

**CIEP I: High-Beginner 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**

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| **Class Information** |
| **Term:** Enter Term & Year (Click or tap here to enter text.)  **Classroom Location:** Enter Building, Room (Click or tap here to enter text.)  **Class Time:** Enter Class Time (Click or tap here to enter text.)  **Final Exam:** (Click to enter a date.)  **Instructor:** Enter Instructor Name (Click or tap here to enter text.)  **Instructor Email:** Enter Instructor Email (Click or tap here to enter text.)  **Office Hours & Location:** Enter Office Hours, Building, Room (Click or tap here to enter text.) |
| 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. |
| **Textbooks** |

There are 3 options to purchase books:

1. **Online Retailer.** Use the information below about 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 bottom floor. Find the textbooks in the CIEP IV High Intermediate section.
3. Online from Publisher. See link below each textbook.

*Note: Students* ***must*** *purchase, rent, or borrow textbooks that do not have answers or notes written in them*

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| ***Reflect: Listening/ Speaking 2*** | ***Reflect: Reading/Writing 2*** | Grammar Explorer 1: Student Daphne Mackey (2014-07-03): Howard Hughes:  9781111350192: Amazon.com: Books  ***Grammar Explorer 1*** |

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| **Grading System** | | | |
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|  | | Tests - 20%  Quizzes - 10%  Speaking - 10%  Compositions - 20%  Weekly Assignments (journals, organizers, etc.) – 15%  Final Exams – 25% | |
| **Grading Scale** | | | | |
| **Passing** | | | | |
| **A** | 93-100 | | ***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-** | 90-92 | |
| **B+** | 87-89 | |
| **B** | 83-86 | |
| **B-** | 80-82 | |
| **C+** | 77-79 | |
| **C** | 73-76 | |
| **Failing** | | | | |
| **C-** | 70-72 | | ***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.* | |
| **D+** | 67-69 | |
| **D** | 63-66 | |
| **D-** | 60-62 | |
| **F** | 0-59 | |
| **Specific Class Details** | | | | |
| Every week you will have opportunities to practice your skills. You will take notes, write, and speak on a special topic. You will practice class lessons and complete logs several times a week outside of class. I will grade you on your ability to clearly communicate with me in your writing, note taking, and speaking skills. | | | | |

