

Description

This 50-hour, four-unit hybrid course provides instruction designed to refine students' ability to function in an academic environment. The course focuses on reading and writing academic English, including recognition and production of various types of discourse as well as research skills. Grammar and vocabulary are studied in the context of these activities. Listening instruction focuses on improving lecture comprehension and note-taking skills. The speaking component consists of students making oral presentations on topics related to the readings. This course includes 40 hours of classroom meetings and 10 hours of online activities; the online coursework is required.

Objectives

The main objectives of this course are:

- 1 To equip students with note-taking strategies to effectively outline and summarize the main ideas and important details of academic readings and lectures;
- 2 To enhance students' ability to extract and summarize in writing the main ideas and supporting details of academic and other relevant readings (in the textbook or other assigned readings);
- 3 To enhance students' ability to extract and summarize in writing the main ideas and supporting details of academic and professional lectures and talks;
- 4 To bolster students' ability to effectively recognize and distinguish common academic essay formats through textbook-based readings and other materials; formats include comparison-contrast, cause-effect, process analysis and argumentative essay formats;
- 5 To hone students' ability to produce academic writing that uses appropriate academic organizational patterns, language, and style under various time constraints without plagiarizing;
- 6 To enhance students' ability to use contextual clues, a dictionary/thesaurus, and other sources of information to guess and learn the meaning of new words;
- 7 To enhance students' ability to accurately and effectively incorporate high-frequency academic vocabulary into their writing;
- 8 To refine students' ability to better identify and self-correct errors in their writing including issues with sentence fragments, run-on sentences, subject-verb agreement, verb tense and word choice;
- 9 To provide students with the tools needed to effectively research a topic and properly cite sources used to develop and deliver an interactive, academic presentation in English; and

10 To familiarize and give students practice with using common conventions utilized in resumes and cover letter writing in the U.S.

Outcomes

The following learning outcomes correspond to the course objectives listed above. By the end of the course, successful students will be able to:

- 1 Utilize note-taking strategies to effectively outline and summarize the main ideas and important details of academic readings and lectures;
- 2 Compose effective written summaries of academic or relevant readings;
- 3 Compose effective written summaries of academic and professional lectures and talks;
- 4 Effectively identify and distinguish common academic essay formats including comparison-contrast, cause-effect, process analysis and argumentative essay formats;
- 5a Utilize a cohesive thesis statement, topic sentences, and details to provide support in an academic essay;
- 5b Understand the structure of and develop an argumentative essay;
- 5c Consistently and accurately cite sources used in writing to avoid plagiarism;
- 5d Effectively utilize citation conventions used in essay length academic writing including the use of a clear list of references/sources cited;
- 5e Consistently and effectively incorporate academic diction and tone in essay length writing;
- 6 Use contextual clues, a dictionary/thesaurus and other sources of information to guess and learn the meanings of new words;
- 7 Accurately and effectively incorporate high-frequency academic vocabulary into their writing;
- 8 Better identify and self-correct errors in their writing including issues with sentence fragments, run-on sentences, subject-verb agreement, verb tense and word choice;
- 9 Effectively research a topic related to assigned readings and properly cite sources used to develop and deliver interactive, academic presentations in English;
- 10a Effectively determine what information should or should not be included in a U.S. style resume;
- 10b Effectively create a basic U.S. style resume that outlines education, experience and skills; and
- 10c Effectively compose a cover letter for a specific job, internship or academic program application

Materials

Models for Writers: Short Essays for Compositions

Author: Rosa, Alfred & Eschholz, Paul

Publisher: Bedford/St. Martin's

Edition: 13th

ISBN: 978-1-4576-6784-8

✓ Evaluation

Criteria

Type	Weight	Topic	Notes
Online (Canvas) coursework	20%		
Core writing assignments	40%		<i>Includes:</i> 3 essays (min. 2 argumentative essays & 1 essay in another format) 1 resume 1 cover letter Other writing assignments
Presentations:	20%	Group Presentation	<i>Could also include an individual presentation</i>
In-class work (graded)	10%		
Participation	10%		

