

ACEN 110: Summer Academy 2017

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Course Description

Advanced Academic English ACEN110 is a five-unit course focusing on advanced academic skills designed for students whose native language is not English. The main objective of this course is to raise the English language and cultural competence of international students who are concurrently taking mainstream, English-language courses at UCSC. Specific skills will focus on academic listening, reading and speaking, developing vocabulary, advanced level grammar, stylistic and editing skills needed for high level academic writing.

Course Learning Objectives

After taking this course, students should be able to:

- demonstrate improved cultural awareness and knowledge of American education and current events
- understand academic lectures and react to the content by applying the information, expressing opinions, and asking appropriate questions
- take detailed notes and summarize the main points of a lecture
- participate in academic discussions and give clear and effective oral reports
- summarize and paraphrase academic passages and videos, with a special focus on academic integrity
- identify and correct errors in written texts using a variety of editing strategies for second language learners
- apply academic study skills, including time management, organizing assignments, test-taking & goal setting

Required materials:

North Star 5. Reading and Writing, 4th edition. 2015. Pearson Publishing.

Optional: *Grammar in Context 3*, 5th edition. 2010. Elbaum, S. Heinle Cengage Learning
 Additional materials to be provided by the instructor.

SUBJECT TO CHANGE

	Content Focus	Language Focus
Week 1	Ch. 8. Grammar in Context: <i>Coming to America</i>	Adverbial clauses & phrases; Sentence connectors <i>Discussion: Culture shock</i>
Week 2	Ch. 1. <i>Cover letter and job resume</i>	Present Perfect & Present Perfect Continuous <i>Mock job interviews with students: Prepare resume (real or made-up)</i> Daily Listen: VOA news
Weeks 3-4	Ch. 3.	Past Continuous, Past Perfect, & Past Perfect Continuous

	<i>Disasters and tragedies</i>	<p>Review of academic writing: Essay types; Essay structure; Thesis statement and topic sentences; Supporting material; Using transitions and connecting words</p> <p><i>Individual presentations on natural disasters.</i> Daily Listen: VOA news Analytical Reading</p>
Week 5	<p>Ch. 9 (Handout: Essays to research papers, Longman Academic Writing Series)</p> <p><i>Disasters and tragedies</i></p>	<p>Using and citing sources: MLA and APA formats</p> <p>Intro to writing a research paper</p> <p>Daily Listen: VOA news Analytical Reading</p>
Weeks 6-7	<p>Ch.1 (Northstar: Reading & Writing) Ch. 1 (Listening & Speaking)</p> <p><i>Exploring Genius</i></p>	<p>Modal verbs in Present & Past Passive Voice</p> <p><i>Writing: Research one of the prodigies (R&W, p. 32) and (1) write a summary paragraph (p.26), due Week 6; (2) write an essay on this person, due Week 7</i></p> <p><i>Group discussion: What does it mean to be a prodigy?</i> Daily Listen: VOA news Analytical Reading</p>
	MIDTERM	EXAMINATION
Week 8	<p>Ch. 6. <i>The Internet</i></p>	<p>Adjective clauses <i>Discussion groups: The internet (censorship, content, policies & regulations)</i></p> <p>Daily Listen: VOA news Analytical Reading</p>
Week 9	<p>Ch.2 (Northstar: Reading & Writing): <i>Facing Life's obstacles</i> Ch. 2 (Listening & Speaking): The Achilles Heel</p>	<p>Gerunds and Infinitives</p> <p><i>Individual presentations: Choose a person who has overcome an obstacle (R&W p.60). Research this person on the internet. Prepare a 10-mins presentation</i></p> <p>Daily Listen: VOA news Analytical Reading</p>
Week 10	<p>Ch. 10 <i>Science or science fiction?</i></p>	<p>Real vs. Unreal Conditions</p> <p><i>Group discussion: How your life would have been different hadn't you come to the USA? How's the world would have been different hadn't (a specific event) happened?</i></p> <p>Daily Listen: VOA news Analytical Reading</p>

		FINAL REVIEW
		Final examination: TBA

Some variation in topics is possible, depending on student or instructor interest or textbook organization. Each topic is introduced through several reading assignments (in the conversation, listening, reading and vocabulary textbooks) and reiterated both receptively (reading and listening) and productively (speaking and writing) each week, in culturally appropriate contexts.

