams over the chapters in the textbook"
- "to be able to understand simple written and verbal instructions (i.e. syllabus)…they should be able to express general ideas in a clear manner"
- reading/writing communication"
- "coherent writing skills"
- Basic understanding of math skills through Algebra I," which is a pre-requisite to mathematics class
- Critical thinking and problem-solving abilities, time management, basic computer skills
- "read and understand compound declarative sentences in English"

Reading.

- Most courses require at least one textbook. Some, such as History, Humanities, and Religion and Philosophy, had multiple assigned texts.
- Religion and Philosophy had an assigned course packet.
- Industrial Technology assigned case studies and technical lab reports. The highest reported assignments were upwards of 100 pages in the Industrial Technology department.
- Interestingly, several faculty members acknowledged having culture specific concepts in their texts that occasionally proved to be challenging for internationals, especially non-Westerners. Mathematics had financial interest, art had Christianity and Christian art, and music had Western music history.
- Art and Biology reported that the textbook has specialized terminology that all learners struggle with. Internationals need help with specialized vocabulary, a few faculty reported.

Discussion.

The high reported reading assignments lends to the idea that CIEP is not preparing students for this.

Faculties in math and economics reported both American and international students encountering problems when reading homework or test items and not being clear on what the item was requiring them to do. Mathematics faculty reported that international students have problems interpreting application problems on assignments, and that it was likely the wording on the problems that confused them.

Writing.
- Many courses did not have outside-class writing assignments at all.
- Several courses had short answer or essay components to tests.
- Generally, academic writing assignments were short – one to three pages. The rhetorical style varied: analysis, description, opinion, study guides, lab reports, research papers, etc.
- Of those who required research papers, there was a more or less even split between MLA and ALA citation.
- Several interviews yielded opinions that all underclassmen do not know how to do research and select appropriate supporting materials.
- There are issues on in-class writing of international students in regards to grammar.

Discussion.
If there is a huge number of students in the class, it is not feasible to grade all that writing in a timely manner. Assessment in these classes relies on objective answer tests and quizzes. This is seen in HEPLS, Economics, Oral Communication, and Humanities, all of which are LAC or requisite courses.

The primary area of academic skills that faculty found lacking in their international students was in writing. Industrial technology faculty identified writing problems in written lab reports. Faculty members mentioned specifically that, of their international student population, their Arabic-speaking students seem to be the ones with the worst writing problems. A faculty member in the School of Music cited Chinese-speaking students who employ Google Translate in order to translate their research papers from their native languages into English.

The most impactful feedback that came from the music faculty was the opinion that most international students need help with writing. Faculty members believe that the Writing Center at the Academic Learning Center does not meet the writing needs of international students in a timely manner; students must make an appointment one week in advance and only get one hour of tutoring help. This is an insufficient amount of meeting time, especially if the students are at the graduate level. Additionally, neither does the Writing Center meet the needs of international students in a way that is suitable to their unique needs. A common complaint from students and instructors in the school of music was that tutors did not really help much in terms of editing for grammar, clarity, or form, punctuation, spelling, among other things.

Speaking.
- Generally, there is very little sustained weekly interaction between the instructor and student, or among students in the formal classroom setting.
- The LAC and requisite courses are conducted mostly in lecture style. There are usually over 100 students, and while relevant questions from students are accepted, rarely do students interact in class.
- "Participation" was often a percent of the students grade. If it was not weighed, the final grade was a combination of 3-4 exams only.
- The hard sciences have laboratory time where there is intense interaction among groups of students. Here, students must problem-solve, assign tasks, complete tasks, discuss results, and write a lab report.
- The courses for juniors and seniors, such as capstone courses, had teacher-centered discussions or a teacher-led debate.
- Oral presentations were given in Oral Communication (a required freshman LAC course), History, and graduate Industrial Technology

- International students have low confidence levels when giving oral presentations.

Discussion.
Participation is graded, but faculty members have varying expectations of this. Some defined this as "showing up, taking notes, looking attentive, and sometimes asking or answering questions, not texting, not sleeping, etc." Some faculty members have professor-led discussions, but rarely do sustained discussions between groups of students occur in the classroom. One Economics professor said there is simply "too much material to cover to waste time with talking." Generally, there is more in-class speaking towards junior and senior level classes.

