IELI 2420 Writing from Academic Sources  
Intensive English Language Institute  
Utah State University  
Spring 2021

Teacher: Ekaterina Arshavskaya  
Email: ekaterina.a@usu.edu  
Class Time: MW 9.30-11.20  
Location: via Zoom  
Office hours: every day, via Zoom, by appointment

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

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
Major Assignments

- Research interest paper
- Creative essay
- Summary of an academic journal article
- Synthesis paper
- Argumentative research paper and symposium academic presentation

In-class Materials

You will need a personal laptop for some in-class writing.

Evaluation

All assignments and in-class projects 100%

Grading Scale

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

93%-100% = A  92%-90% = A-  88%-89% = B+
83%-87% = B  80%-82% = B-  79%-78% = C+
77%-73% = C  72%-70% = C-  69%-67% = D+
67%-63% = D  62%-60% = D-  Below 60% = F
Required Textbook

No textbook is required.

Homework

Assignments are due at the beginning of each class. Homework assignments must be on time. No late assignments will be accepted unless you request an extension due to some illness/life event in advance.

Attendance and Participation Policies

You will be expected to come to class prepared to ask and answer questions as well as participate actively in pair work, group work and whole class activities; cell phones and other electronic devices must be off so that you and your classmates can make the most of each class.

You are expected to attend every class. There are no makeups for quizzes and tests unless you demonstrate in advance (and I agree) that a significant life-event prevents you from attending class or if you have a documented emergency. If you schedule something else during a class when a test or a vocabulary quiz is given, you will get a zero for that grade.

Keys for Success

✓ If you have problems regarding the course or assignments, please speak to me about it as soon as possible.
✓ All submitted work should be typed and double-spaced with a 12-point font and have your name, the course name, the assignment, and the date on the upper right hand corner.
✓ Students should come to class with the appropriate materials, including books, pens, and paper.
✓ Class starts promptly. If you are late, take your seat without disrupting the class. Students who disrupt the class after entering late may be asked to leave the class.
✓ If you miss a class, make sure to contact me for the homework assignment. Even if you miss a class, you are expected to attend the following class prepared and with your homework assignment completed.
✓ Always speak in English in the classroom.
**Undergraduate ESL Composition Rubric**

Rater Objective: To determine the extent to which the essay demonstrates sufficient characteristics (i.e., 70%) to maintain competence in a given band.

<table>
<thead>
<tr>
<th>Essay/Paragraph Organization</th>
<th>Emerging Competence (F)</th>
<th>Developing Competence (D)</th>
<th>Strengthening Competence (C)</th>
<th>Mastering Competence (B)</th>
<th>Controlling Competence (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* is generally organized inadequately, which <strong>significantly</strong> impedes reader comprehension (e.g., thesis, topic sentences, introduction, conclusion, order of paragraphs, etc.)</td>
<td>* is organized <strong>somewhat</strong> inadequately <strong>without significantly</strong> impeding reader comprehension (e.g., thesis, topic sentences, introduction, conclusion, etc.)</td>
<td>* is <strong>somewhat</strong> well-organized yet <strong>occasionally</strong> violates readers’ expectations for rhetorical form but <strong>without significantly</strong> impeding reader comprehension (e.g., thesis, topic sentences, introduction, conclusion, etc.)</td>
<td>* is <strong>generally</strong> well-organized, <strong>meeting readers’ expectations</strong> for rhetorical form (e.g., thesis, topic sentences, introduction, conclusion, etc.)</td>
<td>* is <strong>fully</strong> well-organized, perhaps even demonstrating <strong>some stylistic variation</strong> for communicative purposes e.g., thesis, topic sentences, introduction, conclusion, etc.)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Essay/Paragraph Development</th>
<th>Emerging Competence (F)</th>
<th>Developing Competence (D)</th>
<th>Strengthening Competence (C)</th>
<th>Mastering Competence (B)</th>
<th>Controlling Competence (A)</th>
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<tbody>
<tr>
<td>* demonstrates <strong>generally</strong> insufficient details to support a thesis or illustrate ideas</td>
<td>* demonstrates <strong>somewhat</strong> insufficient details to support a thesis or illustrate ideas that <strong>at times impedes</strong> comprehension</td>
<td>* demonstrates <strong>somewhat</strong> insufficient details to support a thesis or illustrate ideas that <strong>does not impede</strong> comprehension</td>
<td>* demonstrates <strong>generally</strong> appropriate and sufficient details to support a thesis or illustrate ideas</td>
<td>* demonstrates <strong>fully</strong> appropriate and sufficient details to support a thesis or illustrate ideas--e.g., <strong>for stylistic creativity or audience awareness or purpose</strong></td>
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<tr>
<th>Coherence</th>
<th>Emerging Competence (F)</th>
<th>Developing Competence (D)</th>
<th>Strengthening Competence (C)</th>
<th>Mastering Competence (B)</th>
<th>Controlling Competence (A)</th>
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<tbody>
<tr>
<td>* reveals examples of <strong>generally</strong> ineffective cohesive</td>
<td>* reveals <strong>somewhat</strong> ineffective cohesive</td>
<td>* reveals <strong>somewhat</strong> ineffective cohesive</td>
<td>* reveals <strong>generally</strong> effective cohesive</td>
<td>* reveals <strong>fully</strong> effective cohesive</td>
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<tr>
<td><strong>&amp;Cohesion</strong></td>
<td>ineffective cohesive unity and/or unrecognizable generic/registerial coherence</td>
<td>unity or unrecognizable generic/registerial coherence</td>
<td>unity or unrecognizable, yet some use of taught strategies are evident (e.g., transitions, reference, etc.)</td>
<td>unity and recognizable generic/registerial coherence</td>
<td>unity and recognizable generic/registerial coherence -- e.g., for stylistic creativity, audience awareness, or purpose</td>
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<tr>
<td><strong>Language Form/Use</strong></td>
<td>* contains generally consistent errors that obscure meaning</td>
<td>* contains somewhat consistent errors that obscure meaning</td>
<td>* contains somewhat consistent errors that occasionally impede comprehension</td>
<td>* contains somewhat unsystematic errors that occasionally impede comprehension</td>
<td>* contains few errors, and they do not impede comprehension</td>
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<td></td>
<td>* demonstrates minimal syntactic variety &amp; consistently inappropriate lexical choice or inaccurate word forms</td>
<td>* demonstrates minimal syntactic variety OR consistently inappropriate lexical choice or inaccurate word forms</td>
<td>* demonstrates some syntactic variety and range in appropriate lexical choice, but frequently it is not controlled</td>
<td>* demonstrates some syntactic variety and range in appropriate lexical choice, but occasionally it is not controlled</td>
<td>* demonstrates substantial syntactic variety and range in appropriate word choice for communicative purposes</td>
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**NOTE:** A grade of F can also be assigned to plagiarized work

**Resources**

1. **The English Writing Center:** The English Writing Center provides free one-on-one writing tutoring sessions to undergraduate students. I encourage you to bring your writing drafts from this writing course and other courses to the Writing Center for professional help. For more information, please visit [www.writing.usu.edu](http://www.writing.usu.edu)

2. **Dictionaries:** Here are some websites of free online dictionaries.

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.
Utah State University Policies and Procedures

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.

Grievance Process (Student Code)

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: Article VII Grievances, pages 25-30.

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 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."

**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.