Advanced Reading, Writing and Grammar Tune-up for Internationals
EAP-420
4 undergraduate credits
Fall Semester 2017
See PAWS for class location.

Instructor: Rosemarie Feiza-Lenz
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Mailbox: in the hallway across from Curtin 674

Phone: No office phone.
Office hours: Thursdays 12:00 to 2:00 or by appointment
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Course Prerequisites: This section is specially designed for graduate students, or undergraduates with a junior or senior standing.

Add/Drop Policy: Although you should have your schedules determined by the first day of class, some students will be finalizing their schedules and adding and dropping classes during the University’s two week add/drop period. If you add this class after the first day, you are responsible for communicating with the teacher to determine what missing work to make up and when it must be turned in.

If you fail to meet the course prerequisites, you will be administratively dropped from the course unless you have documentation (see prerequisites list above) to prove otherwise. If you are not yet registered and are waiting to add the course, you must continue to attend class until you can add. If you are a waitlisted student, it is your responsibility to check PAWS for open spots and enroll in the class during the add/drop period.

Course Description:
EAP 420 assumes that students already have an advanced control of English. The course aims to refine advanced students’ overall English language control through extensive reading and writing while enhancing students’ awareness of the socio-cultural aspects of the US. Students will read primarily non-fiction materials. Students will be able to compose short writing assignments based on readings or other materials. Students will gain confidence in writing for discussion boards and composing emails for an academic context. To facilitate meeting these goals, students will receive individualized language instruction in their specific area of need.

Student Outcomes
General Language: I can use a broad range of language without having to limit what I want to say. I have a good command of vocabulary and I don’t need to do a lot of searching for words. I have a good command of idiomatic expressions. I make some minor slips, but no significant vocabulary errors.

Reading: I can understand unmodified non-fiction articles and fiction texts which are complex in nature on a variety of topics, even those not related to my field.

Writing: I can express myself clearly, in a well-structured manner, expressing complex ideas while meeting the expectations of an American academic audience. I can write short writing pieces in an organized and focused manner using basic text references, text integration, paraphrase and summary of source materials.
I can compose postings for discussion boards using individual and interactive thinking. I am familiar with writing emails which communicate effectively and are appropriate for an American academic audience. I understand the boundaries of plagiarism and am familiar with basic documentation for an American academic audience.

**Grammar:** I have good grammatical control while making occasional errors and minor flaws in sentence structure, but these mistakes can often be repaired with extra time to review.

**Socio-cultural awareness:** I am familiar with some common values, beliefs and attitudes of the American middle class and other groups.

**Required Texts & Materials**

- We use primarily OERs (open educational resources) on the internet. You will find the readings posted in the Content area of D2L.

  Please make the readings accessible to you to use before and during class. You can make paper copies of readings. There are many printers on campus. The other option is to bring a laptop, iPad or device to access readings in class. A smartphone screen is too small—really!

- Make your own “Grammar Packet” and grammar handouts—see the content area of D2L.
- A multi-pocket organizer folder just for this class.
- You will need to get access to Read & Write for Chrome. Please wait for instructions from me during class.
- 1 plain manila file folder (letter size) in which to submit your final portfolio.

**Accessibility for Students with Disabilities:** If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible. The Student Accessibility Center is an important resource for students with disabilities. Their main office is in Mitchell 112. Their phone number is (414) 229-6287. Their home page on the web is at [http://www.uwm.edu/Dept/DSAD/SAC/index.html](http://www.uwm.edu/Dept/DSAD/SAC/index.html).

**Accommodation for Religious Observances:** Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. If you have religious observances that will obligate you to miss class, please communicate with me about this during the first two weeks of class so that we can make whatever arrangements may be necessary.

**Academic Misconduct and Plagiarism:** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Plagiarism is commonly defined as a form of theft—the act of claiming the intellectual work of others as one’s own. At the University of Wisconsin-Milwaukee, plagiarism is considered a form of academic misconduct, and all plagiarism cases are subject to UW-System rules and regulations on academic misconduct. The penalties for intentional plagiarism range from failing the course to suspension to expulsion from the university. A more detailed description of Student Academic Disciplinary Procedures may be found in the Board of Regents Policy Statements, University of Wisconsin System Chapter 14 and UWM Faculty Document #1686, which can be found at [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm#facdoc](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm#facdoc).

