



ENGLISH LANGUAGE INSTITUTE

**ELI 315 Academic Reading/Writing 3
COURSE SYLLABUS: Spring 2013**

Instructor: Dawn Wilburn

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COURSE INFORMATION

Guidelines: A Cross-Cultural Reading/Writing Text, Ruth Spack, Cambridge

University Press, ISBN 978-0-521-61301-9

Oxford Advanced American Dictionary, ISBN 978-0-19-439966-1

Course Description: This course is designed to build writing skills through authentic readings and a multi-drafting process approach to writing, in order to prepare for academic work in English. Reading exercises in this course focus on comprehension, vocabulary development, and study skills. Writing exercises review paragraph organization and focus on essay construction as well as the use of formal English grammar.

Student Learning Outcomes:

1. Determine the purpose for reading.
2. Monitor comprehension and adjust reading strategy.
3. Analyze the information and reflect on its underlying meaning.
4. Integrate new understanding with prior knowledge to address the reading purpose.
5. Determine the purpose for writing.
6. Select writing strategy for appropriate purpose.
7. Understand writing process and method.
8. Monitor development of composition, including grammar, usage, punctuation, and style.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This is a face-to-face course, in which you will attend class, and submit all class work on time. There will be weekly readings and a number of group and individual projects. The syllabus is subject to change.

Grading

We will use the standard scale for grades: A= 90-100, B=80-89, C=70-79, D=60-69. Please remember you must have a “B” or better in your course to progress. A grade point break down for assignments will be given separately.

TECHNOLOGY REQUIREMENTS

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A MyLeo email address that you check often (everyday)
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact me if you have any questions or to schedule an appointment. You will receive a midterm & end term progress reports in addition to weekly feedback on assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance Policy

Consistent, regularly scheduled practice and participation are essential to successful language learning. Therefore, in order to get the very best from this intensive English experience, **students are expected to attend all classes and to study in the library and the language laboratory regularly.** Missing more than 2-3 classes during a semester can affect a student’s progress in a course because learning is a developmental activity—each skill builds upon those previously learned.

A student’s failure to attend classes or laboratory sessions may result in **lower grades**, may cause **failure** in a course, may **lower exit test scores**, may **inhibit transfer to another school**, and may **cause dismissal from the Institute which, in turn, may cause loss of the student’s F-1 visa status.** Absences are reported to the Director; the campus immigration officer is also

informed of excessive absences. **A student with excessive unexcused absences will be a candidate for dismissal from the program.**

Tardy Policy

You will be counted tardy at 5 minutes after class begins & absent after 30 minutes. Five tardies will equal one absence. Being late to class is disrespectful to me as your instructor and to your classmates and will not be tolerated.

Class Room Participation

Participation in class, small group or partner discussions and activities is required in this class. Your native language may not be spoken in this class. This is an **English only** classroom.

Phones in the Classroom

No cell phone use during class. Check messages before or after class. Taking a call during class equals one tardy.

Technology in the Classroom

Only technology used for instructional purposes is allowed in the classroom. Please do not use your laptops, iPads, or translators in class.

Plagiarism

The use of someone else's work in your own work is not permitted. You may not have friends or relatives do your work for you. All written work and presentations must be your own original work that has not been used before in any class or taken from a book or the internet. If you plagiarized your work you will receive 0 points for the assignment and you will have to redo the assignment for partial credit only. If you plagiarize a second time you will not be allowed to redo the assignment. **Do not plagiarize in this class!**

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Ge Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

This is an intensive and rigorous English program. The assignments and course load in this class are non-negotiable.

COURSE OUTLINE / CALENDAR

Date	
Week one Introduction to course	Guidelines: Chapter 1, Strategies for Reading Critically, “Waiting in Line at the Drugstore”, Summarizing
Week two	Guidelines: Chapter 2, “My English”/ “Mother Tongue”/ “College” Freewriting and/or Looping, Citing Ideas/Quoting
Week three	Guidelines: Chapter 3, “Intercultural Communication Stumbling Blocks”/ “Social Time: The Heartbeat of Culture”, Paraphrasing, Exploring a topic/Focusing Ideas/Structuring the Essay
Week four	Guidelines: Rough Draft of Essay #1 due, Exchanging Feedback, Revising/Locating Errors
Week five	Guidelines: Revision of Essay #1 due, Chapter 4, “Teach Knowledge, Not ‘Mental Skills’”/“Grades and Self-Esteem”, Synthesizing
Week six	Guidelines: “Confusing Harder with Better”/ “The commencement Speech You’ll Never Hear”,
Week seven	Guidelines: Rough Draft of Essay #2 due, Exchanging Feedback, Revising/Locating Errors
Week eight Midterm	Guidelines: Revision of Essay #2 due, “Get in Line: The Extreme Shortage of ESL Classes”, Chapter 7, Selecting a research project, Library Research Tour
Week nine	Guidelines: Conducting Web-Based Research, Writing a Research Proposal, Research Proposal due, Exchanging Feedback
Week ten	Guidelines: Conducting Library Research, Evaluating Sources, Taking Notes on Research Sources
Week eleven	Guidelines: Writing a Progress Report, Progress Report due, Synthesizing, Focusing Ideas/Writing a Preliminary Outline

Week twelve	Guidelines: Structuring the Essay, Rough Draft of Essay #3 due, Exchanging Feedback, Revising/Locating Errors
Week thirteen	Guidelines: Oral Presentations of Research
Week fourteen	Guidelines: Revision of Essay #3 due, "Creativity in the Classroom"/ "The Art of Reading",
Week fifteen	Guidelines: In-Class Essay #4, Prepare Portfolio
Week sixteen	Finals Week Guidelines: Portfolio due, Writing final