



ENGLISH LANGUAGE INSTITUTE

ELI 115: Academic Reading/Writing
Course Syllabus: Summer 2016
Monday-Thursday 1:00-4:00 p.m.
Hall of Languages (HL), Room 301

Instructor: Linda Folden

Office: Hall of Languages (HL), Room 214

Office Hours: By appointment before and after class

Email: Linda.Folden@tamuc.edu

Course Description:

This course is for Beginner ESL students. The course will concentrate on developing academic writing skills through authentic readings and process writing approach.

Textbook and Materials:

- Q: Skills for Success 1

*****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:

Reading/ Writing

- To improve general reading writing skills.
- To monitor comprehension and adjust reading strategy.
- Determine the purpose for reading.
- Determine the purpose for writing.

- Select writing strategy for appropriate purpose.
- Understand writing process and method.
- Monitor development of composition, including grammar, usage, punctuation, and style.

Student Learning Outcomes:

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

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

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
Assignments	100
Mid-term exam	100
Participation	100
Essays	500
Final Paper	100
Final Exam	100

This course uses 1,000 points as the total amount available. Based on the 1,000 point system, grades are computed as follows: 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 Paper: A final paper of two pages and two sources (both of which must be scholarly) is required for this 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 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 9:00 am, and arrival after 9:00 am 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

[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 June 6 Intro & Unit 1		Introduction to: classmates, ice-breaker, syllabus, Plagiarism, Research paper & essay writing, and Presentation (L&S), textbooks.	Write a brief paper about a global topic that is of interest to you. 100 word paragraph. Topic: _____ is a major issue for many countries around the world. This is an introductory paper and no sources are required. You are simply introducing your audience to the topic.
	Unit 1: Q: How did you get your name?	- Introduction to Unit 1 Reading: Scanning for information Vocabulary: Using the dictionary Writing: Capitalizing proper nouns Grammar: Simple present	Paper #1 Due: Week 1 Day 3 (June 8) Brainstorm research topic and ideas for proposal. Topics may include such things as: global warming, loss of nuclear family, war, famine, Climate change, new energy opportunities, etc. You may choose your own topic but it must be approved
Week 2 June 13 Unit 1 & 2	Unit 1 & 2: R&W: What is a good job?	- Writing: Write about a name that you like, giving information about the name. - Introduction to Unit 2 Reading: Previewing a text Vocabulary: Word forms Writing: Writing complete sentences Grammar: Verbs + infinitives (<i>like, want, and need</i>)	Audience for all papers: Professors and college students who may have some knowledge of your topic.

Unit 3	Unit 2& 3: Q: Why do people immigrate to other countries?	<p>- Writing: Describe the duties of the job you want and give reasons that it is a good job for you.</p> <p>- Introduction to Unit 3</p> <p>Reading: Skimming for the main idea Vocabulary: Word roots Writing: Connecting sentences with <i>and</i> and <i>but</i> Grammar: <i>There is/ there are</i> and <i>there was/ there were</i></p>	<p>Paper #2: Find a quote that is relevant to your chosen topic. Explain the meaning, state your opinion of the quote, and support or disclaim the quote using other sources. 100 words and one source are required.</p> <p>Paper #2: 100 words, two sources Due: Week 2 Day 2 (June 14)</p>
Week 3 June 20 Unit 4	Unit 3 & 4: R&W: What are the benefits of positive thinking?	<p>- Writing: Explains how a place changed because of international immigration or culture</p> <p>- Introduction to Unit 4</p> <p>Reading: Making inferences Vocabulary: Phrasal verbs Writing: Using time order words to write a story Grammar: Simple past</p>	<p>Paper #3: Describe and explain one current controversy within your topic. This can be something like disagreements as to whether this is actually a problem, how to solve the issue, etc. Present evidence for both sides of the controversy and state our opinion backing it up with good reasoning. 200 words and one sources (which must be scholarly) required. Paper #3 due: Week 3 Day 2 (June 21)</p>
Week 4 June 27 Unit 5	Unit 4& 5: R&W: Why is vacation important?	<p>- Writing: Write about a time when you or someone you know changed a situation with positive thinking.</p>	<p>Annotated bibliography: 2 sources 50 words annotation for each source</p>

