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 provide intermediate-level non-native speakers of English with the opportunity to review advanced English grammar features and actively engage in academic writing practice.

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)

**Course Goals**

*This course aims to:*

1. Introduce students to the grammar and text structure conventions of academic writing in English.
2. Engage students in active practice of academic paragraph writing.

**Teaching Objectives**

STUDENTS WILL:

I. Learn how to write grammatically correct sentences including correct use of subject-verb agreement, singular and plural nouns, definite and indefinite articles, adjectives and adverbs, verb tense; and be introduced to structure of compound and complex sentences.

II. Learn how to write coherent paragraphs using active and new vocabulary.

III. Analyze and practice specific stages of writing process when working on their paragraphs (generating ideas, writing the first and second draft, revising and editing).

IV. Analyze Modern language Association (MLA) formatting requirements and practice appropriate formatting.

V. Learn how to work with academic texts applying active reading strategies for identifying main ideas and details.

VI. Understand the importance of avoiding various types of plagiarism and learn how to avoid plagiarism by practicing paraphrasing.

VII. Learn how to summarize academic texts while identifying main idea, controlling idea, and main points of the texts.

VII. Develop constructive peer reviewing skills (with peer-review rubric provided)

**Student Learning Outcomes**

STUDENTS WILL BE ABLE TO:

1. Write grammatically correct sentences avoiding mistakes with subject-verb agreement, singular and plural nouns, definite and indefinite articles, adjectives and adverbs, verb tense; and have understanding of structure of compound and complex sentences.

2. Appropriately punctuate simple sentences.

3. Apply appropriate and diverse vocabulary while creating coherent paragraphs in five types (description, process, narration, compare-contrast, cause/effect).
4. Effectively engage in the writing process applying appropriate strategies and techniques for each stage of the process: pre-writing, writing, revision and editing.
5. Format their written work following the basic MLA formatting guidelines.
6. Work with academic texts using active reading strategies such as predicting text topic based on images and graphs, scan and skim for key information and main ideas.
7. Identify main ideas of the text and apply this knowledge for summarizing academic texts.
8. Recognize the importance of avoiding plagiarism, including self-plagiarism and explore strategies for avoiding plagiarism.
9. Effectively use paraphrasing.
10. Analyze, synthesize, and summarize short academic texts.
11. Apply peer-reviewing skills while providing constructive feedback to their peers’ written work using specific rubrics.

Assignment Descriptions:

PRACTICE ASSIGNMENTS
- **Practice Exercises and Activities** - Complete multiple grammar exercises at home and in class (Textbook).
- **Practice Quizzes** - 5 practice quizzes which aim to assess students’ understanding and practical use of learned grammar and punctuation rules of English language.
- **Summaries** - Writing short summaries of provided texts.
- **In-Class Practice Writing** - In class five paragraphs (5-7 sentences) of five different types (assessment rubric provided).
- **Home Practice Writing** - At least 3 drafts for each paragraph with peer review for the third draft (rubric for the peer review provided).
- **Peer Review and Editing** – Students will write at least 3 drafts of each essay; they will engage in guided self-editing and peer review activities to refine their drafts before submitting to the instructor.

ASSESSMENTS – 65% of course final grade
- **Graded Grammar Quizzes** – During the semester, the students will complete 5 graded grammar quizzes demonstrating their level of proficiency in practical application of grammar material (with at least 70% accuracy) – (35%).
- **Final Exam** - Cumulative final exam which includes a multiple-choice grammar-focused section and writing section. (30%)

WRITING PROJECTS – 35% of course final grade
- **Paragraph Writing** – students will complete 5 paragraphs of each of the types addressed in class: description, process, narration, compare-contrast, and cause/effect. (one at the end of 2 week period).

**Note:** All assignments are due as indicated on the course schedule. Late assignments will be deducted ONE letter grade per day. Upon request all written material must be submitted via the University learning management system or emailed directly to the instructor.
Outcome Assessment:

Assessments 65%

Writing Projects 35%

100%

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

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Note: a course grade below C- is not a passing grade for this course.
Note: For all late assignments one letter grade will be reduced for each day the assignment is late.

