



ENGLISH LANGUAGE INSTITUTE

ELI 315: Academic Reading/Writing
Course Syllabus: Spring 2016
Monday-Thursday, 9:00-11:00 a.m. or 1:00-3:00 p.m.
Hall of Languages (HL), Room 301

Linda Folden, MS

Office: Hall of Languages (HL), Room 214

Office Hours: By appointment before and after class

Email: Linda.Folden@tamuc.edu

Course Description:

R&W: The course is for intermediate ESL students. It 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.

Textbook and Materials:

- Longman Academic Reading Series 4 (by Robert Cohen and Judy L. Miller)
- Academic Writing for Graduate Students, 3rd Edition: Essential Tasks and Skills (Michigan Series in English for Academic & Professional Purposes) (by John M. Swales & Christine B. Feak)

*****Do not purchase used textbooks. The textbooks that the ELI requires are unused workbooks. Used books will not be helpful to your learning of English if your books already have the answers written in them!**

Technology Requirements:

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

Course Objectives for Reading/ Writing:

- Analyze an author’s point of view by making inferences.
- Determine meaning of increasingly complex passages by using contextual clues.
- Use background knowledge and linguistic and contextual clues to infer the meaning of unknown words.
- Draw general conclusions from specific details in a passage.-
- Write compositions with a clear introduction, supporting details, and conclusion.-
- Edit own and peers’ writing for grammatical form, word choice, spelling, mechanics, sentence variety and organization.
- Write summaries and paraphrases of reading passages.
- Take notes from full-length formal presentations using graphic organizers.

Student Learning Outcomes:

By the end of this class students will be able to:

- Use syntactic clues to interpret the meaning of complex sentences or new vocabulary. Find information by using reference tools, including online resources.
- Monitor comprehension and adjust reading strategy as measured by unit reading responses, reading tests, and quizzes.
- Understand writing process and method as measured by written essays, reading responses, and research paper.

Assignments and Tests:

This is a face-to-face course, in which you will attend class and submit all class work on time. There will be daily reading and writing activities along with group and individual projects. The syllabus is subject to change.

Preparation for the next class is strongly encouraged because the class will be conducted based on the assumption that students have prepared for the class. Moreover, students need to become accustomed to the habit of preparation because all university classes require reading books or papers before the class; professors anticipate that students bring up questions about topics.

Students are expected to be prepared for class by doing all assigned reading as well as weekly homework assignments to be completed outside of class. Homework must be turned in on-time. No late work will be accepted.

Assessment and Grading:

Reading & Writing

Assignments and Tests	Points
Weekly Quizzes/Assignments/Etc	100
Essays/MidTerm Exam	500
Participation	100
Daily Assignments/Book Report	100
Final Paper	100
Final Exam	100

This course uses 1,000 points as the total amount of points available. Based on the 1,000 point system, grades are computed as follows: A= 900-1000, B=800-899, C=700-799, D=600-699. Please remember you must have a “B” or better in your course to progress. A grade of “C” or below is failing.

Weekly Quizzes: Quizzes will include vocabulary, dictation, and identify speaking skills for specific situations.

Essays: Several essays will be assigned during the semester.

Mid Term Exam: The midterm exam will be comprehensive and will help you evaluate your progress in the course. It will also help you prepare for the very important final exam.

Participation: Participation is critical to success in this course. Students are expected to participate in class discussions as well as ask and answer questions. The participation grade also includes the work that is assigned in the textbook.

Additional Homework: Additional homework will be assigned at the discretion of the teacher.

Final Paper: A major Research Paper will be due at the end of the course. This paper will demonstrate the student’s ability to put into academic practice the skills they have mastered in the course.

Final Exam: The final exam will be comprehensive.

Additional Details about all assignments will be given in class

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:

Please remember that you are required to attend every class.

Program Progress

Earn a grade of “B” or better to progress to the next level.

Attendance Policy

A student must attend a minimum of 85% of all scheduled ELI classes in order to receive a Certificate of Participation from the English Language Institute. A student’s failure to attend class may result in lower grades, may cause failure of the 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.

Excused absences are defined as:

1. Personal illness. Return to class with a physician's note.
2. Participation in an institute-wide or university sponsored trip. Notification is to be given to the instructor before the day of absence.
3. Attendance at the funeral of an immediate family member.

If you have an "excused absence," you will be able to make up the course assignments you missed within one week of your return to class. It is your responsibility to meet with your instructor to determine the assignments missed. Failure to meet with the instructor regarding an excused absence may result in an "F" for that assignment. **Excused absences still count toward the 15% of classes you can miss.**

If you have an unexcused absence, you may not be permitted to make up assigned course work. An unexcused absence means missing class for any reason other than those mentioned above.

Attendance will impact your overall participation grade which is 15% of your grade for this class.

- **Three** absences will drop the participation grade by **one letter grade**.
- **Six** absences will drop the participation grade by **two letter grades**.