		<ul style="list-style-type: none"> - Introduction to Unit 5 <p>Reading: Reading charts, graphs, and tables Vocabulary: Compound nouns Writing: Using correct paragraph structure Grammar: Sentences with <i>because</i></p>	<p>APA style Due Week 4, Day 2 (June 28)</p> <p>Mid-Term Exam</p>
<p>Week 5 July 5 Unit 6</p>	<p>Unit 5& 6: R&W: What makes you laugh?</p> <p>Mid-Term</p>	<ul style="list-style-type: none"> - Writing: Write a paragraph explaining how much vacation time you need. - Introduction to Unit 6 <p>Reading: Identifying the topic sentence in a paragraph Vocabulary: Using the dictionary Grammar: Sentences with <i>when</i> Writing: Writing a topic sentence</p>	<p>Paper #4: This is a problem/solution paper about problems within your topic. This may be media attention, incorrect reporting of the issues, etc. Problems have to do more with the issue itself whereas controversies had more to do with people. You will also postulate a solution. 300 words and 1 source (which must be scholarly) are required.</p>
			<p>Paper #4 Due: Week 5 Day 2 (July 6)</p>
<p>Week 6 July 11 Unit 7</p>	<p>Unit 6&7: R&W: Hoe does music make you feel?</p>	<ul style="list-style-type: none"> - Writing: Explain what makes you or someone you know laugh. - Introduction to Unit 7 <p>Reading: Identifying supporting sentences and details Vocabulary: The prefix <i>un-</i> Grammar: Prepositions of location</p>	<p>Paper #5: Find at least three people who have been instrumental in your topic area. Provide background, how they are involved in the topic, how they improved/pioneered, etc. your chosen topic. Include your opinions and other relevant opinions. 300 words and 1 source are</p>

		<p>Writing: Writing supporting sentences and details</p>	required.
Unit 8	Unit 7&8: R&W: Is it ever OK to lie?	<p>- Writing: Identify what type of music you like, where you listen to it, and how it makes you feel</p> <p>- Introduction to Unit 8</p> <p>Reading: Identifying pronoun referents Vocabulary: Collocations Writing: Writing concluding sentences Grammar: Infinitives of purpose</p>	Paper #5 Due: Week 6, Day 2 (July 13)
Week 7 July 18 Unit 9	Unit 8& 9: R&W: How are children and adults different?	<p>- Writing: Write a paragraph that explains your opinion about whether or not it is OK to lie in an online forum.</p> <p>- Introduction to Unit 9</p> <p>Reading: Making the margins Vocabulary: Using the dictionary</p>	Synthesize: Combine your five papers: Organize, construct, rewrite, introduce new thoughts, redesign, throw out, add in. Use the papers as the basis for your final academic research paper. Write transitional sentences to transition from one subject to the next. APA Heading Level 1
Week 8 July 25 Unit 10	Unit 9& 10: R&W: What are you afraid of?	<p>Grammar: Clauses with <i>after</i> and <i>after that</i> Writing: Making a timeline to plan your writing</p> <p>- Writing: Describe events in your life that made you feel like an adult.</p> <p>- Introduction to Unit 10</p>	

		<p>Reading: Identifying facts and opinions Vocabulary: Word families</p>	
	Unit 10	<p>Writing: Contrasting ideas with <i>however</i> Grammar: Comparative adjectives</p> <p>- Writing: Describe an unreasonable fear and explain how it can be avoided.</p>	
	Research paper & Catch-up	Review	
Review & Finals		Final Paper	Final Exam

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