

**CIEP V Advanced 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 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. |
| **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.   Grammar Explorer 3  https://www.cengage.com/shop/ISBN/9781111351113?cid=APL1&continueUrl=https%3A%2F%2Feltngl.com%2Fsearch%2FproductOverview.do%3FN%3D200+4294918395%26Ntk%3DP\_EPI%26Ntt%3D8979148311706347095132107795565182354%26Ntx%3Dmode%252Bmatchallpartial%26homePage%3Dfalse   1. **Online from Publisher.** See link below each textbook.       *\*All other materials will be shared on eLearning*  *or by Google drive.* |
| **Grading System** | |

Tests - 20%

Quizzes - 10%

Speaking - 10%

Compositions - 20%

Weekly Assignments (journals, organizers, etc.) -15%

Final Exams - 25%

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| **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 |

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| **Special Projects** |
| 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). |

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| **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> |

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| **CIEP V: 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. 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 with 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 five-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, noun clauses, 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, adverb phrases, connectives (express cause/effect, conditions, and contrast), gerunds and infinitives, conditional sentences and wishes (real and unreal), nouns as modifiers, and the passive to describe situations and report opinions. |

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