Breakdown

Grade	Range	Notes
A+	98-100	
A	93-97	
A-	90-92	
B+	88-89	
B	83-87	
B-	80-82	
C+	78-79	
C	73-77	
C-	70-72	Students who receive a grade of 72 (C-) or lower MUST repeat the course
D+	68-69	Students who receive a grade of 72 (C-) or lower MUST repeat the course
D	63-67	Students who receive a grade of 72 (C-) or lower MUST repeat the course

Grade	Range	Notes
D-	60-62	Students who receive a grade of 72 (C-) or lower MUST repeat the course
F	59 or lower	Students who receive a grade of 72 (C-) or lower MUST repeat the course

⚙️ Course Policies

Attendance

In this course, there are 10 in-class sessions that are 4 hours each, for a total of 40 hours of in-class sessions. Students must be present for a minimum of 80% or 32 hours of in-class sessions.

A student who misses more than 8 hours (or 20%) of in-class sessions MUST repeat the course.

The number of hours a student is absent or late is cumulative.

If a student misses one full class, they will be counted absent for 4 hours.

If a student arrives late to class (including returning late after class breaks), their total number of hours absent will be based on the number of minutes they arrive late to class as follows:

1-60 minutes late = 1 hour absent

61-120 minutes late = 2 hours absent

121-180 minutes late = 3 hours absent

181-240 minutes late = 4 hours absent

Students may arrive to class up to 5 minutes late twice without penalty.

Academic Honesty and Plagiarism

The MLA Handbook defines plagiarism as giving "the impression that you have written or thought something that you have, in fact, borrowed from another" (*Modern Language Association*, New York: 1988, p.21).

1. Copying directly from a book without quotations or citations is plagiarism.
2. Submitting someone else's paper as your own is also plagiarism.
3. Paraphrases or summaries that are too close in vocabulary and sentence structure to the author's original text and ideas constitute plagiarism.
4. Your instructor is your first and best source of help with assignments—please see your instructor if you need additional help with an assignment. Getting too much help from other people besides your instructor with the ideas and the language of a paper which bears your name may also be considered plagiarism.

This course is designed to help students learn to avoid unintentional plagiarism. Students will get help in the areas of paraphrase and citation conventions. In addition, students will write progressive drafts of papers and get help on grammar, vocabulary, and style as well as on content and organization.

An incidence of plagiarism in spoken or written work –intentional or unintentional—will result in a “0” for the assignment and may result in disciplinary action.

Institutional Policies

Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at: <https://www.uclaextension.edu/pages/str/studentConduct.jsp>
(<https://www.uclaextension.edu/pages/str/studentConduct.jsp>)

Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Service for Students with Disabilities Office at (310) 825-7851 or by email at access@uclaextension.edu (<mailto:access@uclaextension.edu>). For complete information see: <https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>
(<https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>)

Incompletes

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete/I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see: <https://www.uclaextension.edu/pages/str/grading.jsp>
(<https://www.uclaextension.edu/pages/str/grading.jsp>)

All Grades are Final

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except Incomplete may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating

directly with personnel of Student and Alumni Services.

Sexual Harassment

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, Suite 113, 10995 Le Conte Ave., Westwood; Voice/TTY: (310) 825-7031. View the University's full Policy on Sexual Harassment and Sexual Violence at <http://policy.ucop.edu/doc/4000385/SHSV> (<http://policy.ucop.edu/doc/4000385/SHSV>).