While oral presentations only occur occasionally for freshmen, the frequency of this type of assessment increases as they progress in their studies. It may be useful for CIEP to re-introduce presentation skills instruction.

Testing assessments.
- The most often assessment type was multiple choice tests.
- There are very few tests or exams given throughout the semester – usually 3 or 4.
- See Appendix C for some examples of exams.

Other faculty comments.
Integration and interaction.
- Arabic-speaking students seem isolated on campus.
- International students are uncomfortable with speaking; they self-isolate in class and don't integrate themselves.
- When students speak a language other than English in class, it is disruptive to both the instructor and other students.
- International students are unwilling to participate in class discussions and unwilling to assimilate or adapt.

Discussion.
Some faculty members discussed the interactions and integration (or lack thereof) between American and international students. I responded by asking if/what the professor did to try to integrate international students, and faculty mostly did nothing. In other words, the Americans are not welcoming to internationals, internationals are not making an effort to make American friends, and, in some classroom settings, faculty members could take a better leadership role in this integration but are not. The same could be applied to the multi-ethnic makeup of American students in classrooms.

A faculty member of the Communications department was concerned that American students do not reach out in classrooms in order to welcome international students or incorporate them into the classroom. However, this is impossible in some LAC courses; in classrooms of over 100 students, the main mode of instruction is teacher-centered lectures, with minimal classroom discussion or interaction on part of the students. In this case, perhaps student integration must be managed outside of class.

Faculties in industrial technology and music reported that students choose to segregate themselves and faculty does not intervene to force integration. Members of the school of music, on the other hand, described how integration occurs during musical performances, as American and international students alike are together in

instrument sections and must interact and communication in order to perform.

However, these same faculty members in music report that the biggest cultural issue they encounter is non-assimilation and culture shock. They describe how students refuse to take the "When in Rome" approach and continue to behave as if they were still in their own country and become upset when things do not happen as they would back home, refusing to acknowledge the changed context of their situation.

Appropriate academic behavior and preparedness.
- International students do not come for help – often the faculty members are very busy and students must come to them, not the other way around.
- Attendance, or lack thereof.
- Grade negotiation happens.
- European students seem to do better.
- International students do better than US students in math and sciences. (heard that 3 different times)
- Arabic-speaking males seem to struggle the most and be the least prepared to work with the materials. This could be due to language or reading comprehension or work ethic.
- Unintentional plagiarism or cheating.
- "Male [Arabic speakers] are prone to cheating on exams or plagiarizing each other on papers; they also miss class regularly and disproportionately ask to make up work, miss deadlines; African students have lower reading and writing abilities." (professor's written response)
- While a handful of faculty pointed to Arabic-speaking students as cheating, others said that cheating and plagiarism issues are equally distributed between US and all internationals, and there is no noticeable difference. A member of the Economics department reported that he sees this unethical behavior among American students as well as internationals and does not differentiate between the two.

Discussion.
Accounts of plagiarism and cheating include that faculty members in Industrial Technology and Economics employ techniques during in-class assessments such as creating multiple versions of tests and putting distance between students during assessments in order to lessen "wandering eyes."

The School of Music reported issues with written plagiarism in research papers; most of the times this issue stems from students not being aware of the definition or parameters of plagiarism and academic honesty in an American university context, such as copy-paste without accurate citation.

One faculty member in the psychology department gave anecdotes of previous students sharing copies of tests with current students.

Several faculty members reported seeing that a handful of international students did not seem well-prepared for the amount of work that they were expected to do. An Economics department faculty reported issues with regular attendance; the Math department faculty reported issues with doing homework assignments. There were reports of international students trying to negotiate passing grades with their instructors, as well as arguing for extra points and credit on assignments. The former is a common technique in certain cultures, while the latter is likely a last-ditch effort

of some students to avoid failing.

Grade negotiation is a common complaint from CIEP staff; perhaps it is time to directly counsel students on the cultural meaning of this action to an American instructor. It could be approached from the perspective of trying to understand each other and promote intercultural awareness, not simply putting down the student and his/her native culture. Hopefully this lesson can carry on into academic classes.