Tardy Policy

In American universities, it is customary for students to be seated in the classroom before the instructor enters. To be late, or tardy, to a class is not acceptable because a student entering class late interrupts the instructor and interferes with the learning of fellow students. Like all university students, ELI students are requested to be seated in the classroom at the beginning of the class hour.

Class begins at 1:00 pm, and arrival after 1:00 pm is considered a tardy. 20 minutes late to class is considered an absence. You will receive a 1 point deduction for being 5 minutes late and a 2 point deduction for being 10 or more minutes late on your daily participation grade. More than 20 minutes late counts as an absence, and all participation points are deducted for that day.

You may go to the restroom without informing the teacher, but if you do not return within 10 minutes, one tardy will be marked on your attendance; if you do not return within 20 minutes, you will receive an absence for the day.

Phones in the Classroom

No cellphone/smartphone use during class. Check messages before or after class. Taking a call or texting (which includes reading incoming texts) during class is a distraction, inappropriate and disrespectful. Use of cellphones in class will receive a 1 point deduction on your daily participation grade.

Technology in the Classroom

Only technology used for instructional purposes is allowed in the classroom. Using a dictionary or translator on a computer or a smartphone is NOT allowed during class. Electronic dictionaries are acceptable as long as they are not on a smart device.

Homework/Assignment Submission

Only submissions made by the due date/time are accepted. Assignments will be collected in class on the due date typed and printed. **No late work will be accepted without previous permission from the instructor.**

When you miss class for any reason, you are still responsible for information presented and assignments given in class. Due dates remain the same whether you are in class or not. Contact a fellow student and the teacher for missed assignments.

Make-ups

Do not miss class on test days. You will only be allowed to make up one test. Make up tests will be given on a designated day later in the semester. Full credit will be given.

Use of English

English is the language of instruction for the English Language Institute. Students are expected to use English only in the classrooms, hallways, and at all ELI functions. Please do not speak your native language during class because not everyone speaks your language. We have many languages represented in the ELI, and we do not want to exclude anyone. We need to speak the language we all have in common which is English. Speaking a language other than English during class will result in a 1 point deduction on your daily participation grade.

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

Gee Library 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.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*).

Academic Honesty Policy

Texas A&M University-Commerce and the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

Course Calendar (subject to change):

WEEK	Topic	Class	ASSIGNMENTS/TESTS
Week 1: January 21	Introductions Overview Sociology	Introduction to: classmates, syllabus, class expectations, and textbooks.	1. Write a brief paper about yourself, home country, family, chosen career field, etc. No sources required. 2. Task #9, page 15 Due: Week 2, Day 3 (January 27)
Week 2 January 25 -28	Unit 1: W: An Approach to Academic Writing	<ul style="list-style-type: none"> - Audience - Purpose and Strategy - Organization - Style - Flow 	
	R: Unit 1: Sociology	Developing a paragraph: <ul style="list-style-type: none"> - Topic sentence - Supporting details - Concluding sentence Research paper: <ul style="list-style-type: none"> - Find your topic - Research proposal 1: Home and Travel 2: Homeless	Paper 1: 600 word essay. Topic: Why I have chosen _____ as my career field two sources required.. Audience for all five papers: Professors and students who are interested in your chosen field.
Week 3 February 1-4	W: Unit 1& 2: Writing General-Specific Texts	<ul style="list-style-type: none"> - Unit 1: - Presentation - Positioning How to Write a Research Proposal	Paper 1 Due Week 4 Day 1 (Feb 8).
		<ul style="list-style-type: none"> - Unit 2: - Sentence definitions - Extended definitions 	
	R: Unit 1&2: History	Contrastive Definitions Comparative Definitions 3: Helping and Hating the Homeless 1: The Robber Barons	Research proposal due! Week 4 Day 4 (Feb 11)
Week 4	W: Unit 2& 3:	Unit 2:	Paper #2: Find a quote

February 8-11	Problem, Process, and Solution	<ul style="list-style-type: none"> Generalization 	that is relevant to your chosen field. Explain the meaning, state your opinion, and support or disclaim the quote using other sources. 600 words and two sources required.
		Unit 3: <ul style="list-style-type: none"> The Structure of Problem-Solution Texts Problem Statements 	
	R: Unit 2 History	2: The politics of Progressivism 3: Message to Wall Street	
Week 5 February 15-18	W: Unit 3	Procedures and Processes <ul style="list-style-type: none"> Language Focus 	Paper #2 due. 600 words and two sources required. Due: Week 6 Day 2 (Feb 23)
	R: Unit 2	- How to write an annotated bibliography. - Library visit: One-day class with a librarian about how to research data	
	R: Unit 3: Film Studies	1: One Hundred Years of Cinema 2: A Conversation with Leo Tolstoy on Film	Annotated bibliography: More information will be given regarding this assignment.
Week 6 February 22-25	W: Unit 4: Data Commentary	-Strength of Claim -Structure of Data Commentary -Location Element Summaries <ul style="list-style-type: none"> Language focus -Highlighting Statements	Paper #3: Describe and explain one current controversy in your chosen field. Present evidence for both sides of the controversy and state your opinion backing it up with good reasoning. 600 words and three sources (one of which must be scholarly) required.
	R: Unit 3 & 4:	3: An interview with James Cameron	