You are taking this course to become more confident in your reading and writing skills in English. Cheating won’t help you meet this goal!
Planning for university success: University educators estimate that, in order to succeed, a typical university student needs to spend at least two hours studying outside of class for every hour in a semester-long university class. In other words, a student registered for a four (4) credit class needs to spend at least eight (8) hours outside of class time per week doing the coursework which includes individual conferences with the teacher. Non-native speakers of English need much more time to read and write in English than native speakers of English do. Therefore, you should plan your week to allow enough time to study for your courses.

Student Success Center at UWM: Visit the Student Success Center in Bolton 120. Make an appointment with a mentor. A mentor is a friendly and helpful UWM student who has been at UWM for a couple of years already. You can meet with a mentor on a regular basis. Here is the website for the Student Success Center, full of helpful ideas and resources for connecting with friendly people and succeeding academically at UWM: http://www4.uwm.edu/ssc/index.cfm.

Cellphones Please only use cellphones during our break time. Thanks!

Credit/No Credit: This course may not be taken for credit/no credit, or graded/ ungraded if you are not a graduate with dual admission. Graduates with dual admission must take this course for credits. If you are unsure of how to register, please check with your advisor.

Course evaluation- Done at end of semester.

Link to important UWM policies: http://www4.uwm.edu/secu/SyllabusLinks.pdf

   -All writing assignments are submitted in D2L and revised multiple times, unless otherwise noted.
COURSEWORK

Individual conferences with your teacher-five individual conferences on writing and grammar outside of the class meeting time. You will set up the meeting times with me as the semester unfolds.

Short Writing Assignments- six
These short writing assignments will be based on a reading with a specific compositional focus. Each SWP will be about 1.75 to 2 pages (double-spaced) in length depending on the assignment guidelines. Each SWP will be revised.

D2L discussion boards- one

Reflective writing piece- one

Email for an academic audience- one

In-class writing pieces- three to four
You will write three or four practice in-class summary and response essays which we will review for language control and composing. At the end of the semester, you will write one final in-class summary and response essay based on a reading in class. This final essay will be placed in your final portfolio.

Weekly reading assignments- In addition to the Short Writing Assignments, you will during some weeks be submitting a small assignment related to a course activity.

Quizzes- Weekly comprehension-check quizzes on readings. These weekly quizzes are designed to keep you reading and will be very general. Four announced quizzes on vocabulary and grammar. All quizzes will be taken in class.

Final Portfolio- one
At the end of the semester, you will submit a final portfolio with the following:
   Final in-class summary and response essay (written in classroom on the last day of class)
   One Revised Short Writing Piece (SWP)-more details given in class.
Attendance in class is important to your success, so if you miss more than two classes, you may not turn in a portfolio.

Final portfolio passing criteria*

If you have missed more than two classes, you may not be able to submit a portfolio.

1. In-class essay (75% of your portfolio grade)
   Your final in-class essay is a summary and response to an article that you will read and respond to during class the last day of class. Your summary of the given source article of approximately 150 words will need to include the following: central point of the source article and its main points with no minor points or details included. The summary must be in your own words and should not include any of your own ideas. For the response portion of the essay, you will need to develop a thoughtful and focused response of about 200 to 250 words to the source article. Your response needs to include the following: thesis (controlling purpose) of your response and supporting points that are clear, thoughtful and well-developed with plenty of supporting details. Each paragraph of the response needs to have a clear focus. The whole essay needs to have a clear beginning, middle and end.
In the introductory paragraph of your in-class essay, you need to include a one-sentence summary of the central point of the source article and the thesis (controlling purpose) of your own response. The fuller summary should be in the second paragraph and followed by your developed response in the rest of the essay. The source article should be identified with in-text citations.

Your final in-class essay needs to meet at least the following language standard to receive a “B”: Your writing expresses ideas fairly clearly with good control of language. There are some errors in the following areas: verb tense and sentence boundaries. The word choice is decent, but not always accurate.

- I will be giving you a rubric with these details.

- A portfolio committee will evaluate your in-class essay which does not include your teacher.

2. Short writing piece (25% of your portfolio grade)
Your short writing piece will be written outside of class and will be evaluated based on the rubric for your selected essay. The teacher will give you feedback as part of your writing process.

- Your short writing piece will be evaluated by your instructor.

* More information will be given as the semester unfolds.

