

Intensive English Language Institute  
 Department of Languages, Philosophy, and Communication Studies  
 College of Humanities and Social Sciences, Utah State University

**IELI 2420: Writing from Academic Sources**  
**Spring 2017**  
**Course Syllabus**

**Instructor: Elena Shvidko**

Office: Main 069D

Email: [elena.shvidko@usu.edu](mailto:elena.shvidko@usu.edu)

Office Hours: W 12:30-2:30 pm

**Course Information**

Class Days and Times: T & Th, 1:30-2:45 pm, BNR 278

W, 11:30 am-12:20 pm, Geol 308

Course website: Canvas

**Important Dates**

Classes Begin	Monday	January 9
Martin Luther King Jr. Day (No Classes)	Monday	January 16
President's Day (No Classes)	Monday	February 20
Monday Class Schedule	Tuesday	February 21
Spring Break (No Classes)	Monday-Friday	March 6-10
Classes End	Friday	April 28
Final Exams	Monday-Friday	May 1-5

**Course Description**

IELI 2420 introduces you to academic writing demands. You gather information from various sources, such as interviews, surveys, and academic texts; analyze and summarize the information and write documented essays and reports.

**Course Goals**

You will learn:

- Academic research skills needed in university-level coursework;
- Academic writing skills;
- Computer skills necessary to participate in a writing class.

**Learner Outcomes**

You will display academic *research skills* by showing in your writing that you can:

- Evaluate sources;
- Gather relevant information;
- Use electronic library databases and the Internet for information gathering.

You will display academic *writing skills* by showing in your writing:

- A clear focus and overall organization typical of various academic genres;
- Information that has been paraphrased/summarized from multiple sources;
- Acknowledgement of the ideas of others through in-text citations and reference lists;

- Use of language (syntax/grammar/vocabulary) that does not interfere with comprehensibility.

### Syllabus Approach

The syllabus in this this class is based on the principle of sequenced writing assignments, which grows from the belief that students develop their writing skills best when each writing assignment they do can build quite directly on the experience and knowledge gained from completing the previous writing assignments. More information is provided in this packet.

### Required Texts and Materials

- *Course Packet*. The electronic copy is provided by the instructor. You must print the packet and have it with you each class. **This is your textbook.**
- Additional readings and handouts provided by the instructor

### Additional Resources

- Academic Phrase Bank: <http://www.phrasebank.manchester.ac.uk/>
- Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/>

### Grading

Course grades will be calculated on the following 1000-point scale:

Letter Grade	Point Ranges	Grade Point Value
A	940 – 1000	4.00
A-	939 – 900	3.67
B+	899 – 880	3.33
B	879 – 840	3.00
B-	839 – 800	2.67
C+	799 – 780	2.33
C	779 – 740	2.00
C-	739 – 700	1.67
D+	699 – 670	1.33
D	669 – 630	1.00
D-	629 – 600	0.67
F	Less than 599	0

Points will be awarded in the following amounts:

Assignment #1 – 150 (Research Proposal & Formal Email)

Assignment #2 – 150 (Annotated Bibliography)

Assignment #3 – 150 (Interview Report)

Assignment #4 – 200 (Argumentative Essay)

Assignment #5 – 150 (Presentation)

Reading Quizzes – 100

Classroom Activities & Conduct – 100

Total – 1000 points

**As per IELI policy, any grade below C- is failing.**

**Assignments – 800 points**

Your writing will be graded on the basis of rhetorical appropriateness, content, organization, vocabulary, grammar, and conventions. Assignment sheets and rubrics with additional details are included in this packet. All the drafts you submit should have the following in the top left corner of the first page.

Your name

Name of assignment and draft #

IELI 2420

Current date

Other formatting requirements will be provided by the instructor.

**Reading Quizzes – 100 points**

Readings are an important part of this course. You are expected to read all assigned material.

**Classroom Activities & Conduct – 100 points**

Appropriate classroom conduct is an important part of being a college student. You are expected to participate in each class to the best of your ability. Merely being present does not constitute participation. Just like in the workplace, it is not enough to just show up. Organizations don't need warm bodies; they need productive members. It is expected that you come to class **prepared** and **on time**. Coming to class prepared means bringing your textbook, bringing completed homework, and being ready to contribute to class discussion. It is also expected that you conduct yourself in a respectful manner.

At the beginning of the semester, each of you will have 100 points for classroom activities & conduct. For each of the following kinds of behavior, you will lose **5 points**:

- You miss a class;
- You are late for class (2 late arrivals are allowed for the entire semester);
- You don't bring Course Packet with you;
- You sleep in class;
- You do not turn off or use your cell phone;
- You do homework for other classes;
- You do any other work not related to class activities;
- You use your laptop for non-class related purposes (e.g., surf on the Internet);
- Your behavior is disruptive\*.

