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ENGLISH LANGUAGE INSTITUTE

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ELI 115/215: Academic Reading/Writing  
Course Syllabus: Spring 2016  
Monday-Thursday, 1:00-3:00 PM  
Hall of Languages (HL), Room 301

**Instructor: Julianne Hyatt**

Office: Hall of Languages (HL), Room 214

Office Hours: Tuesdays, 11:00 AM – 1:00 PM, or by appointment

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**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 emphasize sentence structure, paragraph organization, short essays, and the use of formal English grammar. This is an intermediate-level course with placement into the ELI by exam or by completion of the beginning level.

**Textbook and Materials:**

Zwier, L., & Snow, M. (2011). *Q: Skills for Success 3: Reading and Writing*. Oxford: Oxford University Press.

ISBN-13: 978-0194756242

ISBN-10: 0194756246

**\*\*\*Do not purchase used textbooks. The textbooks that the ELI requires are unused workbooks. You will not learn 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:**

**Reading/ Writing**

- Make inferences based on read passages.
- Determine meaning of increasingly complex passages by using contextual clues.
- Use background knowledge and contextual clues to infer the meaning of unknown words.
- Draw conclusions from specific details in a passage.
- Write compositions with repeated process of editing.
- Use formal English grammar.

**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 dictionary, and other sources 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**

<b>Assignments and Tests</b>	<b>PERCENTAGE OF GRADE</b>
Weekly Quizzes	20%
Mid-term exam	15%
Participation	15%
Daily Assignments	10%
Final Paper	20%
Final Exam	20%

This course uses 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 of “C” or below is failing.

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

**Mid-term exam:** Mid-term exam will be comprehensive

**Participation:** Participation is critical to success in this course. Students are expected to participate in class discussions as well as ask and answer questions.

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

**Final Exam:** The final exam will be comprehensive.

\*\*\*Additional Details about all assignments will be given in class\*\*\*

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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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 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.**

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](mailto: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
Weeks 1 & 2 Jan 25 - Feb 4	Week 1: January 21	<b>Introduction: classmates, ice-breaker, syllabus, Plagiarism, Research paper &amp; essay writing, and textbooks.</b>	
Intro & Unit 1	<b>Unit 1: Q: How do you make a good first impression?  GW:Unit 1: Introduction to paragraphs</b>	<ul style="list-style-type: none"> <li>- What is a main idea?</li> <li>- How to find main ideas?</li> <li>- What is a thesis statement?</li> <li>- How to write a thesis statement?</li> <li>- Possible research topics</li> </ul>	
	<b>GW: Activity 1-5</b>	Developing a paragraph: <ul style="list-style-type: none"> <li>- Topic sentence</li> <li>- Supporting details</li> <li>- Concluding sentence</li> </ul> Research paper: <ul style="list-style-type: none"> <li>- Find your topic</li> <li>- Research proposal</li> </ul>	<b>Choose your Research topic and brainstorm your ideas for research proposal.</b>
Week 3 February 8-11 Unit 1&2	<b>Unit 1&amp; 2: R&amp;W: What makes food taste good?</b>	Grammar: <ul style="list-style-type: none"> <li>- Real conditionals: present and future</li> </ul> Research: <ul style="list-style-type: none"> <li>- How to research?</li> <li>- Practice researching</li> </ul>	
	<b>GW: Activity 6,9,11,13 Supporting sentences</b>	Previewing a text Context clues Placement of adjectives <ul style="list-style-type: none"> <li>- Finding main argument (using context clues)</li> </ul>	
	<b>GW: Activity 18, 20, 21, 22</b>	Writing: <ul style="list-style-type: none"> <li>- Descriptive paragraphs</li> </ul> Taking notes: <ul style="list-style-type: none"> <li>- How to take notes?</li> <li>- Take notes on your</li> </ul>	<b>Research proposal due!</b>

		resource	
Week 4 February 15-18  Unit 3	<b>Unit 2&amp; 3: Q: What does it take to be successful?</b>  <b>GW: Unit 2: Five elements of good writing</b>	Reading: - Scanning Citation: - What is citation? - How do we cite? - APA format - Cite your sources	
		Vocabulary skill: - Collocations Organizing an opinion paragraph Research: - Gathering information - Finding main idea and supporting details from the resource	
		Grammar: - Subject-verb agreement Research paper: - What is annotation? - Annotate your resource	
Week 5 February 22-25  Unit 4	<b>Unit 3 &amp; 4: R&amp;W: How has technology affected your life?</b>	Reading skill: - Techniques of taking notes Continue with the annotation - Format, citation	
		Vocabulary Skill: - Synonyms Writing Skill: - Writing a summary	
		Grammar: - Parallel structure Writing: - Write a summary: “How has technology affected your life?”	<b>Annotated bibliography: 1<sup>st</sup> paper due</b>
Week 6 February	<b>Unit 4&amp; 5: R&amp;W: Why do people help each</b>	Continue with Unit 4	