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.

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:

**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.

**Respect:** Animated in the spirit of Jesus Christ, we value all individuals’ unique talents, respect their dignity and strive to foster their commitment to excellence in our work. Our community’s strength depends on the unity and diversity of our people, on the free exchange of ideas and on learning, living and working harmoniously.

This course aims to foster respect for all members of the university community through communicative grammar and writing activities as well as exploration and discussion of cultural aspects of the academic life in the U.S.A. It will focus on ways to speak and write effectively in order to promote excellence for a diverse population of international students of intermediate level of proficiency.
## Tentative Class Schedule

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<thead>
<tr>
<th>Week:</th>
<th>In Class</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Syllabus and Classroom Procedures&lt;br&gt;• Chapter 1: Strategies for College Success</td>
<td>*Practice Activities</td>
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<td>Weeks 2&amp; 3</td>
<td>• Chapter 2: Writing a Paragraph (introduction to composition patterns/types of paragraphs)&lt;br&gt;• Chapter 14: Writing Simple Sentences&lt;br&gt;• Chapter 21: Subject-Verb Agreement&lt;br&gt;• Chapter 24: Verbs: Past Tense</td>
<td>*Practice activities  &lt;br&gt;*Quiz 1</td>
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<td>Weeks 4 &amp; 3</td>
<td>• Chapter 25: Verbs: Past Participles&lt;br&gt;• Chapter 26: Nouns&lt;br&gt;• Chapter 5: Narration</td>
<td>*Practice activities  &lt;br&gt;*Narrative paragraph (Draft 1)&lt;br&gt;*Quiz 2</td>
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<td>Week 5 &amp; 6</td>
<td>• Chapter 27: Pronouns&lt;br&gt;• Chapter 28: Adjectives and Adverbs&lt;br&gt;• Chapter 6: Description (introduction to single paragraph structure)</td>
<td>*Practice Activities  &lt;br&gt;*Peer editing of narrative paragraph&lt;br&gt;*Final draft of narrative paragraph to instructor&lt;br&gt;*Description paragraph (Draft 1)&lt;br&gt;*Quiz 3</td>
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<td>Weeks 7 &amp; 8</td>
<td>• Chapter 7: Process (introduction to single paragraph structure)&lt;br&gt;• Midterm Exam Review&lt;br&gt;• Midterm Exam</td>
<td>*Practice Activities  &lt;br&gt;*Peer editing of description paragraph&lt;br&gt;*Final draft description paragraph to instructor&lt;br&gt;*Process paragraph (draft 1)</td>
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<td>Weeks 8 &amp; 9</td>
<td>• Chapter 15: Writing Compound Sentences (introduction)&lt;br&gt;• Chapter 8: Cause and Effect (introduction to single paragraph structure)&lt;br&gt;[Semester break]</td>
<td>*Practice Activities  &lt;br&gt;*Peer editing of process paragraph&lt;br&gt;*Final draft of process paragraph to instructor&lt;br&gt;*Cause and effect paragraph (draft 1)</td>
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<td>Weeks 10 &amp; 12</td>
<td>• Chapter 16: Writing Complex Sentences (introduction)&lt;br&gt;• Chapter 9: Comparison Contrast</td>
<td>*Practice Activities  &lt;br&gt;*Peer editing of cause and effect paragraph&lt;br&gt;*Final draft of cause and effect paragraph to instructor&lt;br&gt;*Comparison contrast paragraph (draft 1)&lt;br&gt;*Quiz 4</td>
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<td>Week 13 &amp; 14</td>
<td>• Final Exam Review</td>
<td>*Practice activities  &lt;br&gt;*Peer editing of comparison contrast paragraph&lt;br&gt;*Final draft of comparison contrast paragraph to instructor&lt;br&gt;*Quiz 5</td>
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<td>Week 16</td>
<td>FINAL EXAM</td>
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