CIEP staff could also provide more English language education for their students by pointed out that language learning is a life-long process; they are not perfect when they leave CIEP and will continue to grow. CIEP needs to work more with the Academic Learning Center to make students aware of academic support that is available to them after completing CIEP.

Another cultural difference that CIEP could address is the expectation of academic ethics at an American university. Through culture talks or guest speakers, CIEP could continue to express the American standards of academic honesty.

The UNI Academic Code of Conduct needs to be revisited and revised. This is the responsibility of UNI as a whole and out of the hands of CIEP. However, CIEP could raise awareness (in a balanced and unbiased way) of the multicultural definitions of academic honesty and what constitutes cheating, and offer some solutions or techniques for faculty to acclimate all their students to the policies of academic ethics at an American university.

Two faculty members reported giving extra time to students to finish tests and allowing some students to have dictionaries for their tests. Under the Americans with Disabilities Act (ADA), students with a documented disability may be provided extra time for assessments; being a non-native speaker is not a disability and provides potential for unfair advantages in favor of international students and at the disadvantage of American students. Of course, professors have the right to conduct their classrooms in a manner of their choosing.

Communication between university departments.
- Several times I heard that faculty members were not aware of the international population shifts on campus, were taken unawares, or would have liked a "heads-up" when there were changes in nationality populations. An "intercultural FYI" would be nice.
- There is need for financial support for academic departments to recruit internationals.

Discussion:
The most prominent issue in the realm of administration that arose of these interviews was the concern over motivating faculty members to help when there is no benefit (mainly financial) to recruiting international students and providing support for their needs.

Also of concern is the lack of communication between departments, both academic and administrative. First, some faculty members admitted being unprepared for the influx of international students into their classrooms. They noticed an increase in certain populations and were unaware of the shifts in international admissions and not ready for the intercultural challenges the populations would pose. In hindsight,

they felt that if they had been made aware of the shifts (one instructor said a "heads-up" would have been nice), and some accompanying pointers of how to deal with the population would have been helpful. Secondly, one faculty member encountered severe miscommunication between the administrative and secretarial departments in the university. A lack of communication between departments resulted in some students getting enrolled in courses without providing proof of English language ability, creating significant problems for their instructors.

Information disseminated for faculty about intercultural issues may be beneficial. It could share changes in international student populations and some common issues that may arise interculturally. In addition, it could raise awareness of the presence of CIEP, since a handful of professors were not aware CIEP existed until I asked for a meeting. Several faculty mentioned that guidelines or training for faculty would be helpful. In regards to integrating students, one faculty member suggested that new faculty orientation involve a component where members discuss how they would integrate both American and international students, then share that with others at the orientation. It could also be an opportunity to share alternative classroom management techniques that will confront reported issues of plagiarism, such as recommending professors or instructors walk around the room during an exam, or promote the use of Turnitin.Com.

One concern would be to ensure that this information is presented in a careful way that does not promote preconceptions, most especially negative ones. One suggestion is a critical look or comparison or sociological background, constructed in a way that is culturally relative and applies vignettes in a way to represent cultural differences more sensitively and objectively.

Emotional or psychological well-being.
- The faculty member from the HEPLS shared concerns about the emotional and psychology support services available to international students. While some international students live with family and have a support system available there, other students do not; there is no relationship for them to turn to in order to find relief of stress, culture shock, or other emotional issues.

- One faculty member expressed concern that all international students not be grouped together as having the same emotional or social needs, as these different cultures may not have similar needs, and what one group needs might not be relevant to another.

Discussion.
Through new student orientation, CIEP students learn about the UNI Counseling Center. CIEP staff members are vigilant and attentive to the emotional needs of their students, and hopefully will continue to be so. Culture Talk presentations have also revolved around emotional issues, such as Seasonal Affective Syndrome.

Syllabi Studies

A collection of syllabi was gathered from departments, mostly from the UNI Liberal Arts Core (LAC) curriculum. Albeit not exhaustive, this collection does contain syllabi from all LAC categories. There are six core categories, ranging from 1, for freshmen, to 6, which are capstone courses for juniors and seniors. Factors varied widely among the categories, but essentially, things get more interactive and intense as underclassmen progress in their studies.

