Instructor:
Office:
Phone:
E-Mail:
Class Times:
Classroom:
Office Hours:

Saint Leo University’s Commitment to Academic Excellence Statement (abbreviated)

Academic excellence is an achievement of balance and growth in mind, body, and spirit that develops a more effective and creative culture for students, faculty, and staff. It promotes integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the university. At the level of students, excellence means achieving mastery of the specific intellectual content, critical thinking, and practical skills that develop reflective, globally conscious, and informed citizens ready to meet the challenges of a complex world.

Course Description:

This course is designed to support the academic development of Bridge students through providing opportunities for: (1) early and structured introduction to Saint Leo Campus and online resources; (2) developing effective oral presentation and communication for academic purposes skills; (3) guided reflection on their language acquisition process and academic skills development. This course serves as a supporting course for ENG 120.

Prerequisite

University admission through the regular track of the Bridge Program.

Entry Proficiency Level - intermediate: Level 3: Developing (TESOL Pre-K-12 English Language Proficiency Standards – Framework)

Goal Exit Level – high intermediate: Level 4: Expanding (TESOL Pre-K-12 English Language Proficiency Standards – Framework)
**Textbook:** The course uses a collection of authentic materials and materials posted on the university site, including texts and multimedia applications. All materials are selected with consideration of students’ language proficiency, academic needs, and the goals of the course. The materials are organized and made available to the students through the Learning Management System used at Saint Leo.

**Course Goals**

(1) early and structured introduction to Saint Leo Campus and academic resources, (2) development of academic speaking and presentation skills, and (3) guided reflection on language acquisition process and academic skills development.

**Teaching Objectives**

STUDENTS WILL:
I. Develop further their speaking skills in prepared and spontaneous speech with emphasis on fluency and pronunciation
II. Learn and actively use new vocabulary related to academic issues.
III. Be engaged in active learning about the available academic resources both on University Campus and online.
IV. Read and discuss texts related to academic issues, university values and mission.
V. Be guided in the process of preparation and delivery of oral presentations which reflect academic skills and resources.
VI. Prepare to interact with members of the university community on topics related to their studies, responsible academic behavior, and university resources.
VII. Develop organizational and academic skills that would help handle successfully their learning process.
VIII. Be guided in reflecting on their academic and language acquisition progress during the semester.

**Student Learning Outcomes**

STUDENTS WILL BE ABLE TO:
1. Select appropriate academic resources such as course schedule, eLion, University catalog, library catalog & Libguides and use them effectively for obtaining specific information or completing a task.
2. Discuss and relate to the values of the academic community through researching and sharing their findings about its resources, history, and signature places on campus.
3. Provide clear summary about assigned university academic tool/ information resources and guide peers in using these resources.
4. Plan and engage in presentations and conversations regarding academic issues.
5. Organize their academic work following specific instructions and use this collection to illustrate their written reflections on experiences and learning outcomes during the semester.
6. Reflect on their learning and personal experiences and share them in prepared oral narratives.
7. Achieve clearer pronunciation based on feedback provided by the instructor and voice-recognition software.
8. Improve their reading and listening comprehension.

Assignment Description

Presentations & Materials Supporting Presentations – 20% of final course grade

- Finding Information On Campus – Informal class presentation 2.5 points, handout 2.5 points – (5%).

For this assignment, you will explore a particular resource available to you on campus and, presenting in small groups, share with your classmates what you learned about this resource. Here are the steps you will follow:

  Exploration: You will research a particular resource (library catalog and online resources, D2L, mySaintLeo, etc.) -
  Reporting: Your will write a short report (minimum of 150 words) about the resource you researched. In this report, you will include specific information about the resource:
    - How the resource can be accessed
    - What information students can find
    - What type of support/services students can receive
  Sharing: You will summarize the information about the target resource, develop a handout and present this resource to your peers.

- A Mystery Story - Class presentation (5%)

Each student will present about a signature place/event on campus and will guide class discussion about the place/event and how it is related to the university community history and values.

    - Exploration: each student will research a signature place or event on Saint Leo campus.
    - Reporting: Working individually, students will refine your hands-on skills for working with presentation software (VoiceThread and/or PowerPoint) and developing their presentation on a topic related to university life.
    - Sharing: They will present in class and lead a short class discussion after their presentation.

- Academic Integrity Interview Project (questions, presentation and notes) – developing questions 2 points, presentation 5 points, notes 3 points – (10%).