	Media Studies	1 Mind Control and the Internet 2: The Positive Effects of Social Networking Sites	
Week 7 February 29-March 3	W: Unit 4	- Qualification and Strength of Claim - Organization - Concluding a Commentary - Dealing with Graphs -Dealing with Chronological Data	Paper #3 Due Week 8, Day 2 (March 8)
	R: Unit 4	3: The Use of Social Media in the Arab Spring	Book review: More information to follow.
Week 8 March 7 - 10	W: APA style manual workshops	Thesis Statement Paragraphs: Mini thesis Statement Body Conclusion	Preparation materials for exam
	R: Unit 5 Neuroscience	1. In Search of Memory 2. The Brain and Human Memory	
Spring Break March 14- 18			
Week 9 March 21-24 Review & Mid-term	W: Unit 5: Writing Summaries R: 6: Zoology	Writing an Assignment Summary - Language focus Some Notes on plagiarism 3: Music and the Brain 1: Bridges to Human Language 2: Speaking to the Relatives	Mid-Term exam

<p>Week 10 March 28-31</p>	<p>W: Unit 5&6: Writing Critique</p> <p>R: Unit 6&7: Political Science</p>	<ul style="list-style-type: none"> - Comparative Summaries - Requirement for Writing Critiques - Critical Reading - Writing Critiques - Reaction papers <p>3: Language and Morality 1: The Morals of the Prince</p>	<p>Paper #4: This will be a problem/solution paper about a problem within your field with which you are familiar. 900 words and 3 (2 of which must be scholarly) sources are required.</p>
<p>Week 11 April 4-7</p>	<p>W: Unit 6&7: Constructing a Research Paper I</p> <p>R: Unit 7&8: Psychology</p>	<ul style="list-style-type: none"> - Reviews - A Final Look at the ESL literature - Overview of the Research Paper - Methods - Writing Up a Methods Section - Methods Sections across Disciplines <p>2: The Declaration of Independence 3: Two Cheers for Democracy</p> <p>1: Civilization and Its Discontents</p>	<p>Paper #4 Due: Week 11: Day 2 (April 5)</p>
<p>Week 12 April 11-14</p>	<p>W: Unit 7&8: Constructing a Research paper II</p> <p>R: Unit 8&9: Ethics</p>	<ul style="list-style-type: none"> - Results - Commentary in Results Sections - Introduction Sections - Creating a Research Space - Reviewing the Literature <p>2: Reflections on Natural History 3: Neuroscientist Uncovers a Dark Secret 1: The Ghosts of Mrs. Gandhi</p>	<p>Annotated Bibliography Due Week 12, Day 2 (April 12)</p> <p>Paper #5: Find at least three people who have been instrumental in your chosen field. Provide valuable background, how they improved/pioneered, etc your chosen area. Include your opinions and other relevant opinions. 900 words and 3 sources.</p>

Week 13 April 18-21	W: Unit 8 R: Unit 9&10: Women's Studies	- Variation in Reviewing the Literature - Move2 – Establishing a Niche - Occupying the Niche - Completing an Introduction 2: Denmark in World War II 3: Three Ways to Meet Oppression 1: The Declaration of Sentiments (1848)	Paper # 5 Due: Week 13, Day 2 (April 19) Synthesize: Combine your 5 papers: organize, construct, rewrite, introduce new thoughts, redesign, throw out, add in. Use the papers as the basis for your final academic research paper.
Week 14 April 25-28	W: Unit 8 R: Unit 10	- Discussion Sections - Opening a Discussion Section - Limitations in Discussions - Cycles of Moves - Acknowledgments - Titles - Abstracts 2: Speech on Women's Rights (1888) 3: The Day the Women Got the Vote	Continue to work on your Research Paper. Minimum of ten pages and ten sources (eight of which must be scholarly) are required.
Week 15 May 2-5	Research paper and other important information	Appendixes - Articles in Academic Writing - Academic English and Latin Phrases - Electronic Mail	Book review Due: Week 15, Day 2 (May 3)
	Review		
May 5	Research Paper		-Final papers are due on Thursday
Week 16 May 9&10 Review& Finals		Final day for all classes is May 13 th .	Final Exam

** This calendar is likely to change in order to accommodate learning needs.

*New edition of the Writing book will be used therefore the titles of the units are subject to change.

* Reading: Students will need to do extra reading: side reading materials will depend on their research papers (articles, journals, books, online sources, etc.)

