# CIEP IC English Syllabus

## CIEP Mission Statement: The primary mission of the UNI Culture and Intensive English Program (CIEP) is to provide English language learners with high quality, intensive English instruction, as well as academic cultural orientation in preparation for study at the University of Northern Iowa or other institutions of higher learning.

### CIEP Website: [www.uni.edu/ciep](http://www.uni.edu/ciep)

## Instructor

Name:

Office Location:

Office Phone Number:

Email:

## Course Information

* Term:
* Classroom Location:
* Class Time:
* Office Hours:

## Culture Lab Information

* Lab Time:
* Locations:
* Lab Leaders:
* Lab Leader Email:

## Course Goal:

Students will develop their competence in reading short simplified and highly modified texts. In addition, students will comprehend basic elements of a talk and develop basic listening skills with correct pronunciation and writing skills on a sentence level, and progress from writing and organizing unified sentences to simple paragraphs in different rhetorical styles.

## Course Description:

Students will interact with short reading passages and lectures or talks with a variety of strategies that utilize basic critical thinking and metacognitive skills to interact with course content. Students will develop basic listening skills and produce simple everyday conversations. They will also develop basic pronunciation, intonation and word stress patterns. They will take part in small group or academic discussions related to the content and give short presentations. Third, students will develop writing on a sentence level and produce a series of simple sentences using newly learned vocabulary and grammar, appropriate spelling and basic mechanics /formatting rules. Students will practice the process approach to writing paragraphs using proper mechanics and formatting organized around a topic sentence with a controlling idea, and increase fluency through weekly journal assignments.

## Course Schedule:

CIEP Tutorial (CIEP IC) is **NOT** an 8-week course. Students in CIEP I learn many important language skills. At the end of every 8 weeks, instructors will decide if students are ready to attempt the CIEP II Entrance Exam. If students pass the Entrance Exam, they continue to CIEP II. If they do not pass this exam, they must remain in CIEP I and repeat the course with new curriculum and materials. **Students stay in CIEP I until they pass the Entrance Exam to CIEP II.** Students are still graded on their performance in CIEP I in order to track their progress.

## Lab Description:

Students must attend the CIEP lab for one hour each day. This is a required period for students to gain extra help with assignments, take extended tests or quizzes, work on assignments, and engage in cultural activities. Students must bring their textbooks and other class materials to lab. Lab classes are conducted from the first day of CIEP classes until the days of final exams; CIEP labs are not conducted on the last two days of the session on final exam days. The lab instructor is a different leader, not the classroom teacher. The role of the lab leader is to support students in meeting Student Learning Outcomes.

## Course Textbook:

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1. Reflect: Listening & Speaking 1 ISBN: 978-0357449110

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1. Reflect: Reading & Writing 1 ISBN: 978-0357448489



1. Grammar Explorer 1 ISBN: 978-1111350192

There are 3 options to purchase textbooks:

* **Online Retailer:** Use the textbook’s ISBN number, author, and title to search for the textbook online.
* **The UNI Bookstore:** Go to the bookstore at 1009 West 23rd Street and look for the CIEP section on the top floor. Find the textbooks in the CIEP IC Section.

## Grading System

* Weekly Skills Practice
	+ 5% logs
	+ 5% journals
	+ 5% lab tasks
* Skills Check
	+ 5% informal (short) presentations/discussions
	+ 20% skills quizzes
	+ 10% graphic organizers (notes)
* Integrated Assessments (e.g. tests, written drafts, formal presentations)
	+ 10% formal presentations/discussions
	+ 15% written drafts
	+ 25% tests

## Grading Scale

### What is passing?

An average of 73% (C) or higher in a course indicates that the student has made satisfactory progress and has met most learning outcomes. The student passes to the next level of instruction.

* A = 93-100%
* A- = 90-92%
* B+ = 87-89%
* B = 83-86%
* B- 80-82%
* C+ = 77-79%
* C = 73-76%

### What is failing?

An average of 72% (C-) or lower indicates that the student has neither made satisfactory progress nor met the learning outcomes. As a result, the student is not permitted to advance to the next level of instruction.

* C- = 70-72%
* D+ = 67-69%
* D = 63-66%
* D- = 60-62%
* F = 59% and below

## Class Policies

### Attendance Policy

100% attendance is mandatory for both lecture class and lab class. It is your (the student’s) responsibility to maintain your attendance and manage your time. If students do not attend class regularly, they risk being put on probation or being dismissed from the program.