  Exploration: (1) Students will explore topics related to academic ethical behavior through reading and class discussion. (2) They will study resources which will inform them about practices for proper citation and referencing. (3) They will develop at least 5 questions about academic integrity and use these questions in their interview which they will conduct on campus with students outside of the Bridge Program. (4) Working individually, they will conduct the interview.
Reporting: Each student will write up the outcomes of the interview including the background information of the interviewees. The write-up will be organized in a PowerPoint and will require the effective use of the slide and note space of the PowerPoint presentation document. Sharing: They will present in class about their Academic Integrity interview projects;

**Recorded Presentations – 10% of final course grade**

- **Culture Shock – (5%)**
  Sharing Perspectives – on VoiceThread or PowerPoint. Students will be expected to record your reflections about their experiences in the beginning of the semester using the sound recording features of VoiceThread or PowerPoint. The guiding model for these reflections will be the model of Culture Shock presented in course readings and reviewed and discussed in class.

- **Midterm Reflection on VoiceThread or PowerPoint (recorded) – (5%)**
  At the middle of the semester, students will develop a short presentation (3-5 slides) in which they will share with the instructor their reflections about the difficulties, achievements, and action plan for the rest of the semester. The slides should contain bullets of main points and recorded oral reflection narrative.

**Assessments – 50% of course final grade**

- **Course quizzes – (30%)**
  During the course, students will take 4 quizzes to demonstrate their comprehension of the content addressed in the course. Reading/comprehension and target vocabulary discussed and practiced in class will be emphasized.

- **Academic Pronunciation – (10%)**
  Using voice recognition software Native Accent, students will practice target pronunciation points determined based on their needs. The grade will be based on the pronunciation accuracy numerical feedback provided by the program (average of 70 and above – 10 points, 69-50 – 8 points B, 49-30 – 6 points, below 30 – no points assigned), to receive points for this assessment, all lessons assigned by the instructor should be completed.

- **Standardized Test of Language Proficiency – (10%)**
  All Bridge students are required to take an in-class diagnostic test (MTELP and writing) for tracking their progress. The test consists of four sections: Grammar, Vocabulary, Reading/Comprehension, and Writing. In order to receive full points for the test, you need to complete the pre-test administered in the beginning of the semester and the post-test administered at the end of the semester; in addition, you need to demonstrate adequate proficiency level in the beginning of the semester and adequate progress at the end of the semester (i.e. 10% improvement on at least two of the four sections of the test).

**Portfolio – 20% of course final grade**

- **Course Portfolio – completeness – (5%)**
The Bridge course portfolio is a purposeful collection of your work completed during the course of your studies in the second semester in the Bridge program. The aim is to demonstrate your progress and provide opportunities for guided reflection during this process.

You will be expected to select one or two assignments from each course you take during the semester (please see the course list below). You will include an original (or a copy) of the assignments in the portfolio and accompany each assignment with a reaction paragraph in which you will address the following: (1) A short description of the assignment; (2) an explanation of the way this assignment supported your learning: address the academic and language skills, as well as content knowledge you developed and/or refined.

List of courses:

- ENG 114 – 2+ assignments
- ENG 115 – 2+ assignments
- ENG 120 – 2+ assignments
- SLU 105 – 2+ assignments
- SLU 110 – All assignments
- SLU 101 – 1+ assignments

a) Reflection paragraphs – (5%)

Reflective Paragraphs: Each assignment included in the portfolio will be accompanied with a reflective paragraph. In this paragraphs students will address the following: (1) a short description of the assignment; (2) an explanation of the way this assignment supported their learning: the academic and language skills, as well as content knowledge will be addressed.

b) Reflective Essay – (8%) (3% - Draft 1 + 5% Draft 2)

The reflective paper presents the final outcomes of guided reflection and is submitted at the end of the semester as part of the Bridge Portfolio during the final meeting with the instructor. Both content and language quality of the essay will be assessed.

c) Portfolio Organization and Appearance – (2%)

The portfolio should be organized in the following manner:

- The materials are organized in a 1” binder
- The portfolio starts with a title page
- The first assignment after the title page is the Reflective essay
- Labeled page dividers are used to separate the courses presented in the portfolio
- Two assignments are included in each section of the portfolio
- Each assignment is preceded by a reaction paragraph.

Reading Assignments and Activities

- Reading assignments will be used as part of the introduction of course topics; comprehension checked in discussions, Q&A activities, and assessment quizzes.