Category 1.
- Reserved for freshmen and transfer students; includes Oral Communication, College Reading & Research, First Year Cornerstone
- Reading: commonly textbooks (10-85 pages per week) and readers (10 pages per week); reading on multiple choice assessments
- Writing: bibliographies; autobiographies; creative stories; persuasive/opinion; reflective; descriptive; peer reviews and evaluations; rhetorical analysis; summaries
- Speaking: "class participation;" discussion; small group activities; speeches
- Lectures

Category 2.
- Also taken by freshmen, though other years do too; Humanities and Non-Western Cultures
- Reading: 1-4 textbooks (20-80 pages per week) and 1-3 readers (20-100 pages per week); multiple-choice exams only
- Writing: online discussion; 1-page reports of people or events; research paper; comments or discussion of assigned readings; short answer/essays on exams; identification paper
- Speaking: "class participation;" discussion
- All syllabi collected from this category mention instructor lectures
- Lectures

Category 3.
- Music, Art, Religions
- Reading: 1 or 2 textbooks (20-60 pages per week); 3 exams of multiple-choice, matching, and true or false
- Writing: written exams
- Speaking: "class discussions"
- Lectures

Category 4.
- Hard Sciences: Human Origins
- Reading: 1 to 2 textbooks (15-125 pages per week); 4-5 exams of multiple-choice, matching, and true or false
- Writing: short answer or "problem-solving" exams
- Speaking: group activities, labs
- Lectures

Category 5.
- Social Sciences: Sociology, Psychology, Anthropology, etc.
- Reading: 1-4 textbooks (20-200 pages per week); articles (10-15 pages, assigned sporadically); 1-3 readers (40-160 pages per week); reports; handouts; "internet assignments;" 2-3 exams, multiple choice and/or true or false; multiple choice and/or true or false quizzes
- Writing: report; reflection; "papers;" short answer/essay quizzes and exams; take-home essay; in-class writing reflections; journals; reading notes to be used for quizzes; research

paper; cross-cultural reflections; worksheets
- Speaking: significantly more reports of speaking activities; discussions; participation; experiments; group work; "in-class activities;" presentations; small group activities; oral summaries
- Lectures

Category 6.
- Capstone
- Reading: 1 textbook (30-100 pages per week); 8 readers (50-300 pages biweekly); 2-4 articles (10-40pages per week); course packet; handouts
- Writing: textbook writing assignments; short answer/essay exams; essays; group project proposals and reports; multiple-draft research papers; reviews; reflections; responses; summaries and syntheses
- Speaking: class discussions; group brainstorming; group presentations; in-group reports; instructor-led discussions; presentations
- Lectures

Non-core syllabi.
- Reading: articles; case studies; critiques; 1 textbook, 2-3 chapters a week
- Writing: critiques; presentation handouts; 10-page project paper; group project
- Speaking: class discussion; discussion leading; group project; oral presentations; presenting a case study; team projects, group reports
- Lectures

Some proposed curriculum changes
General.
- Integrate skills in all classes.
- Decrease frequency of assessments.

Reading.
- The load and frequency of reading assignments is varied across academic departments and levels; some rely consistently on one textbook every week, throughout the term, while other courses which are topic-based have multiple texts or readers that are utilized to supplement the others, still other courses that are modeled after selected texts or readers move systematically from one text to another.
- As stated in the report of faculty interviews, syllabi assign more substantial reading than CIEP prepares students for. More reading assignments should be given in all classes.
- Assigning reading texts that supplement knowledge assumed by faculty, such as Western history. Or, since many students go into business, perhaps a basic course in economics.
- Reading texts that support what is in the lecture, writing assignments, or speaking assignments (materials should re-enforce each other)

Writing.
- Introduce non-process writing assignments or more in-class writing assignments.
- Introduce instruction in short answer and essay exam writing in classes earlier than level 7.

Speaking.
- While not explicitly stated, it seems students do not speak as often as they listen and read, especially as freshmen.
- Collaborate learning and interaction seems to happen more at the junior and senior levels.
- CIEP should re-introduce presentation skills into outcomes, especially in Listening &

Speaking, and even in Reading and Writing.
- Reduce instruction of speech acts and time for class discussion in favor of more listening skill and note-taking instruction

Other proposed solutions.
The analysis of these interviews yields some room for improvement in the student-learner outcomes and administrative practices of CIEP. However, what this research most strongly suggests is a need for academic and cultural support outside of CIEP classes and post-CIEP.