**Graduates with dual admission:** Please talk to your instructor or the Graduate Duals Coordinator for information on the passing benchmarks for the in-class essay (impromptu essay) and other requirements. The Graduate Duals Coordinator will also send you an informational sheet by email. If you have not received it, please contact her at rflenz@uwm.edu.
**FINAL GRADES**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Assignments</td>
<td>30%</td>
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<tr>
<td>I will keep track of your work with a point system for every writing assignment: SWP, email assignments, discussion board postings and other assignments.</td>
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<td>LATE WORK – Learning a language is a step-by-step process and it’s crucial that you keep up with the assignments as they are due. I also have a work deadlines that I need to keep as well and a family that needs me on a schedule. With all of this in mind, the assignments are due in the Dropbox on the assigned date. Your weekly writing assignment is due at noon, but I will typically leave the Dropbox open until 11:59 PM. However, if I sit down to read your assignment or you have a conference and your essay is not in the Dropbox, the essay will be considered late. I will need to deduct 3 points from every late assignment. After we have moved on to a new essay, I can no longer accept late assignments. Keeping up with the work is really why you are here anyway! I would like you to progress in an optimal way.</td>
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<tr>
<td>Final Portfolio</td>
<td>35%</td>
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<td>A portfolio includes the following:</td>
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<td>- One Short Writing Piece (25% of final portfolio grade)</td>
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<td>- One in-class summary and response essay written during the last day of the course (75% of final portfolio grade)</td>
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<td>Quizzes</td>
<td>25%</td>
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<td>I will give quizzes on readings weekly throughout the semester which will make up your &quot;quiz&quot; portion of your grade. Some quizzes will be surprise quizzes and others will be announced in advance. No make-up quizzes will be given, but I will drop your lowest quiz scores on TWO quizzes and calculate the remaining points.</td>
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<td>Class participation and attendance in class and conferences</td>
<td>10%</td>
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<td>Class participation is how well prepared you are for class by doing the homework and how much you contribute to class discussions and group work. This means that you share your opinions and thoughts verbally with the class and in groups. You will get a higher grade if you add to class discussions. If, for example, you are on your device checking Facebook or on a site unrelated to our course that would be considered poor class participation.</td>
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<td>Participation also includes how well prepared you are for conferences by having the assigned work ready when you arrive.</td>
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<tr>
<td>Attendance</td>
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<td>Attendance is essential to your success in this course. You will get the most benefit out of each class and conference by coming prepared and on time. If you arrive late or leave early, you will be counted as 25% absent for the day. (Four late absences equal an absence for an entire class.) Arriving late for a conference is also a problem, because if you arrive late, we probably will not have enough time to discuss your essay completely. Missing a conference that is scheduled counts as a missed class. Missed conferences are treated like a missed class and may not be rescheduled for a different time. You are responsible to make-up and find out about any missed coursework.</td>
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<td>Missing more than two classes will lower this portion of your grade.</td>
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*If you miss more than two classes, you may not be able to submit your portfolio.*

**Grading Scale:**

- 100-93 A
- 92-90 A-
- 89-87 B+
- 83-86 B
- 80-82 B-
- 79-77 C+
- 73-76 C
- 70-72 C-
- 69-67 D+
- 63-66 D
- 60-62 D-
- 59-0 F
**SCHEDULE**

**EAP-420**

**Fall 2017***

**Please note:**

- Writing assignments are due on Tuesdays before noon for section 001 (or on Wednesdays before noon if you are in section 002) and reading assignments need to be completed BEFORE class.
- All SWPs (short writing assignments) and other assignments are due in D2L. I’ll let you know if you need to submit an assignment in another way.
- Please bring the assigned materials to class that we will cover that day: **Print out readings or bring device to access the readings easily such as a laptop, tablet, iPad or other device.** Please do not rely on a smartphone to pull up the readings as the screen is too small! Really! Your articles are available in the Content area of D2L with audios, vocabulary highlights and definitions. You can check in the Content area for an article, or use the links below to access the articles.
- **Expect a simple “comprehension check” quiz on the readings for each class.** I want you to get the most out of each class, and coming prepared is part of that. The more you read and prepare, the more you will improve!

*The schedule and assignments may change as we move along in the semester to meet the needs of the class. Group grammar presentations/work will be adjusted to the general needs of the group. Individual language needs will be addressed in your conferences.

*A detailed schedule of readings and assignments will be given on the first day of class.*

**Topics**

Week 1  Orientation Module  
Week 2  Orientation to US Academic Expectations/ Everyday Life Module  
Week 3  This I Believe Module  
Week 4  Privacy and Transparency Module  
Week 5  Internet Privacy Module  
Week 6- Disabilties Module  
Week 7  Food Desert Module  
Week 8  Prejudice Module  
Week 9- Prejudice Module  
Week 10  Addictions Module  
Week 11  Technology Addiction  
Week 12  UWM ’s Thanksgiving break  
Week 13  Current Events Module  
Week 14  Portfolio/Final in-class writing/Cultural Snapshots