



University Bridge provides beginner, intermediate, and advanced intensive English for Academic Purpose (EAP) courses to international English language learners who are interested in studying at an American-based university. Students develop language and academic skills necessary to succeed while studying abroad.

### INSTRUCTOR CONTACT INFORMATION

Name: Ms. Tabby Self  
Email: [tself@ubridge.edu](mailto:tself@ubridge.edu)  
Office Location: International Building, Room 318  
Office Phone Number: 334-555-7474 x2021  
Office Hours: Mondays & Wednesdays—9:00-10:00 a.m. or by request

### Questions & Concerns

If you have any questions or concerns that need to be addressed outside of class time or you cannot attend scheduled office hours, please contact me to schedule an in-person or Zoom meeting—I will try to respond within 24 hours with the exception of holidays and weekends.

### GENERAL COURSE INFORMATION

Course: Advanced English for Academic Purposes (EAP)  
Course: ESOL 103  
Credit: 3 hours  
Class Days/Time: MWF 8-8:50 a.m. CST  
Classroom: Faulk, Room 300 (synchronous in-person), Zoom (synchronous live), and Blackboard (pre-recorded lectures)  
Pre/corequisites: ESL 102 or English Placement Test

### Course Description

ESL 103 is an intensive English course designed to provide non-native English speakers with a broad spectrum of skills necessary to succeed in university level coursework with an emphasis on academic writing. Students will expand their English language skills in all four domains of reading, writing, listening, and speaking while also targeting vocabulary, grammar, and pronunciation. Coursework will help students improve reading comprehension through critical analysis and research, develop writing skills with academic report production, advance speaking skills through informal participation and formal presentations, and boost listening skills by extracting critical information from oral lectures.

## Course Format and Instructional Methods

**Classes will be held synchronously and asynchronously through in-person classroom instruction, live Zoom sessions, and pre-recorded video lectures as noted in the Tentative Class Schedule. All classes may be recorded.** Students are expected to complete all relevant assignments and readings prior to class in preparation for interactive discussions, activities, lectures, and presentations.

## COURSE GOALS

*Upon successful completion of this course, students will be able to:*

1. Analyze and extract critical information from articles and video/audio lectures;
2. Prepare and deliver oral presentations and participate in informal, spontaneous class discussions;
3. Format, summarize, paraphrase, and quote information in accordance with accepted academic writing styles such as APA;
4. Compose academic reports using scholarly sources with proper documentation; and
5. Expand academic vocabulary, explicit grammar knowledge, and pronunciation skills.

## TEXTS, READINGS, & EQUIPMENT / SOFTWARE

### Required Texts

Blass, Laurie, Mari Vargo, and Ingrid Wisniewska. *21st Century Reading: Creative Thinking and Reading with TEDTALKS 3*, National Geographic/Cengage Learning, 2016. (ISBN: 9781305265714)

Elbaum, Sandra N. *Grammar in Context 3*. 6th ed., National Geographic/Cengage Learning, 2016. (ISBN: 9781305075399)

### Recommended Texts

American Psychological Association. *Concise Guide to APA Style: The Official APA Style Guide for Students*. 7<sup>th</sup> ed., APA, 2020. (ISBN: 9781433832734)

The Modern Language Association of America. *MLA Handbook*. 9<sup>th</sup> ed., MLAA, 2021. (ISBN: 9781603293518)

### Additional Readings & Material

The instructor may, at any point during the course, post additional readings or other material to Blackboard. Students should refer to Blackboard content modules for postings.

### Equipment & Software

Students must have access to a reliable high-speed internet service, computer technology with a compatible microphone and video camera, and common software necessary for creating assignments such as Word, PowerPoint, and Adobe PDF. **All assignments should be submitted through Blackboard as Word or PDF documents** unless otherwise instructed. Zoom, including audio and video capabilities, will be used for live classes, meetings, and group work. Additionally, pre-recorded lectures will be available for asynchronous viewing through posted Zoom videos and/or links. **Students are responsible for ensuring that all necessary technology is working properly** for timely assignment submission and class participation. Respondus, the university's exam monitoring software, may be utilized to proctor assessments.

## CLASSROOM PROTOCOLS

**Students are expected to join 5 minutes prior to class start time with all required technology functioning properly.** Students are strongly encouraged to prepare for live classes by completing all readings and assignments necessary to fully participate in robust discussions and class activities. **Student cameras must be turned on throughout the class period with the student's full head within the viewing frame. Student microphones must be muted unless speaking.** All students are expected to participate in classroom discussions and activities, support peers, facilitate smooth instruction, and act respectfully toward all participants. **Electronic devices and activity not relevant to the class are prohibited during class time.** Please ensure that all cell phones and other non-relevant electronic devices are turned off for the duration of class. Students are also expected to become familiar with the Netiquette Policy and abide by these rules.

