Academic English for University Success
ESL 197 – 1 credit
Summer 2018
TBD

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Course Website: TBD

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Office Hours: TBD

Course Description

This special topics course is designed to support the development of Academic English as students begin their university experience. The course employs task-based learning, whereby students practice tasks that incorporate speaking for university success, academic vocabulary, strategies for reading university level materials, and writing related to academic interests. The course also introduces American academic culture to help students transition smoothly into a successful freshman year.

Topics Covered*

- Academic Word List
- Vocabulary Knowledge
- Vocabulary Learning Strategies
- Academic Spoken English
- Pronunciation (sound, word & sentence level)
- Close Reading Strategies
- Reading University Level Texts
- Academic Writing Skills
- Plagiarism
- Navigating American Academic Culture
- American Culture

Textbook(s)


Additional Materials will be posted on Moodle.

Course Learning Outcomes & Performance Indicators

After completing this course, the student will have...

- Developed an awareness of American Academic Culture.
  - Reflected on cultural differences they may encounter during their transition to university.
  - Observed cultural differences on campus.
  - Applied knowledge regarding academic culture in typical spoken contexts that university students face.
- Increased academic vocabulary knowledge and reading skills.
  - Applied close reading strategies to university level texts.
  - Located, defined and used highly frequent words on the Academic Word List.
Communicated effectively in both spoken and written contexts.
- Utilized new vocabulary in both speaking and writing tasks.
- Applied knowledge learned through reading to accomplish speaking and writing tasks.
- Incorporated knowledge of English pronunciation at the word and sentence level in speaking tasks.

Course Delivery and Management

The Moodle course management system is your virtual “home room” for the course. On it, you will find all key information including the course syllabus, course calendar, discussion board, links of interest, and other useful resources. Moodle provides the possibility of interaction with your classmates and Professor outside of class time. You are encouraged to make the best use of Moodle as an instructional resource.

Grading Policy

Course Assessments:

Vocabulary/Reading Exercises (20%)
Pronunciation Exercises (20%)
Role Plays (10%)
Presentations (2x) (20%)
Written Assignments (2x) (20%)
In-class Participation & Attendance (10%)

Grade Ranges:
- 95% – 100% = A
- 90% – 94% = A-
- 85% – 89% = B+
- 80% – 84% = B
- 75% – 79% = B-
- 70% – 74% = C+
- 65% – 69% = C
- 60% – 64% = C-
- 55% – 59% = D+
- 50% – 54% = D
- >54% = F

Vocabulary/Reading Exercises (20%): Each week, students will be assigned a variety of vocabulary and reading activities. The graded activities will be completed online via Moodle.

Pronunciation Exercises (20%): Students will use software in the Language Lab, Herter Annex, Rm. 15, to record their pronunciation of academic and discipline specific vocabulary. Intelligibility scores generated by the program will help students target areas to practice and will assist the instructor in the grading of these recordings.

Role Plays (20%): Each week, students will participate in role plays related to typical college experiences that students face. This includes discussing assignments with other students, participating in classroom discussions, office hours with professors, and achieving various other tasks across campus.

Presentations (10%): Each student will record themselves giving a short presentation (≤10 Minutes) related to an academic area of interest. This area can be related to the content course the student is co-enrolled in, but does not have to be. Students will also peer-review the presentations of the other students.

Written Assignments (2x) (20%): Throughout the semester, two writing assignments will be assigned in relation to the reading. One of the assignments will be a critical reflective piece related to American academic culture and the other will be an analysis of an excerpt from the common read novel (Lab Girl by Hope Jahren).
Course Policies

Attendance: Any absence is the equivalent of missing content that can not necessarily be reconstructed. Therefore, any absence will result in the need to make up work and review content of the class discussions. It is the individual student's responsibility to take the following steps if an absence is unavoidable:

1. Using email, phone, or personal contact, reach a fellow student or the instructor to inform yourself about everything you have missed;
2. Make up any written work you have missed, and work on Moodle assignments, readings, and discussions you have missed, so that you will be caught up by the next class session;
3. Make sure any missed work is turned in as soon as possible after your absence.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Lateness: Coming to class late or leaving early is not okay. As a courtesy to the instructor and your classmates, please do your best to make it to class on time. It is disruptive to the entire class if students continually come late to class. If you know that you have to leave early, let the instructor know before class.

Office Hours: You are encouraged to come to office hours for help with the course material. Do not hesitate to make an appointment if office hours conflict with your class schedule. If you are having trouble, it is strongly suggest that you attend office hours. Office hours are not times to make-up missed classes.

Electronic Devices: Please be certain that your cell phone is on a silent setting, as rings and vibrate settings are disruptive and distracting. No text messaging, answering cell phones or listening to iPods during class. During tests, all electronic devices are prohibited.

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. http://www.umass.edu/academicichonesty/index.html

The University of Massachusetts Amherst Academic Regulations (p. 7) and Code of Student Conduct (p. 28) define plagiarism as: “Knowingly representing the words or ideas of another as one’s own work in any academic exercise. This includes submitting without citation, in whole or in part, pre-written term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.” The Writing Program has prepared a more-detailed explanation of plagiarism: http://www.umass.edu/writingprogram/geninfo/plagiarism.html

The Code of Student Conduct (http://www.umass.edu/dean_students/codeofconduct/) states: “The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Sanctions may be imposed on any student who has committed an act of academic dishonesty” (p. 28).”
Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. (Sen. Doc. No. 07-040 A)

**Accommodations**

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.
## Course Schedule

*This schedule is subject to change; any modifications will be updated on Moodle.*

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<th>Week</th>
<th>Topics</th>
<th>Skills</th>
<th>Assessments</th>
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<td>– Introduction to American Culture</td>
<td>– Close Reading</td>
<td>– Role Plays: Asking for Clarification in Lectures</td>
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<td></td>
<td>– Navigating Academic Culture</td>
<td>– Academic Writing: Observation &amp; Description</td>
<td>– Reading &amp; Pronunciation exercises</td>
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<td>– Reflective Thinking/Essays</td>
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<td>– US Classroom Pedagogical Practices</td>
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<td>– Formatting &amp; Proofreading</td>
<td>– Academic Writing: Incorporating references into Academic Writing; Coherence &amp; Cohesion</td>
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<td>– Pronunciation (word level/sentence level)</td>
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<td>– Analysis and Critique</td>
<td>– Close Reading</td>
<td>– Role Plays: Office Hour Visit</td>
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<td>– How to use the Writing Center</td>
<td>– Academic Writing: Formatting &amp; Proofreading</td>
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<td>– Wrapping Up</td>
<td>– Academic Writing: Formatting &amp; Proofreading</td>
<td>– Reading &amp; Pronunciation exercises</td>
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<tr>
<td>5</td>
<td>– Academic Presentations</td>
<td>– Pronunciation (word level/sentence level)</td>
<td>– Presentation #2</td>
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