☰ Additional Items

Course Syllabus Subject to Update by the Instructor

Make-Up Exam Practice

All requests to make-up or reschedule an exam must be **directly** submitted by **written petition** to the **Department of Humanities and Sciences**. Only petitions related to extreme and emergent situations or religious holidays will be considered. The petition must be accompanied by verifiable supporting **documentation** of the inability to attend the exam (in the case of an illness or medical emergency, a standard licensed health care provider's note stating the dates you are not able to attend school is sufficient). Examples of extreme and emergent situations may include: accident, death, injury, or serious illness. **Petitions must be submitted to the Department immediately upon recognition of the inability to take the exam or within 24 hours after the exam takes place in an unexpected emergency situation.**

About Your Online Course Materials

Please note the following about online course components at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.
- Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.
 - What are the basic computer specifications for Canvas?
- <https://community.canvaslms.com/docs/DOC-10721>
(<https://community.canvaslms.com/docs/DOC-10721>)
 - Which browsers does Canvas support? - <https://community.canvaslms.com/docs/DOC-10720> (<https://community.canvaslms.com/docs/DOC-10720>)
- Students are responsible for keeping a copy of all assignments and work submitted, and to be aware of all assignments, due dates, and course guidelines.

- Students are encouraged to keep and/or download a local copy of their assignment files, as **access to the online environment of a specific course is limited to 30 days after the final course date**, as listed in the course catalog.

If you need assistance downloading student materials from your course, please contact Canvas Support or the UCLA Extension Learning Support Team.

UCLA Extension Learning Support

Email: support@unexonline.zendesk.com (<mailto:support@unexonline.zendesk.com>)

Phone: Toll-free at (866) 269-7289 (US only) or (310) 206-4563.

Monday - Friday, 7am to 6pm (Pacific Time).

Website: <http://support.uclaextension.edu> (<http://support.uclaextension.edu/>)

The UCLA Extension learning support team assists both students and instructors with Canvas-related technical support, as well as general administrative questions.

For additional support on using Canvas or addressing a technical issue:

Click on the "Help" button on the lower left corner of the screen from within the Canvas system, where you can chat live with a technical support agent or submit a ticket for assistance.

Campus Safety Escorts

For students taking classes held on the UCLA campus and in and around Westwood Village, the UCLA Police Department provides a free walking escort service every day of the year from dusk until 1 a.m. Community Service Officers (CSOs) are available to walk students, faculty, staff members and visitors to and from anywhere on campus, in Westwood Village, and in the village apartments. CSOs are uniformed students who have received special training and are employed by the UCLA Police Department. To obtain an escort, please call (310) 794-9255 and allow 15 to 20 minutes for your escort to arrive. For complete information, see:

<https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts>

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Schedule

WEEK	TOPICS/Content	ONLINE	Other HOMEWORK
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<p>Week 1</p>	<ul style="list-style-type: none"> · Course Overview · Introductions – Speaking Diagnostic · Intro to Canvas and text · Core Vocab List 1 · Rockstar Vocab List 1 · Presentation basics · Writing Diagnostic <p>----- -</p>	<ul style="list-style-type: none"> · Post a short Bio 5 – 6 sentences (5 points) · Answer the Discussion Question based on the week’s reading (10 points) 	<ul style="list-style-type: none"> · Get book, materials · Read Chapter 1 of <i>Models for Writers</i>: pp. 9-26 · Read Diction and Tone: 287-292
<p>Week 2</p>	<ul style="list-style-type: none"> · Core Vocab List 2 · Rockstar Vocab List 2 · Grammar Review – Verb Tenses · Worksheet on Verb Tenses (10 pts) · Review of The Writing Process · “Be Specific” pp 309 – use to review summary skills · Individual Presentations in groups with feedback (50 pts) <p>----- -</p>	<ul style="list-style-type: none"> · Summarize assigned reading and answer questions (20 pts) 	<ul style="list-style-type: none"> · Complete grammar review assignment (related to Powerpoint) · Prepare book article and Discussion Board Question for your Group Presentation · Draft of Essay #1 (Compare-Contrast Essay) – (20 pts) (Due Friday of Week 3)