Assessment Outcomes:

Presentations
Grading Scale (descriptions and percentage):

A (94-100) = Exceptional
A- (90-93) = Superior
B+ (87-89) = Excellent
B (84-86) = Very Good
B- (80-83) = Good
C+ (77-79) = Above Average
C (74-76) = Average
C- (70-73) = Below Average (a grade below this line means the course must be retaken)
D+ (67-69) = Marginal
D (60-66) = Poor
F (0-65) = Failure

Attendance and Participation: Attendance to class and participation are key components of this course. The attendance will affect final grade in the following manner: 3 unexcused absences in Monday/Wednesday/Friday classes and 2 – for Tuesday/Thursday classes will result in 10% grade drop; university excused absences will not affect the course grade only if all assignments are submitted and all tests are taken. Each following unexcused absence will further reduce the grade with 3.5% for Monday/Wednesday/Friday classes and 5% for Tuesday/Thursday classes.

Late arrivals: The student is marked as tardy if he arrives 5-9 minutes after the beginning of the class. After 15 minutes a student will be considered absent.

Refer to the Attendance Policy in its entirety in the Saint Leo University Catalog.

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The student is expected to:

- Keep up with the work and maintain the progress with the rest of the class.
- Attend every class session! Class participation is extremely important to the practice of speaking and listening skills, and, therefore, attendance is calculated as part of your grade for the course.

- Provide documentation for official, excused absences to the academic advisor. Excessive absences will result in a reduced grade.

- Late assignments will have 10% of the total grade deducted for each day beyond the due date. The instructor may not consider a late assignment for grading if the assignment is submitted more than six days after the due date.

- Find out about missed work from a classmate BEFORE THE NEXT CLASS or from the instructor during office hours BEFORE THE NEXT CLASS. If you do miss a class for an official, excused absence, it is your personal responsibility to make up the work BEFORE THE NEXT CLASS.

- Do their own work! Any student suspected of academic dishonesty will be referred to the Academic Standards Committee.
Saint Leo University Core Values

**Excellence**
Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

**Community**
Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Tentative Class Schedule:

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<tr>
<th>Weeks</th>
<th>In Class</th>
<th>Assignments &amp; Assessments</th>
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| **Weeks 1&2** | • Course Introduction  
  • Diagnostic Test – Introduction  
  • Diagnostic Test | 1. MTELP  
  2. PowerPoint recording – American Speech Sound |
| **Weeks 3&4** | • Syllabus discussion and activities  
  • Culture Shock – Reflecting on Your Own Experience | *Reading and discussion activities and assignments  
  *Culture Shock – recorded Presentation  
  *Academic Pronunciation (1): feedback and discussion  
  *Quiz 1 |
| **Weeks 5&6** | • Finding Information on Campus  
  *Reading & exploring university resources  
  *Discussion activities and assignments  
  *Finding Information in Campus – informal class presentation with handout  
  *Academic Pronunciation (2): feedback and discussion  
  *Quiz 2 |
| **Weeks 7&8** | • Getting Information on Campus (cont.): The Library  
  • Active Listening and Effective Presentation  
  *Library website exploration  
  *Library visit  
  *Discussion & listening activities and assignments  
  *Academic Pronunciation (3): feedback and discussion  
  *Quiz 3 |
| **Weeks 9&10** | • Active Listening and Effective Presentation (cont.)  
  • Academic Integrity  
  **SEMESTER BREAK**  
  *Reading and discussion activities  
  *Academic Integrity – preparing for the interview  
  *Midterm reflection – recorded presentation |
| Weeks 11 & 12 | • Academic Integrity (cont.)  
• University Life: Mystery Story | *Reading and discussion activities  
*Academic Integrity – presentation & notes  
*Academic Pronunciation (1): feedback and discussion  
*Quiz 4 |
| Weeks 13 & 14 | • Bridge Portfolio – Reflective essays: organization and requirements.  
• University Life: Mystery Story (cont.) | *Bridge Portfolio – discussion.  
*Reflective essay - brainstorming and outlining.  
*Mystery Story – in-class presentations |
| Week 15 | • Bridge Portfolio – directions and discussion | *Reflective essay: Draft 1 & instructor’s feedback.  
*Course assignment descriptions – discussion and in-class writing. |
| Week 16: Final Exam – MTELP | • Final Exam Schedule  
• Completed Bridge Portfolio to be submitted. |