\* Examples of disruptive behavior:

- Leaving class without permission;
- Making noise and repeatedly interrupting;
- Reading newspapers/magazines or other non-lesson related materials in class;
- Eating in class without permission;
- Being verbally abusive to or insulting the instructor or other students;
- Persistent and unreasonable demands for time and attention;
- Refusing to comply with the directions of the instructor.

## **Class Policies**

### ***Submission of Drafts:***

You will submit all your drafts via Canvas. The drafts must be submitted by Sunday 10:00 pm (please see the calendar). If you submit your draft even one minute late, your draft will be marked "late" and 5 points will be automatically subtracted from the assignment grade. Your final grade will be lowered by 5 points for each late day any draft is turned in. Final drafts will only be accepted if the previous two drafts have already been turned in.

### ***Late/Missed Assignments***

Homework assignments need to be turned in at the beginning of the class, unless other instructions are provided. Late homework will not be accepted. Even if you miss a class, you are expected to attend the following class prepared and with your homework assignment completed. You will not be allowed to take a missed quiz, unless your absence was caused by an illness or an emergency (see below).

### ***Illness and Emergencies***

If you are sick for more than a day, or if there is an emergency (please note that for the university, emergencies include a death or serious illness in the family, warfare, jail or legal problems, accidents), please let the instructor know.

### ***Technology***

NO laptops in class! The instructor will let you know in advance if you need to bring your laptop to class activities.

NO cell phones! Using cell phones/texting in class is disrespectful to your classmates and to the instructor. Cell phones should be turned off and put out of sight until class is over. If you are expecting an emergency call, please let the instructor know.

### ***Professional Behavior Statement***

This class is a safe place for us to engage with a variety of topics, some of which may be more comfortable topics than others. To that end you will be respectful of the instructor and of your classmates. Should you behave in a way that is disrespectful, you will be asked to leave. A behavior that is threatening to anyone in this class will have administrative consequences.

### ***Public Work***

You should treat all work completed in this class as public work. This means that you can expect most, if not all, of your work to be shared with your classmates. To that end, you should not write about something that you wouldn't feel comfortable sharing with your classmates.

### **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.

## **IELI Policies**

### ***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 instructor 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 instructor will meet with you to discuss what you will need to do to pass the class.

### **USU Policies**

#### ***Academic Integrity—“The Honor System”***

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

#### ***The Honor Pledge***

To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge: Espouses academic integrity as an underlying and essential principle of the Utah State University community; Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and Is a welcomed and valued member of Utah State University.

#### ***Plagiarism***

Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

#### ***Sexual Harassment***

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.” If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

#### ***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 special 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.

***Grievance Process***

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking – which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

***Withdrawal Policy and "I" Grade Policy***

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### Course Calendar

	Date	Class Topic/In-Class Activities	Work Due
<b>Introduction</b>			
<b>Week 1</b>			
1	Jan 10 (T)	Introduction + Policies	
2	Jan 11 (W)	Writing Conferences/Peer Review	<b>Reading:</b> <i>Syllabus</i> Bring <i>Student Information Sheet</i> ; Send an Email
3	Jan 12 (Th)	Sequenced Assignments Overview	<b>Reading:</b> p. 13
<b>Assignment 1: Research Proposal &amp; Formal Email</b>			
<b>Week 2</b>			
4	Jan 17 (T)	Assignment Planning	Fill out and bring <i>Selecting a Research Topic</i>
5	Jan 18 (W)	Assignment Planning	<b>Reading:</b> <i>Writing Research Proposals</i> (pp. 42-43)
6	Jan 19 (Th)	Assignment Planning	<b>Reading:</b> <i>Evaluating Sources</i> (pp. 47-52)
<b>Jan 22, Sunday, 10:00 pm: Assignment 1, First Draft Due</b>			
<b>Week 3</b>			
7	Jan 24 (T)	Assignment Planning	<b>Reading:</b> <i>Rhetorical Situation</i> (pp. 33-41)
8	Jan 25 (W)	Assignment Planning	
9	Jan 26 (Th)	Assignment Planning	<b>Reading:</b> <i>Composing a Formal Email</i> (pp. 28-32)
<b>Jan 29, Sunday, 10:00 pm: Assignment 1, Second Draft Due</b>			
<b>Week 4</b>			
10	Jan 31 (T)	Peer Review/Conferencing Group 1	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
11	Feb 1 (W)	Focus on Language	<b>Reading:</b> <i>Documentation APA Style</i> (pp. 96-97)
12	Feb 2 (Th)	Peer Review/Conferencing Group 2	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
<b>Feb 5, Sunday, 10:00 pm: Assignment 1, Final Draft Due + Formal Email</b>			
<b>Assignment 2: Annotated Bibliography</b>			
<b>Week 5</b>			
13	Feb 7 (T)	Assignment Planning	
14	Feb 8 (W)	Assignment Planning	<b>Reading:</b> <i>Writing Annotated Bibliographies</i> (pp. 44-46)
15	Feb 9 (Th)	Assignment Planning	
<b>Feb 12, Sunday, 10:00 pm: Assignment 2, First Draft Due</b>			
<b>Week 6</b>			
16	Feb 14 (T)	Assignment Planning	<b>Reading:</b> <i>Textual Borrowing</i> (pp. 93-95)
17	Feb 15 (W)	Assignment Planning	
18	Feb 16 (Th)	Assignment Planning	
<b>Feb 19, Sunday, 10:00 pm: Assignment 2, Second Draft Due</b>			
<b>Week 7</b>			
	Feb 21 (T)	Monday schedule	

