**Embry-Riddle Language Institute EWR 003 [Intermediate Writing]**

**Class Meeting Times**: **Teacher**:

 M,W 11:45am – 12:45am and T,TH 11:15am – 12:30pm

 **Office**: Tomcat 218G

**Textbook**: **Office Hours**: M-W

 *Provided by the Teacher*  8:00 - 9:00am **or**

 by appointment

**Course Outcomes:**

In this class we will work towards developing your *academic* writing skills. As such, we will focus on paraphrasing, and organizing and writing essays & summaries. We also will be working on using supporting details such as relevant examples, statistics and explanations as well as learning to write with fewer errors in spelling and grammar.

**Assignments:**

 There may be some changes to the list below but for now the assignments for this class will include:

 1. Coursework: 2. tests **Grades:**

 - in-class assignments -final Coursework Assignments 90%

 (practices, paraphrases, essays,...) Final 10%

**\***Please note: If you turn in an assignment one day late, you will lose **½** of the assignment’s points. If you turn in an assignment two days late, you will receive no credit for it. The only exceptions are if you receive permission from me in advance. So, come to class prepared everyday and don't miss any assignments.

**Grading Scale:**

 90-100 A 65-69 D (repeat the class)

 80-89 B 0-64 F (repeat the class)

 70-79 C

**Attendance Policy:**

 Attendance in class is an immigration requirement. So if you show a pattern of absenteeism, or are failing to show progress in your courses, you can get kicked out. Furthermore, if you are not in class, then it will be more difficult for you to learn English. Consequently, you must not miss classes. That means *if you have too many unexcused absences, you’ll fail the class.* If you come 5 minutes late, you’re absent.

**Academic Integrity Honor Statement:**

ERLI is committed to fostering a culture of intellectual honor and ethics and considers academic dishonesty a very serious offense.  Such offenses include, but are not limited to: cheating (accepting unauthorized assistance in preparing assignments), fraud (gaining unfair advantage through deceit, trickery, or falsification of records), or plagiarism (taking the ideas, writing, words, and/or work of another and representing them as one’s own without appropriate acknowledgment).  A student who cheats, commits any form of academic fraud, or plagiarizes in a class, will receive sanctions ranging from a zero (0) for the work in question to expulsion from the University.

-----------------------------------------------------------------------------------

**Tentative schedule:** (This may change)

 **Week 1-2** diagnostic, begin narrative writing, error review,

 **Week 3** 5 paragraph essay, begin paraphrasing skills: changing vocab

 **Week 4** Essay skills: brainstorming, “robots” topic + essay 2

 **Week 5** continue paraphrasing: changing vocab, essay 3.

 **Week 6**  continue paraphrasing: changing grammar + practice, essay 4

 **Week 7** essay 5, continue paraphrasing: G/I + passives

 **Week 8**  continue paraphrasing: subject NC, essay 6 [expository topic]

 **Week 9** finish paraphrasing skills + practices

 **Week 10** total paraphrase review, paragraph paraphrase 1

 **Week 11** C/E essays + transitions, paragraph paraphrase 2, essay 7

 **Week 12** Comp/Con essays + connectors, essay 8

 **Week 13** summarizing skills + practice, essay 9

-----------------------------------------------------------------------------------

* **Outcomes:**
* Students should demonstrate an ability to organize a paragraph to include an topic sentence, supporting details and concluding sentence along with appropriate transitions
* Students should demonstrate an ability to write in a variety of paragraph and essay formats as narrative, persuasive, cause & effect, and comparison/contrast, and descriptive
* Students should demonstrate an ability to brainstorm and outline an essay
* Students should demonstrate an ability to organize a multi-paragraph essay that includes an introduction with a thesis, body and conclusion along with appropriate transitions
* Students should demonstrate an ability to employ supporting details such as relevant examples, statistics and explanations
* Students should demonstrate an ability to use intermediate-level vocabulary withfewererrors than level two
* Students should demonstrate an ability to employ a range of sentence structures using simple, compound and complex grammatical structures with fewer errors than level two
* Students should demonstrate an ability to write with limited errors in spelling and mechanics than found in level two
* Students should demonstrate an ability to produce written responses to non-authentic texts at a developing-academic-level
* Students should demonstrate an ability to paraphrase and summarize at a developing academic-level and have an understanding of how to avoid plagiarism

***Emergency***--Call 911 and ERAU Security—386-226-7233 (SAFE)

***Non-emergency***—Call 386-226-6480