## COURSE REQUIREMENTS\*

*\*subject to change*

*During the course of the semester, students will...*

| TOPIC                                                                                                                                                                                                                                                                                                                                  | ASSIGNMENTS                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Syllabus & Plagiarism Assignment                                                                                                                                                                                                                                                                                                       | Complete a form highlighting key aspects of the course syllabus and summarize concepts related to plagiarism and source material utilization.                        |
| Participation                                                                                                                                                                                                                                                                                                                          | Prepare for, attend, and participate fully in all synchronously scheduled classes via Zoom and deliver virtual presentations as assigned.                            |
| Grammar Exercises                                                                                                                                                                                                                                                                                                                      | Complete exercises as assigned from Grammar in Context 3 text or other related postings.                                                                             |
| ER: Building Assignments                                                                                                                                                                                                                                                                                                               | Complete 7 stages of writing a <u>mock</u> experimental report (ER). Students will not conduct real experiments.                                                     |
| ER: Final & Presentation                                                                                                                                                                                                                                                                                                               | Compose a <u>mock</u> ER supported by scholarly articles using APA writing style and present the ER: Final to the class. Students will not conduct real experiments. |
| Final Exam: Cumulative Grammar Exam                                                                                                                                                                                                                                                                                                    | Complete a timed, cumulative examination targeting grammar lectures.                                                                                                 |
| <b>NOTE: All submissions must be written using the student's <u>own</u> words, not copied from any sources, and may be scanned through Turnitin for plagiarism detection. Simply substituting synonyms, adding or deleting words, or rearranging sentence structure of source material is still copying and considered plagiarism.</b> |                                                                                                                                                                      |

## PARTICIPATION & ASSIGNMENTS\*

*\*subject to change*

|                                                                                                        | Weight      |
|--------------------------------------------------------------------------------------------------------|-------------|
| Syllabus & Plagiarism Assignment                                                                       | 5 %         |
| Participation (15 live classes)                                                                        | 10 %        |
| Grammar Exercises (3)                                                                                  | 20 %        |
| Experimental Report (ER): <a href="#">Building Assignments (7)</a> —Lowest of Assignments 1-6 Dropped* | 20 %        |
| Experimental Report (ER): Final                                                                        | 20 %        |
| Experimental Report (ER): Presentation                                                                 | 10 %        |
| Final Exam: Cumulative Grammar Exam                                                                    | 15 %        |
| <b>TOTAL</b>                                                                                           | <b>100%</b> |

*\*Neither missing assignments, assignments with a 0 grade, nor the rough draft may be dropped.*