19	Feb 22 (W)	Peer Review/Conferencing Group 2	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
20	Feb 23 (Th)	Peer Review/Conferencing Group 1	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
<b>Feb 26, Sunday, 10:00 pm: Assignment 2, Final Draft Due</b>			
<b>Assignment 3: Interview Report</b>			
<b>Week 8</b>			
21	Feb 28 (T)	Assignment Planning	
22	March 1 (W)	Assignment Planning	<b>Reading:</b> <i>Conducting Interviews</i> (pp. 53-66)
23	March 2 (Th)	Assignment Planning	
<b>March 5, Sunday, 10:00 pm: Assignment 3, First Draft Due</b>			
<b>Week 9</b>			
	March 7 (T)	<b>Spring Break</b>	
	March 8 (W)		
	March 9 (Th)		
<b>Week 10</b>			
24	March 14 (T)	Assignment Planning	
25	March 15 (W)	Assignment Planning	
26	March 16 (Th)	Assignment Planning	
<b>March 19, Sunday, 10:00 pm: Assignment 3, Second Draft Due</b>			
<b>Week 11</b>			
27	March 21 (T)	Peer Review/Conferencing Group 1	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
28	March 22 (W)	Focus on Language	
29	March 23 (Th)	Peer Review/Conferencing Group 2	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
<b>March 26, Sunday, 10:00 pm: Assignment 3, Final Draft Due</b>			
<b>Assignment 4: Argumentative Essay</b>			
<b>Week 12</b>			
30	March 28 (T)	Assignment Planning	
31	March 29 (W)	Assignment Planning	<b>Reading:</b> <i>Arguing a Position</i> (pp. 59-66)
32	March 30 (Th)	Assignment Planning	<b>Reading:</b> <i>Arguments</i> (pp.67-60)
<b>Apr 2, Sunday, 10:00 pm: Assignment 4, First Draft Due</b>			
<b>Week 13</b>			
33	Apr 4 (T)	Assignment Planning	<b>Reading:</b> <i>Evidence</i> (pp. 70-75)
34	Apr 5 (W)	Assignment Planning	<b>Reading:</b> <i>Logic in Argumentative Writing</i> (pp. 75-81)
35	Apr 6 (Th)	Assignment Planning	
<b>Apr 9, Sunday, 10:00 pm: Assignment 4, Second Draft Due</b>			
<b>Week 14</b>			
36	Apr 11 (T)	Peer Review/Conferencing Group 2	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
37	Apr 12 (W)	Focus on Language	
38	Apr 13 (Th)	Peer Review/Conferencing Group 1	Bring: two copies of your draft, filled out <i>Conference Prep Notes</i>
<b>Apr 16, Sunday, 10:00 pm: Assignment 4, Final Draft Due</b>			

<b>Assignment 5: Presentation</b>			
<b>Week 15</b>			
39	Apr 18 (T)	Assignment Planning	<b>Reading:</b> <i>Designing Effective Presentations</i> (pp. 82-88)
40	Apr 19 (W)	Assignment Planning	<b>Reading:</b> <i>Designing Effective Presentations</i> (pp. 88-90)
41	Apr 20 (Th)	Assignment Planning	
<b>Week 16</b>			
42	Apr 25 (T)	Presentations	
43	Apr 26 (W)	Presentations	
44	Apr 27 (Th)	Wrap-up	
<b>Apr 30, Sunday, 10:00 pm: Assignment 5, Final Draft (PPP) Due</b>			