Proposed promotion of academic and non-academic support.
Concurrent enrollment.
It continues to be the recommendation of both CIEP staff and now UNI faculty that students not be allowed to enroll in academic classes while they are simultaneously in the process of completing their English language training. A few faculty members commented that they consider CIEP to be the department to ensure that competent English abilities are achieved before entering academic classes; concurrent enrollment undermines this.

Non-CIEP international students.
It seems that international students, especially at the grad level, who come in with TOEFL scores high enough to waive CIEP requirements still need both academic and American culture education. Due to budget constraints, perhaps the best thing UNI can do right now is to make the administration and faculty aware of all international students' unique academic needs and continue to promote the Academic Learning Center as the best place to get help.

Writing.
In an effort to improve and promote support for non-native students' English writing ability, one suggestion is mentoring or one-on-one tutoring. The major caveat for these suggestions is that payment is required, and if the funding is not there (either departmental, institutional, or from the student), the following suggestions for writing assistance are not financially feasible.

One suggestion for improving academic support involved some re-training in the Writing Center at the Academic Learning Center. Staff could be trained in the specific language needs of international students, or staff positions could be offered to relevant departments, such as TESOL. This would offer more support geared towards the specific writing needs of non-native speakers, such as attending to grammar, punctuation, spelling, etc., which apparently international students currently are not receiving from the Writing Center.

Some faculty members in the School of Music believe that if CIEP offered a writing support program, instead of the Writing Center, for international students, this would likely provide more directed and specific writing guidance for the student.

Another proposal was a post-CIEP English writing course; this could be credit bearing, but would be required of all international students for their successful gradation. This course could bridge the gap between Writing 7 and graduate level, where most notable writing issues are observed.

A final suggestion in the realm of writing would be if every department offered a course for all of its students that dealt with the specialized terminology or jargon of that field. It would be ineffective for CIEP to choose just one, since the students go into a wider range of fields.

Accomplished solutions.
The most notable successful solution accomplished by the academic departments is the Technical Writing Course that is offered by the Department of Industrial Technology. This course was developed as a condition to the accreditation of their department and is taught with cooperation of a member of the department of English. This course is required of all undergraduates in the department and carries a pre-requisite of passing College Reading and Writing; it is also required of all international graduate students, though it can be waived upon advisor approval. Faculty members of this department report significant improvement in writing skills of *all* students, American and international alike, when compared to the writing production seen at the beginning of the term or before the class was required.

The School of Music has had some success in providing their own writing tutors or finding tutors from the TESOL department. Through funding for graduate assistantships, one student was given part-time responsibility to tutor and edit music students' writing. The School of Music also has its own writing proficiency test that they require of all new graduate students. Students who do not write at an acceptable level are referred to the Writing Center. In addition, the music faculty noted success with integration of American and international students in their orchestras, which was discussed above.

Future work to be done
In addition to the interviews of faculty, a survey was sent out to former CIEP students about which skills they use in academic classes; the skills were selected from the student learner outcomes. Former CIEP students were contacted in order to complete surveys; results are forthcoming.

Appendix A: Table of proposed outcome changes

Reported by Faculty/Identified in Syllabi	Co-related English Skill	Proposed Changes to Outcomes
Presentations	• Public speaking skills • Pronunciation	• Introduce presentation skills training • Add presentation skills to outcomes
Lectures	• Note-taking • Listening	• Increase frequency and difficulty of listening assessments • Create recordings to post to eLearning • Change LS textbooks • Perform live lectures more often
Minimal discussion/small group speaking time (est. 75-125 min/week, 5 classes undergrad)	• Small group speaking • Teacher-centered, whole class discussions	• Reduce speaking activities in higher levels for lectures, teacher-centered/lecture-centered instruction • Remove instruction of conversation skills in LS6
Heavy reading load (est. 40-125pp/week for 5 classes undergrad) of textbooks, papers, handbooks, etc.	• Reading literacy • Reading skills (main ideas, glossing, etc.)	• Assign reading in speaking classes • Remove supplemental reader from outcomes → replace with topic-based extensive reading text in LS courses or topic-based supplemental readers • Multiple readers higher levels (content-based)
High reported need for reading & writing skills	• Writing fluency and accuracy • Varied and advanced grammar structures • Varied, advanced and accurate vocabulary bank	• Integrate reading and writing into all classes • Explicit instructions on level-appropriate grammar usage • Conduct classes in a computer lab • Use textbooks that utilize the Academic Word List (AWL)
Ability to read assignments and assessment questions	• Critical thinking • Reading skills	• Instruct writing essay exams earlier • add "ability to read instructions" (or something) to outcomes • explicit assessment directions • questions that require problem-solving or application of concepts