**TENTATIVE CLASS SCHEDULE\***
*\*subject to change*

| WEEK | DATE | M                                                                                                                    | W                                                                                      | F                                                                               | ASSIGNMENTS / Due Date                                |
|------|------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------|
| 1    | 1-10 | Welcome & Syllabus Overview                                                                                          | Summarizing, Paraphrasing, & Quoting / Plagiarism & Turnitin                           | <b>LIVE ZOOM</b><br>Present Favorite Dish / Discuss Course Structure & Syllabus | <b>Syllabus &amp; Plagiarism Assignment / 1-16-22</b> |
| 2    | 1-17 | <b>MLK Holiday</b>                                                                                                   | Building Reports: Topics, Structure, & APA Format / Feedback                           | <b>LIVE ZOOM</b><br>Share ER Topics / Review Turnitin & Source Documentation    | <b>ER: Topic Proposal / 1-23-22</b>                   |
| 3    | 1-24 | <b>LIVE ZOOM</b><br>Review ER Structure & APA Format / Feedback / Cultural Spotlight: March Madness                  | Building Reports: Annotated Bibliography & Research, APA Documentation, & Introduction | Grammar 1: The 10 Sentence Patterns & Basic Diagramming                         |                                                       |
| 4    | 1-31 | <b>LIVE ZOOM</b><br>Demonstrate Scholarly Article Research & Citation / Grammar 1 Activity                           | TEDTalks 5A / Cultural Spotlight: Groundhog Day                                        | Grammar 2: The 12 Verb Tenses                                                   | <b>ER: Annotated Bibliography / 2-6-22</b>            |
| 5    | 2-7  | <b>LIVE ZOOM</b><br>TEDTalks 5A / Grammar 2 Activity                                                                 | TEDTalks 5B                                                                            | Grammar 3: The Past Participle                                                  | <b>Grammar Exercises I / 2-13-22</b>                  |
| 6    | 2-14 | <b>LIVE ZOOM</b><br>TEDTalks 5B / Grammar 3 Activity / ER Introduction Review / Cultural Spotlight: Valentine's Day  | Building Reports: Main Body & End Matter                                               | Grammar 4: Past & Present Participles as Adjectives                             | <b>ER: Title Page &amp; Introduction / 2-20-22</b>    |
| 7    | 2-21 | <b>LIVE ZOOM</b><br>Discuss Main Body & End Matter / Grammar 4 Activity                                              | TEDTalks 8A                                                                            | Grammar 5: Present & Future Perfect                                             | <b>ER: Main Body: / 2-27-22</b>                       |
| 8    | 2-28 | <b>LIVE ZOOM</b><br>TEDTalks 8A Postcards / Grammar 5 Activity                                                       | TEDTalks 8B                                                                            | Grammar 6: Present Perfect Usage                                                | <b>Grammar Exercises II / 3-6-22</b>                  |
| 9    | 3-7  | <b>LIVE ZOOM</b><br>TEDTalks 8B / Grammar 6 Activity / Feedback & Plagiarism                                         | Building Reports: Abstract & Conclusion                                                | Grammar 7: Past Perfect                                                         | <b>ER: End Matter / 3-13-22</b>                       |
| 10   | 3-14 | <b>LIVE ZOOM</b><br>Past Perfect Article & Review / Cultural Spotlight: Pi Day                                       | Faulty Logic 7-12                                                                      | Grammar 8: Present & Future Perfect Continuous                                  | <b>ER: Abstract &amp; Conclusion / 3-20-22</b>        |
| 11   | 3-21 | <b>SPRING BEAK</b>                                                                                                   | <b>SPRING BREAK</b>                                                                    | <b>SPRING BREAK</b>                                                             |                                                       |
| 12   | 3-28 | <b>LIVE ZOOM</b><br>Create & Share Faulty Logic Examples / Grammar 8 Activity / Cultural Spotlight: April Fools' Day | ER Review & Analysis                                                                   | TEDTalks 10A                                                                    | <b>ER: Rough Draft / 4-3-22</b>                       |
| 13   | 4-4  | <b>LIVE ZOOM</b><br>ER Q&A Review / TEDTalks 10A Activity                                                            | TEDTalks 10B                                                                           | Grammar 9: Past Perfect Continuous                                              | <b>Grammar Exercises III / 4-10-22</b>                |
| 14   | 4-11 | <b>LIVE ZOOM</b><br>ER Presentations / TEDTalks 10B / Grammar 9 Activity                                             | Extra Grammar: Passive & Active Voice                                                  | Extra Grammar: Used To                                                          | <b>ER: Presentations / 4-11-22</b>                    |

| WEEK | DATE | M                                                                | W                                                                   | F                                                                 | ASSIGNMENTS / Due Date                                                                                            |
|------|------|------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 15   | 4-18 | <b>LIVE ZOOM</b><br>ER Presentations /<br>Extra Grammar Activity | Grammar Application /<br>Cultural Spotlight:<br>The Boston Marathon | Grammar Application /<br>Cultural Spotlight:<br>The Crawfish Boil | <b>ER: Presentations</b> / 4-18-22<br><b>ER: Final</b> / 4-26-22                                                  |
| 16   | 4-25 | <b>LIVE ZOOM</b><br>ER Presentations /<br>Respondus              | Verb Tense Usage &<br>Final Study Guide                             | Final Exam<br>8:00 – 10:00 a.m.<br>Respondus Online               | <b>ER: Presentations</b> / 4-25-22<br><b>Final Exam: Cumulative Grammar Exam:</b><br><b>Lessons 1-9</b> / 4-29-22 |

## COURSE POLICIES

Policies outlined in this syllabus are supplemental to UBridge policies. Any conflict between syllabus policy and school policy will be resolved in favor of UBridge policy. See the UBridge student handbook for more complete information regarding school policies.

### Grading, Late Assignments, & Make-up Policies

#### Grading Scale:

|        |   |
|--------|---|
| 90-100 | A |
| 80-89  | B |
| 70-79  | C |
| 60-69  | D |
| 0-59   | F |

No extra credit will be available; however, bonus opportunities may be presented from time to time. A cumulative course grade of “C” or higher is required to pass this course. **Assignment submissions will not be accepted after the semester ends.** Due to unforeseen circumstances, semester dates may change. Any changes to dates listed in the Tentative Class Schedule will be posted on Blackboard. Additionally, the instructor will not compare or discuss grades of fellow classmates or other students. Students are responsible for tracking and calculating their own grades as they are posted on Blackboard.