<p>Week 3</p>	<ul style="list-style-type: none"> · Core Vocab List 3 · Rockstar Vocab List 3 · Quiz on writing process (20 pts) · Grammar Review – Run-ons and Fragments · Worksheet on Run-ons and Fragments (10pts) · Workshop – Review drafts · Individual Presentations in groups with feedback (cont'd) · Group Work for Presentations <p>-----</p> <p>-</p>	<ul style="list-style-type: none"> · Discussion Question based on Reading (15 points) · Discussion Question based on Reading (10 points) 	<ul style="list-style-type: none"> · Submit ESSAY #1 (Compare-Contrast Essay) on Canvas (Due Saturday of Week 4) · Chapter 21: Argument: pp. 543-552
<p>Week 4</p>	<ul style="list-style-type: none"> · Core Vocab List 4 · Rockstar Vocab List 4 · Discuss the Argumentative Essay · Introduction to writing with sources · Model Class Presentation · Video (related to presentation) and summary (20 pts) · Group Work for Presentations <p>-----</p> <p>-</p>	<ul style="list-style-type: none"> · Discussion Question from Group 1 (15 points) · Additional Discussion Question on Group 1's topic (10 points) 	<ul style="list-style-type: none"> · Read: pp 613 – 617; 623-639 (MLA Citing) · Transitions: pp. 192-195 · Draft of Essay #2 (Argumentative Essay) – (20 pts) Submit Outline and Checklist for your presentation (25 pts.) (BOTH Due Thursday of Week 5)

<p>Week 5</p>	<ul style="list-style-type: none"> · Core Vocab List 5 · Rockstar Vocab List 5 · Grammar Review – Transitions · Worksheet on Transitions (10 pts) · Presentation from Group 1 · Introductions and Conclusions · Review and Practice of Writing with Sources <p>----- --</p>	<ul style="list-style-type: none"> · Discussion Question from Group 2 (15 points) · Additional Discussion Question on Group 2's topic (10 points) 	<ul style="list-style-type: none"> · Submit ESSAY #2 on Canvas · Read “Beginnings and Endings” pp. 144 – 152
<p>Week 6</p>	<ul style="list-style-type: none"> · Core Vocab Lists 1 -5 Review · Core Vocab List 6 · Rockstar Vocab List 6 · Quiz on Writing with Sources - (20 pts) · Presentation from Group 2 · Effective Examples for Argumentative Essays · Draft an argumentative paragraph with example (20 pts) <p>----- --</p>	<ul style="list-style-type: none"> · Discussion Question from Group 3 (15 points) · Additional Discussion Question on Group 3's topic (10 points) 	

<p>Week 7</p>	<ul style="list-style-type: none"> · Core Vocab List 7 · Rockstar Vocab List 7 · Timed Reading and Summary (20 pts) · Presentation from Group 3 · Guidelines on Individual Presentations · Workshop – Writing a Resume <p>----- --</p>	<ul style="list-style-type: none"> · Discussion Question from Group 4 (15 points) · Additional Discussion Question on Group 4's topic (10 points) 	<p>Resume (25 pts.) (Due Saturday of Week 8)</p>
<p>Week 8</p>	<ul style="list-style-type: none"> · Core Vocab List 8 · Rockstar Vocab List 8 · Grammar – Articles · Presentation from Group 4 · Review of Presentation Skills · Workshop – Writing a Cover Letter <p>----- -</p>	<ul style="list-style-type: none"> · Video Evaluation (20 pts.) 	<p>Cover Letter (25 pts.) (Due Saturday of Week 9)</p>
<p>Week 9</p>	<ul style="list-style-type: none"> · Core Vocab List 9 · Rockstar Vocab List 9 · Quiz on Resume and Cover Letter (20 pts) · Individual speaking presentations (25 pts.) <p>----- -</p>	<ul style="list-style-type: none"> · Vocabulary Review Quiz (20 pts.) · Final Discussion Question (10 pts.) 	<ul style="list-style-type: none"> · Prepare for ESSAY#3 (Argumentative Essay)

Week 10	<ul style="list-style-type: none">· Core Vocab List 10· Core Vocab Lists 6 -10 Review· Rockstar Vocab List 10· Review of all Vocabulary· Final Review of Grammar· Review for Essay #3 <p>ESSAY #3 (Argumentative Essay): Timed and submitted via Turn-it-in on Canvas (100pts)</p> <p>-----</p>	Course is finished!	Congratulations!
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