Ability to conduct research	• find and select resources • critical thinking • reading skills	• Keep W7 research paper • Add research to levels 6 • Conduct classes in a computer lab • Early and more frequent use of library
Little to no research paper requirements	• Writing • Research skills • Reading and selecting appropriate sources	• Keep research paper outcomes in W7, but reduce length • Assign writing assignments in W7 in reflective, descriptive, identification, etc. style
Few assessments in core or pre-req. courses	• assessments	• Reduce number of assessments at higher levels • Consider eliminating midterm or final exams
Short writing assignments	• Finding data in reading, applying to writing (synthesis of material) • Non-process writing	• Reduce number of longer writing assignments • Include written assessments on tests • Include short writing assignments in higher levels (e.g. review, critique, response, reflection…)
Writing on tests/exams	• Non-process writing • Essay exam verbs, writing	• Add essay/short answer instruction to LS/W/R classes beginning in levels 5, with shorter writing tasks (e.g. review, critique, response, reflection…) • Conduct classes in a computer lab • Reduce number of longer, process-writing assignments
Taking pro-active measures for own learning "*Good students know when they don't know something.*"	• Intrinsic motivation (?) • Awareness of own learning	• Instructors need to take direct approach to explaining cultural expectations • Students' self-reflection of own learning
Need for Western/US history knowledge	• Reading and writing skills • Vocabulary bank	• Carrier content in classes that teaches basic concepts (to be identified)

Or, put in another way…

	Reading	Writing/Grammar	Speaking/Listening

7	*University Reading and Writing*
	
	There should be no "skills" taught at this level – it should imitate an academic class in style and assessment
	
	• Reduce number of tests; consider eliminating midterm and final
	• Increase time for discussions
	• Time managements on tests
	• Presentation skills
	• Delete cluster diagramming from outcomes
	• Delete anything addressed in W7 from R7 outcomes
	• Delete "recognize…bias" from outcomes → not able to address with R7 text
	• Remove "self-selected vocabulary" from outcomes
	• Remove diagnostics
	• Application or problem-solving questions
	• R7 Packet:
	   o Reduce chapters to teach to allow time for writing essays
	   o Find readings on same general topic; the jump in format and rhetoric is jarring – alternatively, arrange readings in gradual increase in difficulty
		Research and Writing
		
		There should be no ESL skills taught at this level (excluding research skills) – it should imitate an academic class in style and assessment
		
		• Conduct classes in a computer lab
		• Reduce length of research paper
		• Increase "short" assignments: reflections, reports, descriptions, etc.
		• Presentation skills
		• Remove diagnostics
		• Reduce number of tests; consider eliminating midterm and final
			Academic Speaking and Note-Taking
			
			There should be no "skills" taught at this level – it should imitate an academic class in style and assessment
			
			• Keep "American Ways" Text
			• Add "self-selected vocabulary" from outcomes
			• Include taking reading notes
			• Add short answer/essay component to assessments (not to instruction)
			• Add presentation skills/discussion leader
			• Reduce time for group work/discussion
			• Remove diagnostics
			• Don't allow students to listen to lecture ahead of time
			• Reduce number of tests; consider eliminating midterm and final
			• Application or problem-solving questions
			• Allow students to take home lecture notes to practice study skills

