

**Syllabus** (tentative and subject to change)

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**Materials Required:**

We will be using the Internet in most of our classes, so please always come with a laptop or a tablet. You may also arrange to share one machine between two people, but this you have to arrange by yourselves. Let me know, if you can't comply with this request. There is no textbook for this course. Bring **notebook** and **binder** to organize handouts from me.

**Catalog Description:**

This course is an introduction to contemporary topics in culture and language. It focuses on language development through content-based instruction.

**Expected Learner Outcomes**

- Improve reading, listening, comprehension, spoken English, and writing through content-based instruction
- Study grammar related to course content
- Use technology relevant to course goals

**Assignments:**

Each of us, including me, will have their own topic that we will be working on. I will use my topic to help you work on your academic language skills. You will do research, use speaking, listening, reading, and writing skills to develop your knowledge on your chosen topic. All your assignments will build towards your research project which will culminate in a research paper and presentation. Here are your assignments and how they calculate into your grade:

14 Discussions (25% of your grade)

Each Wednesday, instead of meeting in class, you will participate in an online discussion forum. Each week, a different question will be posted and your job will be to answer the questions thoroughly and thoughtfully and engage with your classmates.

5 Presentations (30% of your grade)

Each presentation will be a way for you to share your research with us. In presentation 1 you will present your topic; presentation 2 – TED Talk; Presentation 3 - a video; Presentation 4 – article; Presentation 5 – your research paper. The TED Talk, the video, and the article are going to be the sources that you will use for your research paper.

4 Vocabulary Quizzes (15% of your grade)

We will use Quizlet for your vocabulary study. Quiz 1 will consist of vocabulary from the unit that I will be presenting. Quizzes 2,3, and 4 will be created by you based on the vocabulary that you learn in your research sources.

1 Research Paper (30% of your grade)

This paper will be based on the topic you chose and will use the three sources that you have analyzed and presented to us.

**Grading Scale**

According to IELI grading policy any grade below C- is a failing grade

100 – 93 %	= A	82 - 80%	= B-	69 – 67%	= D+
92 - 90%	= A-	79 – 78%	= C+	66 – 60%	= D
89 - 88%	= B+	77 – 73%	= C	Below 60%	= F
87 – 83%	= B	72 – 70%	= C-		

**Canvas Instructure:**

During this course, we will use Canvas Instructure as our on-line class component. Canvas is Utah State University’s Learning Management System (LMS) that helps us deliver class content online. You will be able to access additional information and materials (like this syllabus). We will have an in-class instruction on how to use Canvas. You will need your A# and password set up to access this service.

**Participation:**

Your participation in class is crucial (extremely important) for your learning. Simply, if you don’t participate, you don’t learn. Such is the nature of language learning and my classes are designed with that in mind. Each day you are in class, you are expected to participate. There are several ways you can participate. Here are some examples:

- ask and answer questions to the teacher
- ask and answer questions to your classmates
- share your view and opinions in class, group, and pair activities
- engage in the activities assigned by the teacher

In addition, there are several activities that may prevent you from learning and disrupt others in class:

- coming to class (even for a good reason - you’re not there, you’re not learning)
- sleeping in class
- sitting quietly or not contributing much during class, group, and pair activities
- daydreaming for too long (I allow some daydreaming in my class, we all need a mental break from time to time)
- engaging in activities other than those assigned in class, e.g. checking your social media (like Facebook or Instagram), checking sport event scores, reading news in your own language (even in English), texting, etc.
- distracting other students repetitively by off-topic conversation, inappropriate behavior, jokes, etc.

**Make up work and assignments:**

- Assignments are due on the posted due date (see Canvas).
- The teacher reserves the right to refuse accepting late assignments.
- Ask your classmates and/or the teacher about the material that was covered in class. I post an announcement in Canvas summarizing our class activities for that day.
- Show your made up work to your teacher within one day of your absence.
- If you miss a presentation, quiz, or a test, talk to me to schedule a make up within two days of your absence. This option is open **ONLY** to those who informed the teacher of their absence in advance. In case of **NO CALL – NO SHOW** situation, the student will **NOT BE ALLOWED TO MAKE UP** the missed test or presentation.

**Important dates this semester:**

September 4, Monday – Labor Day – No classes

October 19, Thursday – Friday Class Schedule

October 20, Friday – Fall Break - No classes  
November 22-24 – Thanksgiving Break – No classes  
December 8, Friday – Last day of classes  
December 11 – 15, Monday – Friday – Final’s Week

### **IELI and USU Attendance Policy**

Learning a language requires that you actively attend and participate in your classes. If you do not regularly attend classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. Attendance is not only important for learning but essential for international students on an F-1 or J-1 visa to maintain their legal immigration status. IELI works closely with the office of Global Engagement to ensure that our students maintain their immigration status and will report students who regularly miss class. Consequently, the following attendance policy will be enforced.

#### **Missing consecutive classes**

If a student misses 7 consecutive classes for any one class without contacting the instructor and providing valid proof of absence (e.g. a medical excuse from a doctor), their immigration status will be terminated and they will be sent home.

#### **Total classes**

If a student misses 7 total class hours for any one class or 22 total class hours in any one semester, their immigration status will be terminated and they will be sent home.

### **USU policy- excused absences**

According to the USU policy, a student may not miss more than 20% of any class even if it is excused. This means that you cannot miss more than 9 classes for any one class, even if some of the absences are excused. If a student’s total absences (excused and unexcused) for any class exceeds 9, their immigration status will be terminated and they will be sent home.

#### **Warnings**

Students will get at least three warnings before their immigration status is terminated. It is the student’s responsibility to provide a current e-mail address to IELI and the office of Global Engagement and check their e-mail regularly. If a student’s immigration status is terminated, they will be given 15 days to leave the U.S.

### **Grading**

The grades you get for each class are based on the work you do for that class. Attendance and effort are important factors for successful learning but do not directly affect your grade. It is important for you to do your best on all your in-class and at home activities as they will be graded on how well you complete these activities. Successful completion of these activities will help you gain the knowledge and skills you need to meet learner outcomes for each course.

### **Progressing to the next level**

You must receive a grade of C- or better in any IELI class in order to pass that class and move to the next level of that class. Students who receive lower than a C- are required to repeat the class until they receive a passing grade. If you are not passing a class at mid-term you will be re-registered for the class until final grades are posted. If your final grade shows that you passed the class, you will be moved up into the next level or the class will be dropped.

If you want to check on how well you met the learner outcomes for each class, there are two ways to do so: 1) you can get a copy of the student achievement form from the IELI staff assistants or 2) you can access your grade on the USU website and then compare the grade to

the Grade Descriptions on the IELI website (Current Students -> Academics-> Grade Descriptions).

**In-term evaluations**

Your professors will inform you, in writing, of your grade three times during the semester (e.g. approximately 4 weeks, 8 weeks and 12 weeks). For the midterm evaluation, IELI faculty assign a letter grade to students in each of their classes. If you are doing work at a level lower than C in any of your classes, your professor will meet with you to discuss what you will need to do to pass the class.

**Academic Honesty/Integrity:**

You are expected to follow USU Academic Honesty/Integrity Policy, which forbids cheating, falsification, and plagiarism. To learn about the Policy go to <http://catalog.usu.edu/content.php?catoid=4&navoid=547>. If you are caught committing any of the described violations, you will first receive a warning from your teacher and a record of it will be put in your file. You will also be asked to complete additional assignments for the class. If you violate this policy for the second time, you will be subject to the disciplinary actions described in Section 3 of the Academic Honesty/Integrity.

**Students with Disabilities:**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."