**Embry-Riddle Language Institute Writing 005**

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

M,W,F 10:00 am – 10:50 am and T,TH 9:45 am – 11:00 am

**Office**: Tomcat 218

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

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

by appointment

**Course Objectives:**

In this class we will work towards developing your *academic* writing skills. As such, we will focus on writing summaries, research paraphrases, and writing essays. This course is designed to give you some important skills, which you can use in a U.S. university or professional job.

**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%

(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.

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| **Grading Scale:**  90-100 A 65-69 D 80-89 B 0-64 F 70-79 C | ***Emergency***--Call 911 and ERAU Security—  386-226-7233 (SAFE)  ***Non-emergency***—Call 386-226-6480 |

**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** essay &paraphrasing diagnostics, begin paraphrasing review: vocab,

passives

**Week 3** continue paraphrasing review: G/I + passives with practices,

and subject/ subject complement NC’s

**Week 4** NC’s + G/I + passives with practices, total grammar practice

**Week 5** Hygiene paraphrase practice, begin essay review: wealth topic, intro

to research paraphrasing skills

**Week 6** continue research paraphrasing skills with practices, fact vs.

opinion, paraphrasing in essays: *Death of a Sun, Susceptibility*

**Week 7** continue research paraphrasing: “ET” & “Nerds”, continue essay

skills:

**Week 8** tourism article & research paraphrase, Tourism essay, Anonymity

summary

**Week 9**  begin read & respond: essay + paraphrasing integration:

expository topic: Alcohol Ads, summary skills: *Hawthorn* *Effect*

**Week 10** continue summary skills: *Ghosts*,introduce cause & effect, continue

read & respond:

**Week 11** begin research paper skills, choosing a topic: paraphrasing skills: graphs

& tables, supporting an argument: *Clean Water*

**Week 12** continue research paper skills, organizing a longer paper: GW example,

Choosing & documenting sources

**Week 13** begin government topics: Gov paraphrase: “Monitoring”, How?

argumentation essay: Read & Respond: Monitoring essay

**Week 14** finish up, review for comprehensive final: Urban Legends R & R

**Week 15**  final exam

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* **Outcomes:**
* Students should demonstrate an ability to write in a variety of essay formats to include but not limited to argumentative, cause & effect, and comparison/contrast
* 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 paraphrased from other sources
* Students should demonstrate an ability to use academic-level vocabulary with limited errors
* Students should demonstrate an ability to employ a range of sentence structures using more complex grammatical structures with limited errors
* Students should demonstrate an ability to write with limited errors in spelling and mechanics
* Students should demonstrate an ability to produce written responses to authentic academic-level texts
* Students should demonstrate an ability to paraphrase at an advanced level and have an understanding of how to avoid plagiarism
* Students should demonstrate an ability to summarize at an advanced level while avoiding plagiarism