29 – March 4	<b>other?</b>	Continue with Unit 4	
Unit 5		Discussion: research paper Format, more research, organize, and etc.	
		Writing assignment:	
Week 7 March 7- 10	<b>Unit 5&amp; 6: R&amp;W: Does advertising help or harm us?</b>	Unit 5: introduction Vocabulary Reading Skill: Using a graphic organizer	
Unit 6		Vocabulary Skill: Phrasal verbs Writing Skill: Stating reasons and giving examples Grammar: Gerunds and Infinitives	
	<b>Week 8 Spring Break!!!!</b>	Introduction to Unit 6 Reading, Vocabulary  <b>No classes!!</b>	
Week 9 March 21-24	<b>Unit 6</b>	<b>Reading skill:</b> Distinguishing facts from opinions <b>Vocabulary Skill:</b> Suffix <b>Writing Skill:</b> Writing a letter to the editor <b>Grammar:</b> Compound Sentences	<b>Mid-Term exam</b>
Review & Mid-term		Review for mid-term exam	
Week 10 March 28-31	<b>Unit 6&amp;7: R&amp;W: Why do people take risks?</b>	Introduction to Unit 7  Reading, Vocabulary exercises  Reading skill: Using referents to understand contrast	
Unit 7			



		<p>Vocabulary Skill: Using dictionary</p> <p>Researching, and visiting writing center for the 2<sup>nd</sup> paper.</p>	
<p>Week 11</p> <p>April 4-7</p> <p>Unit 8</p>	<p><b>Unit 7&amp;8:</b>  <b>R&amp;W: How can we make cities better places to live?</b></p>	<p>Writing Skill: Writing narrative essay</p> <p>Grammar: Shifts between past and present</p> <p>Introduction to Unit 8</p> <p>Reading, Vocabulary Exercises</p> <p>Reading Skill: Making inferences</p>	<p><b>2<sup>nd</sup> paper due</b></p>
<p>Week 12</p> <p>April 11-14</p> <p>Unit 9</p>	<p><b>Unit 8&amp; 9:</b>  <b>R&amp;W: How can a small amount of money make a big difference?</b></p>	<p>Vocabulary Skill: Participles as adjectives</p> <p>Writing Skill: Writing a problem/solution essay; thesis statement</p> <p>Grammar: Passive voice</p> <p>Writing problem/solution essay</p>	
<p>Week 13</p> <p>April 18-21</p> <p>Unit 10</p>	<p><b>Unit 9&amp; 10:</b>  <b>R&amp;W: Do people communicate better now than in the past?</b></p>	<p>Introduction to Unit 9</p> <p>Reading, Vocabulary exercises</p> <p>Reading Skill: Using a timeline</p> <p>Vocabulary Skill: Collocations with nouns</p> <p>Writing Skill: Writing a cause/effect essay</p>	
<p>Week 14</p> <p>April 25-28</p>	<p><b>Unit 10</b></p>	<p>Grammar: Complex sentences</p> <p>Writing cause/effect essay</p> <p>Introduction to unit 10</p>	

Week 15 May 2-5	<b>Research paper &amp; Catch-up</b>	Reading, vocabulary exercises  Reading Skill: Identifying the author's purpose, audience, and tone  Vocabulary Skill: Using the dictionary – Prefix  Writing Skill: Writing an opinion essay with a counterargument  Grammar: Sentence fragments	
	<b>Research paper &amp; Catch-up</b>	Write an opinion essay with a counterargument.  Continue working on the research paper.	
	<b>Review</b>		<b>Final papers are due by Thursday</b>
Week 16 May 9&10 Review & Finals		Final Paper	<b>Final Exam</b>

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

**Helpful websites:**

Citations: <http://www.citationmachine.net/>

Formatting: <https://owl.english.purdue.edu>

Grammar: <http://www.grammarly.com> (or on Facebook for grammar trivia)

Current Events: <http://www.breakingnewsenglish.com/>

Research: <http://www.tamuc.edu/library/> (Finding Information → Easy Search)