Attendance is recorded in hours. If you arrive late 1 to 15 minutes to the lab or class after the start of the hour, you are marked as tardy. Any student who arrives more than 15 minutes late to a class is marked as absent for the hour. Three tardies is the same as one hour of absence. It is rare to have an excused absence. Most often, students who do not attend classes or labs are counted as absent. You must make travel plans and appointments outside of class time in order to avoid absences.

Please read the details about the CIEP Attendance Policy in the CIEP Handbook at [www.uni.edu/ciep/students/handbook](http://www.uni.edu/ciep/students/handbook).

CIEP classes may be hybrid, which means that there may be a face-to-face and online component for the same course. During Zoom meetings for lectures and labs, attendance will be taken every hour. Students are counted “present” if you have your camera on and are participating in class. If students do not turn on their cameras or participate in class, they are counted “absent” for the hour.

### Policy for Late and Make-up Work

The CIEP is an intensive English language program, and it is important that students keep up in their studies by being prepared. Therefore, it is the student’s responsibility to complete tests, quizzes, and other evaluations on the day they are administered. It is the student’s responsibility to turn in homework and projects on the day they are due. If you are absent, you are still responsible for the material covered in class. In addition, your teacher is neither obligated nor responsible to provide you a make-up test/quiz or accept and grade late homework. It is the teacher who decides the makeup policy for the class.

### Electronic Device Policy

CIEP does not allow the use of personal electronic devices during any quiz, test, final exam, or other testing situations without the permission of the teacher. Personal electronic devices include but are not limited to electronic dictionaries, computers, cell phones, smart phones, communication devices other than cell phones, etc. Students are required to put these in their bags or backpacks during exams. If you use an electronic device during an exam without the permission of the teacher, this is considered an act of cheating, and you are subject to the same penalties as described in the cheating policy (See CIEP Student Handbook). Cheating and plagiarism are considered serious offenses in both the CIEP and UNI and result in severe penalties.

For general classroom use, the CIEP follows the electronic devices policy established and approved by the University. This policy states that every instructor at the University of Northern Iowa has the authority to restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. It prohibits the use of electronic devices for recording, videotaping, photographing instructors or classmates in the classroom without previous authorization. The university policy on personal electronic devices in the classroom can be found at <http://www.uni.edu/policies/317>.

If a student does not follow the UNI CIEP electronic device policy while in the classroom, the student can be immediately dismissed from the classroom and the student’s absence will be recorded. If a student violates the policy for the second time, they will be subject to discipline as defined by the student conduct code procedures. This could include (but is not limited to) a warning to the student, a charge filed against the student, loss of specified privileges, or delayed registration. The student conduct code disciplinary actions can be found at <http://www.uni.edu/policies/302>.

### Weather Accommodations

If UNI declares classes are canceled due to unsafe weather conditions, classes may be moved online. In this event, it is important that you check your UNI email for updates from your instructors.

### Technical Support

Part of the mission of the CIEP is to prepare you for the demands of academic learning, and that means you must learn to use eLearning to find and submit assignments. You are responsible for your eLearning account. All assignments are due on or before the deadline. If you have problems with eLearning (password, uploading an assignment, etc.), it is your responsibility to contact Technology Services (ITS) for help and support. Visit <https://it.uni.edu/service-desk> for help (on the web, by phone, in person, or by chat).

## University Policies

### Free Speech

As per the Board of Regents for the State of Iowa, the Syllabus Free Speech Statement will be reviewed at the beginning of each course. (Approved by UNI Faculty Senate: April 26, 2021). The University of Northern Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We encourage the free and responsible exchange of diverse ideas on our campus. The University is committed to open inquiry and the spirited and thoughtful debate of such ideas.

### Office of Compliance and Equity Management: Non-discrimination in Employment or Education

Content in this class has the potential to be disturbing to some individuals based on life experiences. If you ever feel the need to step out of the classroom or decline participation in an activity, please request an alternative learning experience.

UNI Policy 13.02 Discrimination, Harassment, and Sexual Misconduct states, “The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation.” The policy outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or Title IX Deputy Coordinator.

 Title IX Officer: Leah Gutknecht

 Assistant to the President for Compliance and Equity Management

 Phone: 319-273-2846

 Email: leah.gutknecht@uni.edu

If you or someone you know has been harassed or assaulted, you can find the appropriate resources at safety.uni.edu and equity.uni.edu. Resources that provide free, confidential counseling are also detailed at safety.uni.edu. For additional information, contact the Office of Compliance and Equity Management, 117 Gilchrist Hall, 319-273-2846, equity@uni.edu.