6	*Reading and Writing Skills*	*Writing for Essay Exams*	*Academic Speaking and Note-Taking*
	- Remove supplemental reader - Remove "self-selected vocabulary" from outcomes - Increase time for discussions - Remove or reduce vocabulary in context instruction - Summarize and paraphrase - Presentation skills - Delete cluster diagramming from outcomes - Add writing short answer/essay component to assessments - Add "parts of speech" instruction - Reduce number of chapters to cover to allow time for writing essays - Remove/Shorten diagnostics - Consider eliminating midterm - Add instruction on selecting resources/doing research - Application or problem-solving questions	- Conduct classes in a computer lab - Increase time for discussions utilizing grammar - Essay writing prompts to prepare for R7 - Reduce grammar points to teach? - Remove peer-editing - Remove/Shorten diagnostics - Fewer process-writing essay assignments - Consider eliminating midterm - Add instruction on selecting resources/doing research - Application or problem-solving questions	- Use academic text on one subject (many complaints about Lect. Ready 3); give lectures closely related to reading materials (more so than now) - Add "self-selected vocabulary" from outcomes - Required reading of text - Include taking reading notes - Add short answer/essay component to assessments (not to instruction) - Add presentation skills - Remove instruction on speech acts - Reduce time for group work/discussion - Remove/Shorten diagnostics - Do LS6 outcomes repeat from LS5? i.e. transitions, enumerations, exemplifications, etc. - Don't allow students to listen to lecture ahead of time - Consider eliminating midterm - Add instruction on selecting resources/doing research - Application or problem-solving questions - Allow students to take home lecture notes to practice study skills

5	*Reading and Writing Skills*	*Writing for Essay Exams*	*Academic Speaking and Note-Taking*
	- Remove supplemental reader - Remove "self-selected vocabulary" from outcomes - Increase time for discussions - Remove or reduce vocabulary in context instruction - Summarize and paraphrase - Delete cluster diagramming from outcomes - Add short answer/essay component to assessments - Reduce number of chapters to cover to allow time for writing essays - Remove/Shorten diagnostics	- Conduct classes in a computer lab - Increase time for discussions utilizing grammar - Reduce grammar points to teach? - Remove peer-editing - Remove/Shorten diagnostics - Fewer writing assignments	- Replace "Oral Comm. 2" - Use academic text on one subject - Add "self-selected vocabulary" from outcomes - Required reading of text - Reduce focus on pronunciation - Include taking reading notes - Add short answer/essay component to assessments (not to instruction) - Add presentation skills - Reduce time for group work/discussion - Remove/Shorten diagnostics - Remove concept mapping (students rarely choose this method, and Ts rarely model it) - Don't allow students to listen to lecture ahead of time - Allow students to take home lecture notes to practice study skills

4	*Reading Skills* • Remove supplemental reader • Remove "self-selected vocabulary" from outcomes • Increase time for discussions • Remove or reduce vocabulary in context instruction • Delete cluster diagramming from outcomes • Add short answer/essay component to assessments • Reduce chapters to teach to allow time for writing essays • Add parts of speech instruction • Remove/Shorten diagnostics	*Successful Paragraphs* • Conduct classes in a computer lab • Increase time for discussions utilizing grammar • Reduce grammar points to teach? • Remove (or significantly reduce) review of G3 at beginning • Remove peer-editing • Remove/Shorten diagnostics • Fewer writing assignments	*Academic Note-Taking/Fluency* • Replace "Oral Comm. 1" • Use academic text on one subject • Add "self-selected vocabulary" from outcomes • Add short answer/essay component to assessments • Delete "taking dictation," replace with "writing key words" • Reduce time for group work/discussion • Remove/Shorten diagnostics
3	*Reading Skills* • Remove supplemental reader • Remove "self-selected vocabulary" from outcomes • Remove or reduce vocabulary in context instruction • Remove/Shorten diagnostics	*Writing Sentences and Paragraphs* • Reduce grammar points to teach? • Remove peer-editing • Remove/Shorten diagnostics • Fewer writing assignments	*Oral Fluency* • Use academic text on one subject • Required reading of text • Dictation • Remove/Shorten diagnostics
2	*Reading Literacy* • Remove supplemental reader • Focus on literacy • Combine with writing • Remove/Shorten diagnostics	*Writing Sentences* • Focus on literacy • Combine with reading • Remove/Shorten diagnostics	*Oral Fluency* • Focus on literacy/fluency • Remove/Shorten diagnostics
B	*Reading Literacy* • Focus on literacy • Combine with writing	*Writing Sentences* • Focus on literacy • Combine with reading	*Oral Fluency* • Literacy/Fluency