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| **Class Policies** |
| **Attendance Policy**:  Attendance is required at all CIEP classes. To successfully learn academic English, you must attend class, do your assignments, study every day and practice the language (reading, writing, listening, and speaking) outside of class at every opportunity you have. Students who miss too many classes will be placed on academic probation. **Please read the details about the CIEP Attendance and Tardiness policies in the *CIEP Student Handbook:*** [***www.uni.edu/ciep/students/handbook***](http://www.uni.edu/ciep/students/handbook)  **Policy for Late and Make-up Work:**  The CIEP is an intensive English language program and it is important that you keep up in your studies and be prepared. Therefore, it is your responsibility to complete tests, quizzes, and other evaluations on the day they are administered. It is your 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:**  It is the policy of the CIEP not to allow the use of personal electronic devices during *any Chapter or Unit exams, Midterm or Final Exams 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 cellphones, 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, fines, or delayed registration. The student conduct code disciplinary actions can be found at <http://www.uni.edu/policies/302>.  CIEP courses may be hybrid – this means that there may be a face-to-face *and* online component for the same course. During Zoom meetings for courses, attendance will be taken every day. Students will be counted “present” if they have your camera on and are participating in class. **If students do not turn their camera on or participate in class, they will be counted “absent” from class.**  **Weather Accommodations**  If UNI declares classes are canceled due to unsafe weather conditions, classes will 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 Information 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).  **Frequently Asked Questions (FAQs):** [www.uni.edu/ciep/students/faqs](http://www.uni.edu/ciep/students/faqs)   |  | | --- | | **University Policies** | | **COVID-19**  Information related to COVID-19, including absence policies and concerns, can be found at <https://provost.uni.edu/required-syllabus-statements>. The CIEP will be following the latest information provided by the Office of the Provost and Executive Vice President for Academic Affairs.  **Vaccinations:** Iowa law (House File 889) prohibits UNI and other governmental entities from requiring "a customer, patron, client, patient, or other person who is invited onto the premises of the business or governmental entity to furnish proof of having received a vaccination for COVlD-19." (<https://www.legis.iowa.gov/legislation/BillBook?ga=89&ba=HF889>). This prohibits our students to disclose their vaccination status.    **Mask Requirements and Physical Distancing:** Faculty, staff, students and visitors to campus will not be required to wear a mask or other face covering, with the exception of campus transportation (i.e. buses), research laboratories, or any other healthcare operation, settings or service. Effective immediately, classrooms and other campus spaces will operate at their normal (pre-pandemic) capacity. Faculty, staff, students, and visitors to campus will not be required to maintain physical distancing. This guideline shall not apply to UIHC, veterinary medicine facilities, research laboratories, or any other healthcare operation, setting, or service. Unvaccinated individuals are strongly encouraged to continue to physically distance from others when possible.” (<https://www.iowaregents.edu/news/board-news/statement-from-president-mike-richards-lifting-regents-state-of-emergency>).    **Policies regarding:**  **Free Speech**  **Discrimination, Harassment, and Sexual Misconduct**  **Accessibility**  **Learning Center @ Rod Library**  Visit <https://provost.uni.edu/required-syllabus-statements> for the latest information.  **Academic English Success 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 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-english-success-coaching> |  |  |  | | --- | --- | | **CIEP 1: Student Learning Outcomes** | | | *By the end of the course, the student will demonstrate the following skills at 73% accuracy:* | | | **Skill Area** | **Student Learning Outcomes** | | **Critical Thinking** | 1. Identify true or false statements in relation to a text or short recorded 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 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 as a reference. 6. Identify parts of a youth textbook or story (author, title, characters, setting, etc.). 7. Identify information on a map which is based upon a text. 8. Locate identifiers for vocabulary understanding in the text. | | **Note Taking** | 1. Apply listening strategies to demonstrate comprehension, and identify missing words (including contractions) in a short conversation or listening task using correct spelling, consisting of simple and slow speech about everyday topics. 2. Interpret and complete simple diagrams, charts, maps, or other graphic organizers using information from the text. 3. Organize main ideas, support, and details onto a graphic organizer by topic, sequentially, and/or chronologically. 4. Create an appropriate visual representation of a text. 5. Copy noun and/or verb phrases from a text onto a graphic organizer. | | **Vocabulary** | 1. Identify parts of a word entry in a dictionary (i.e., spelling, pronunciation, part of speech, definition). 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. | | **Speaking** | 1. Respond to a variety of prompts in an interview/conversation using simple sentences and high frequency vocabulary from class topics. 2. Apply and use a variety of language functions including daily functions of living, social conversation, giving personal information. | | **Writing** | 1. Write more fluently by completing journals that increase in length and complexity (from 6 to 9 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: write on the line, use margins, use the correct side of the paper, write a name, skip every other line, and indent. 7. Use grammatical structures appropriate to the rhetorical style of the writing assignment (Present Progressive for current actions, there + BE and adjectives for descriptions, etc.). 8. Identify or produce simple sentences (either original or dictated) with correct word order, subject-verb agreement, punctuation, capitalization, and spelling using the following grammar structures: simple present, present progressive, and past regular verbs (including BE and HAVE and non-action verbs) in all their forms (affirmative, negative, contractions, Y/N and Wh- questions, short answers); demonstrative adjectives and adjective modifiers; subject pronouns and object pronouns; possessive adjectives; conjunction *and;* singular and plural nouns; basic article usage; quantity expressions (How much…? How many…? A lot, a few, a little*);* frequency adverbs; prepositions (time, place, and location*)*; and *there is, there are* and their forms. | |

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| **Additional Class Information** |
| **Instructors may add their own classroom rules to the syllabus.** |
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