# CIEP V Advanced Academic 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:
* Final Exam:

## Culture Lab Information

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

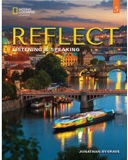
**Course Goal:** Students will comprehend and freely annotate academic lectures and slightly adapted academic texts while also refining academic speaking skills. Students will advance their writing, critical thinking, and research skills through essays in different rhetorical styles and summaries of academic texts.

**Course Description:** Students will utilize a variety of critical thinking and metacognitive skills to interact with course content. They will practice and utilize a variety of note-taking techniques through listening and taking notes to somewhat modified or unmodified authentic academic lectures, talks, and texts. They will take part in small group or class academic discussions related to the lectures and give short, unscripted academic presentations using notes, alone and in groups, live or recorded. They will also engage in pronunciation activities at home and in class and appropriately utilize new vocabulary learned in class in speaking and in writing. Students will employ the process approach to practice writing essays integrating proper mechanics and formatting along with a more refined funnel introduction with a thesis, supporting body paragraphs, a unified concluding paragraph, and properly-cited outside sources. Students will also practice writing summaries of researched academic articles, improve critical thinking skills by developing and supporting arguments and opinions, and expand fluency through weekly journals.

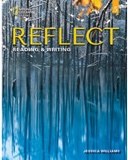
**Lab Description:** Students must attend the CIEP lab for one hour each day. This is a required period for students to gain extra help with assignments, take extended tests or quizzes, work on assignments, and engage in cultural activities. Students must bring their textbooks and other class materials 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 teacher, not the classroom teacher. The role of the lab instructor is to support students in meeting Student Learning Outcomes.

**Course Textbooks:**

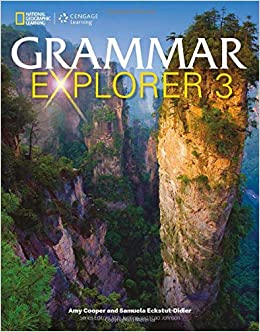
You will need to buy 3 textbooks for this course:

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1. Reflect: Listening & Speaking 5 ISBN: 978-0357449158

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1. Reflect: Reading & Writing 5 ISBN: 978-0357448526



1. Grammar Explorer 3 ISBN: 978-1111351113

There are 3 options to purchase textbooks:

1. **Online Retailer:** Use the textbook’s ISBN number, author, and title in order to search for the textbook online.
2. **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 V Advanced Section.
3. **Textbook Publisher Online:** <http://www.cengage.com/coursepages/Academic>.

## Grading System

* 15% Weekly Skills Practice (e.g. logs, journals, lab tasks)
* 25% Skills Check (e.g. short presentations, discussions, skills quizzes, notes, graphic organizers)
* 35% Integrated Assessments (e.g. tests, written drafts, formal presentations)
* 25% Final Exams

## 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](mailto: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](mailto: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](mailto: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 V 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. Debate or generate an inference based upon a text, academic article, or talk/lecture. 2. Analyze data from a table. 3. Evaluate point of view relating to concepts given in a text, academic article, or talk/lecture. 4. Identify a thesis of a text, academic article, or talk/lecture. 5. Paraphrase support to analyze concepts of a text, academic article, or talk/lecture. 6. Relate critical ideas to topic and main idea within a text, academic article, or talk/lecture and integrate real world issues and experiences. 7. Prove, justify, enumerate, list, summarize, analyze, evaluate, interpret, discuss, or criticize concepts in relation to an academic text or present solutions. |
| **Note Taking** | 1. Construct and/or revise notes identifying main ideas, supporting sentences and details, and conclusion of a text, academic article, or talk/lecture (7-15 minute authentic and diverse lectures in different modes). 2. Classify, construct, sketch, or label information in a tree diagram, chart, graph, tables of data, or diagram based upon a text, academic article, or talk/lecture. 3. Respond to prompts using notes from a text or lecture/talk as a reference. 4. Apply appropriate symbols and abbreviations of vocabulary words used in a text, academic article, or talk/lecture. |
| **Vocabulary** | 1. Select and apply appropriately spelled words from a text or lecture/talk. 2. Reproduce and apply word phrases appropriate to level. 3. Modify, identify, and use words with prefixes and suffixes. 4. Compare and contrast the meaning of words. |
| **Speaking** | 1. Participate effectively in academic small group and class discussions by utilizing a variety of speaking techniques for effective classroom interaction which will include (but not be limited to): negotiating responsibilities, seeking and giving help and clarification, and discussing class topics. 2. Demonstrate proficiency in unscripted academic public speaking (alone or to a group), using notes in a well-organized 5-7 minute academic presentation by using appropriate body language, visuals, grammar, phrases and transitions, notes, and vocabulary. 3. Speak with intelligible pronunciation of vocabulary utilizing correct thought groups, register, and tone. |
| **Research** | 1. Compile appropriate, reliable, vetted, and substantive research material related to assignment topic. 2. Conduct a search for library materials (e.g. peer reviewed journal articles, magazine articles, and books) using different browsers such as subject-specific electronic resources, the Rod Library online catalog UNISTAR, and general databases and choose sources that clearly support the writer’s arguments/opinion/point of view. 3. Integrate information from a variety of sources. |
| **Writing** | 1. Write more fluently by completing journals that increase in length and complexity (from 22 to 25 word-processed lines by the end of the course, or 418-476 words). 2. Formulate paraphrasing of main ideas and important supporting sentences to create a summary of a text, academic article, or lecture/talk and respond through reflection to the summary topic. 3. Write a multi-paragraph essay organized around a clear topic with an attention getting funnel introduction ending with a clear thesis statement with a controlling idea, body paragraphs that clearly support the thesis (includes a clear topic sentence that has a controlling idea for each paragraph, details and examples to support the topic sentence with appropriate transition signals and pronouns, and a conclusion sentence for the paragraph), and a conclusion paragraph (includes a transition signal, restatement and/or summary, and final thought and/or implications) in several rhetorical styles. 4. Edit his/her work, and write multiple drafts to generate a successful text. 5. Cite outside sources to add relevant supporting details either by quoting or paraphrasing and avoid verbatim copying from the sources (plagiarizing) and using correct and accepted APA conventions (e.g. accurate APA in-text citations, list of references). 6. Recognize and use complete sentences with correct capitalization, punctuation, and spelling while avoiding fragments and run-on sentences. 7. Use correct and accepted conventions of formatting in hand-written and word-processed texts. 8. Use grammatical structures appropriate to the rhetorical style of the writing assignment. 9. Identify, produce, and/or correct accurate original sentences using: grammar structures taught in previous levels; quoted and reported speech; subjunctive; parallel structure; neither...nor, either...or, not only...but also, both...and, -ever words; adjective clauses (with a relative pronoun) and phrases (without a relative pronoun); adverbs (sentence, focus, and negative); adverb clauses and adverb phrases; connectives (express cause/effect, conditions, and contrast); gerunds and infinitives (in all their forms); conditional sentences and wishes (real and unreal); nouns as modifiers; and the passive to describe situations and report opinions. |

## Additional Class Information

(add your personal class information here)