Appendix B: Other Items included in syllabi

- **We have these things.**
    1. Textbook/assigned materials list
    2. Course description, description of LAC
    3. Course goals, outcomes
    4. classroom behavior guidelines; classroom etiquette
    5. grades (what the make-up of the final grade is)
    6. Explanation of letter grade scale (e.g. A means "excellent", B means "good"…)

- **We should probably add these things.**
    1. ADA/Disabilities statement
    2. Late work and incomplete grade policy
    3. Make-up work policy (some don't accept any late work)
    4. Attendance and participation policy (some take roll, some have sign-in sheet, some don't bother but threaten pop quizzes)
    5. Academic honesty/cheating policy (sometimes a copy of 3.01 UNI policy, sometimes in the professor's own words)
    6. Academic Learning Center information
    7. What to do if you miss a class
    8. Descriptions of major assignments; assignment specifics, such as length, due dates, grading scale
    9. eLearning instructions
    10. Use your UNI email ; check UNI email and/or eLearning everyday
    11. Explaining how to get your test results or grades

- **Ideas for your own syllabi.**
    1. Tentative daily schedules, course calendar
    2. Grading sheet for students to record their scores
    3. presentation etiquette
    4. explicit expectations that students should read the text, annotate
    5. work requirements, individually created for the course – what you're expected to do to pass, as far as participation, preparation
    6. create a running glossary of vocabulary terms
    7. Anti-Discrimination and Harassment Policy
    8. Guidelines on what instructors can share over email, e.g. grades
    9. MLA/APA guidelines, or formatting guidelines for written work
    10. supplies to bring to class
    11. How to communicate with the instructor – polite email format
    12. No profanity, appropriate clothing to wear to class
    13. Backing up work on USB – tech. failure is not an excuse for late work
    14. How to write an email to the instructor
    15. How/where to turn in assignments
    16. threat of possible assessment (will give a test if students aren't performing)
    17. Electronic devices policy (technically, UNI forbids all electronic devices in classes)
    18. Class start time/dismissal
    19. Importance of taking notes
    20. Last day to withdraw without an F
    21. Guidelines to prevent cheating during tests (wandering eyes, taking off hats, silence, etc.)
    22. Health concerns i.e. don't come to class if you're sick
    23. Get permission to record a lecture

24. What's on the exams (multiple-choice, short answer, etc.)
25. Procedure to dispute a grade/make a grievance (must be done within 1 week)
26. Nature of class meetings
27. "If there is something you don't like [in this syllabus], TAKE A DIFFERENT COURSE!" → *we can't do it, but I like the sassiness (Lauren's note)*
28. Extra credit opportunities
29. "Please do NOT ask me if you 'missed anything important' after you miss a class session. Every class session is important."
30. "Cheating, plagiarizing, or other violations of academic integrity will result in a zero for the assignment or class and a violation report sent to you, the Provost, the SAC head, and the head of your major department. It will become part of your confidential student file. Faculty may also recommend suspension from the class or university."

31. And finally, this particular rant that sounds familiar to many CIEP instructors:

"Despite the fact that I think this information should not have to be included in my syllabi, previous experience indicates that it does, and I apologize to those of you who do not regularly engage in the rituals of 'grade-grubbing.' I am unsure where you as students got the notion that grades are a 'starting point,' for it is both highly unprofessional and unacceptable to negotiate grades with your professors. After submitting final grades at the end of the semester, I am typically inundated with emails regarding grades, and wanting them changed to reflect what students 'think' they should be, and not what they actually are. This practice of 'grade-grubbing' is unfortunately increasing across college campuses nationwide, and I am astonished to have students questioning both my fairness and my ethics regarding their grades. I do not negotiate grades. I spend a great deal of time grading student work, and find it *extremely* [prof's italics] disrespectful when students question my fairness, ethics, and accuracy. Essentially, what you are doing when asking to have a grade changed is for your professor to be unfair – if I granted this request to someone other than you, you would be outraged, but if I granted your request, you would most likely see it as okay. *It is entirely unfair to treat one student differently (better or worse) than any other student*[prof's italics].

- Introduction to Sociology Syllabus, Spring 2010 (a category 5 LAC course)