### Student Accessibility Services

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. Students with disabilities experiencing a barrier to access should connect with Student Accessibility Services (SAS) to request accommodations. For more information about the accommodation process, please contact SAS at 319-273-2677 Relay 711, accessibilityservices@uni.edu, or Gilchrist 118. Additional information is also available at sas.uni.edu. Visit <https://provost.uni.edu/syllabus-statements> for the latest information.

### Academic Coaching

The Office of International Engagement (OIE) offers opportunities for all UNI students to engage in global exchange and academic success. For international and English learning students, the OIE offers free walk-in coaching. Topics include advanced language support in grammar, reading, and pronunciation, as well as citations and research skills, listening and lecture note-taking, and intercultural communication. Walk-in hours are updated every semester and can be found at <https://internationalengagement.uni.edu/academic-coaching-schedule>.

## CIEP IC Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy:

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| **Skill Area** | **Student Learning Outcomes** |
| **Critical Thinking** | 1. Identify true or false statements in relation to a text or short listening task.
2. Identify main ideas (with a topic and controlling idea), supporting sentences, and supporting details of a text or short recorded listening task, or best comprehensive summary of a paragraph.
3. Locate basic concepts in a text, conversation or a short talk to answer wh- questions.
4. Relate personal experiences and ideas, and express very simple opinions and ideas related to class content.
5. Respond to prompts using graphic organizers from a text, conversation or short talk as a reference.
6. Identify the parts of a story.
7. Identify information on a chart which is based upon a text.
8. Locate identifiers for vocabulary understanding and pronoun references in a text.
9. Retell the events in a text, short talk or conversation.
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| **Note Taking** | 1. Apply listening strategies to demonstrate comprehension, identify and write missing words in a short conversation or listening task using correct spelling, consisting of simple and slow speech about everyday topics.
2. Interpret and complete simple graphic organizers using information from the text.
3. Organize main ideas, support, and details onto a highly modified graphic organizer by topic, sequentially, and/or chronologically.
4. Copy noun and/or verb phrases from a text onto a highly modified graphic organizer.
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| **Vocabulary** | 1. Identify parts of a word entry in a highly modified learner’s dictionary.
2. Identify, modify, or create sentences from a vocabulary list based upon its definition.
3. Select or apply level-appropriate academic vocabulary by recalling and recognizing definitions and spelling of new vocabulary to complete or construct original sentences and questions.
4. Select and apply appropriately spelled vocabulary words from a text appropriate for the assignment.
5. Relate vocabulary to visual representations.
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| **Speaking** | 1. Apply phonics and word analysis by sounding out and identifying target sight vocabulary and whole numbers. (Suggested: Articulate and write numbers 1-100,000.)
2. Respond to a variety of prompts in an interview/conversation using simple sentences and high frequency vocabulary and a variety of language functions, including daily functions of living, social conversation, giving personal information.
3. Demonstrate proficiency in unscripted public speaking with or without notes in a short, original conversation or academic presentation by using appropriate body language, visuals, grammar, notes, vocabulary, and present and past tenses.
4. Speak with intelligible pronunciation of vocabulary utilizing… correct consonants, vowels, word stress, reductions and final -s and -es endings.
5. Use, respond to and write many common reductions and contractions.
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| **Writing** | 1. Write more fluently by completing journals that increase in length and complexity (from 8 to 10 word-processed lines by the end of the course, or 114-170 words).
2. Produce a series of simple, unified sentences about personal information, on a specific topic, and about a picture (in preparation for writing a paragraph).
3. Write a unified paragraph organized around a clear topic with a simple topic sentence and details/examples to support the topic sentence in several rhetorical styles.
4. Write multiple drafts to generate a successful text.
5. Edit or recognize complete simple sentences for fragment, spelling, capitalization, or punctuation errors.
6. Use correct and accepted conventions of formatting in hand-written and word-processed texts.
7. Use grammatical structures at the level of instruction appropriate to the rhetorical style of the writing assignment.
8. Identify, produce, and/or correct simple original sentences using the following grammar structures
* irregular verbs BE and HAVE in all their forms
* demonstrative adjectives, adjective modifiers, and descriptive adjectives
* *very* and *too*
* subject pronouns, object pronouns, and possessive adjectives
* conjunctions: *and* and *but*
* simple present in all of its forms
* imperative verbs
* present progressive in all of its forms
* non-action verbs
* singular and plural nouns
* articles: the, a, an, or **∅**
* quantity expressions (*How much*…? *How many*…? *a lot*, *a few*, *a little*)
* frequency adverbs
* prepositions of time and place
* *there is* and *there are*
* simple past with BE in all of its forms
* simple past statements with regular verbs
* modal: CAN for ability
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## Additional Class Information

(add your personal class information here)