**Late Assignments & Make-ups:** A late assignment will immediately receive a 10 percent deduction prior to grading. An additional 10 percent deduction will be applied for each week (7 days) the assignment is submitted past the due date. For example, if the maximum score for an assignment is 20 points, and the assignment is submitted 10 days after the due date, 10 percent of 20 points (2 points) and an additional 10 percent of 20 points (2 points) will be deducted before any grading is performed. In other words, grading will begin with 16/20 or 80 percent. The instructor reserves the right to waive the late assignment penalty on a case-by-case basis.

Information found in the Course Requirements, Participation & Assignments, and Tentative Class Schedule sections of this syllabus, including due dates and exam dates, are subject to change. All changes will be posted on Blackboard. Assignments, discussion forums, and announcements within Blackboard should be checked regularly, at least every two days, for any changes, new postings, or announcements. All assignments should be submitted through Blackboard in Word or PDF format unless otherwise instructed. Students are responsible for submitting late assignments and for arranging any extensions. Extensions will be granted at the discretion of the instructor after weighing specific circumstances. This course does not include any unannounced quizzes.

If an assignment is unclear, students should ask for clarification during class time, open office hours, or through a personal one-on-one meeting. Students should contact the instructor to make arrangements

well in advance of the due date, if possible. **Misunderstanding or not understanding assignment instructions or due dates is not a valid reason for incomplete, suboptimal, or late work.** If the student discovers a problem with an assignment submission, the student should notify the instructor as soon as the discovery is made. Circumstances will be weighed with adjustments/resubmissions left at the discretion of the instructor.

### **Drop/Add, Withdrawal, & Incompletes**

Drop/add, withdrawal, and incompletes will be issued in accordance with UBridge policy. Students should refer to the university's academic calendar and student handbook and be aware of corresponding deadlines.

### **Attendance & Absence Policy**

Attendance and participation are critical to developing language skills; therefore, students are expected to make every effort to attend scheduled classes. The instructor is required per UBridge policy to document absences and tardies. **Arriving 5 to 15 minutes late is considered tardy. Arriving more than 15 minutes late or missing a class completely is considered absent. Three tardies will constitute 1 absence. Unexcused absences, unexcused tardies, and lack of class preparation will negatively affect participation grades.** Students are responsible for keeping track of their absences and tardies.

Should unpredictable and/or extenuating circumstances arise or in the event of religious observance, excused absences and tardies with proper documentation will be granted provided an acceptable reason is claimed in accordance with the UBridge Attendance Policy. Excused Absence Requests should be submitted in writing to the instructor prior to the missed class/es whenever possible. **Written documentation supporting the Excused Absence Request must be furnished within 1 week** after the last missed class, unless extenuating circumstances exist, and will not be accepted after the semester ends. The instructor will evaluate the request, weigh the circumstances, and render a decision to the student. Make-up work or one-on-one meetings may be issued to compensate for excused absences on a case-by-case basis.

### **Accommodation Policy**

Accommodations will be made for all students who need special assistance as per the American Disabilities Act, Rehabilitation Act of 1973, or other applicable law, regulation, or UBridge policy. Arrangements should be made with the instructor giving as much notice as possible so that accommodations can be made in an effective and timely manner.

### **Academic Honesty Policy**

The UBridge Code of Student Conduct states, **"Academic dishonesty, cheating, plagiarism, theft of examinations, or furnishing false information with intent to University Bridge," constitutes misconduct**, and violations may result in disciplinary action. Any suspected violations may be reported to the UBridge Academic Integrity Committee for review.

**All graded assignments must be completed in your own words without outside assistance**, unless specifically noted in assignment instructions. Outside assistance includes, but is not limited to, unapproved tutors, fellow students, online editors such as Grammarly, and translators such as Google Translate, DeepL, and Baidu Translate. Class instructor aid, scheduled class peer reviews, and group assignments are acceptable forms assistance. Students may be required to scan work through Turnitin.com and submit documentation of submission. Additionally, **the instructor may, at any point, scan assignment submissions through Turnitin for plagiarism detection.**

**COVID-19 Policy**

Due to the COVID-19 pandemic, UBridge has issued announcements and established policies and procedures to address the needs of the students, faculty, staff, institution, and community. Refer to the UBridge's website for announcements and policies.

Due to the ever-changing nature of COVID-19, the course schedule is subject to change. Should UBridge officials need to suspend campus operations for any reasons, and if said closures affect scheduled class meetings and/or assignment due dates, the course will proceed through alternate means. In such circumstances, your instructor will contact you through email with instructions for how to proceed.

**Netiquette Policy**

Technology has changed the way students communicate and learn. With this technology comes challenges. Students should remain conscientious of acceptable etiquette when engaging online. The following link provides information on the "10 Basic Rules of Netiquette or Internet Etiquette": <https://www.verywellmind.com/ten-rules-of-netiquette-22285>

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