Grading criteria:

Course participation	10%
Homework (written and oral work; vocabulary tasks)	20%
Bi-weekly quizzes	30%
Oral presentation (based on research assignment)	10%
Midterm and Final Exam	30% (15% + 15%)

A	94%-100%	B	84-86.9%	C	73-76.9%
A-	90-93.9%	B-	80-83.9%	D	60-72.9%
B+	87-89.9%	C+	77-79.9%	F	0-59.9%

Course Work

Participation & Attendance

Good preparation before class, regular attendance and active participation are essential for successful completion of this course and earning a passing grade! To increase your opportunities to participate in class:

- complete all work and readings before each class meeting
- take notes and write questions from your readings, and use them to participate in class discussions
- study with a classmate to check and share your understanding and your ideas about the material
- form a study group of classmates to help in understanding and discussing the class material
- email your instructor or visit her office hours if you have any questions about the assignment or material

You will be graded daily on your preparedness and your efforts to participate actively in class. The guidelines below will help you understand how preparedness and participation will be graded:

Participation Criteria:

Outstanding (grade A)

- always arrives for class on time
- always works on comprehension skills by listening attentively when others speak
- always asks questions when something is not clear
- always participates in all activities with enthusiasm and a positive attitude
- always contributes actively during group activities
- always responds to questions during follow-up and discussion sessions

Very good (grade B)

- arrives for class on time
- always works on comprehension skills by listening attentively when others speak
- almost always asks questions when something is not clear
- almost always participates in all activities with enthusiasm and a positive attitude

- almost always contributes actively during group activities
- almost always responds to questions during follow-up and discussion sessions

Average (grade C)

- occasionally arrives more than 5 minutes late for class
- occasionally does not listen to others when they speak
- sometimes asks questions when something is not clear
- participates in all activities, sometimes enthusiastically
- occasionally contributes actively during group activities
- occasionally responds to questions during follow-up and discussion sessions
- occasionally talks to others about topics not related to the lesson
- occasionally works on assignments for other classes

Poor (grade D)

- often arrives more than 5 minutes late for class
- often does not listen while others speak
- seldom asks questions when something is not clear
- often does not contribute much in pair or group work
- seldom responds to questions during follow-up and discussion sessions
- often talks to others about topics not related to the lesson
- often works on assignments for other classes
- sends text messages or does other internet activity on cell phones

Homework

You will have homework every day to practice skills and to help you to participate actively and intelligently in the lessons and discussions of the next class meeting. Your homework must be completed BEFORE you come to class to receive credit. All assignments that I ask you to “submit” (hand in) will be corrected, graded and returned to you.

Homework Guidelines:

1. Assignments that I ask you to submit must be written or typed neatly and double-spaced on clean, standard sized paper (8 ½ X 11). It must include your name, date, the page & exercise number.
2. All other assignments can be done in your textbooks, notebook or on a hand-out you receive in class.

Oral Presentation

The week after the midterm exam, you will give a 10 – 15 minute oral presentations in class, alone or with a partner (maximum: 2 per group). You will sign up for a day to do your oral presentation, which will be on an academic topic (to be decided) and pre-approved by the professor. Visual aids, such as a short video, PowerPoint, or other visual are highly recommended to support your presentation. In class, we will discuss possible topics, how to prepare and give the presentation, and how to use your visual aid to support your presentation.

Quizzes

Generally, we will have weekly quizzes to check your understand of the material. Quizzes will be announced beforehand. Some quizzes will cover a specific topic already discussed in class (a vocabulary list, a grammar point, a reading, or a cultural topic); others will be based on a homework assignment for that day. Quizzes will generally start at the beginning of class and will be timed. Be sure to arrive on time on quiz days so that you can use the full time allowed for the quiz. There will be no ‘make-up’ quizzes. However, at the end of the session, I will disregard your lowest quiz score or one missed quiz.

Absences

Please contact the professor if a sudden illness or emergency situation requires you to miss class. You are responsibility to find out (from the professor or a classmate) the class work and homework you missed, and to

come with your work completed when you return to class. Make sure you check your email for homework assignments due for the next class period.

As courtesy for everyone: 1) Turn your cell phones OFF before coming to class. 2) Arrive to class on time. 3) If you are late, come in quietly and sit down without talking. 4) Do not eat or chew gum in class so that you are able to participate fully and to optimize correct pronunciation.

Students with Disabilities

Students with Disabilities: Program & Services

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to your professor in person during or outside of class (e.g., during office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or visit <http://drc.ucsc.edu/> for more information on the requirements and/or process.

Academic Integrity

Notes from the Dean of Undergraduate Education

Academic Integrity

Do not cheat or plagiarize. It's not fair to others or to you. Your learning is greatly diminished if you cheat. If you are caught cheating, you will receive a failing grade on the assignment or test in question.

During quizzes and tests, you may not talk to other students, answer your cell phone, engage in text-messaging, or listen to mp3 players. If you are observed doing any of these activities, you may receive an immediate 'F' on the assignment in question.

Students are expected to be the sole authors of their work. Use of another person's work or ideas must be accompanied by specific citations and references*. Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior:

- Plagiarism: using another person's words, ideas, or results without giving proper credit to that person; giving the impression that it is the student's own work.
- Any form of cheating on examinations.
- Altering academic or clinical records.
- Falsifying information for any assignments.
- Submitting an assignment that was partially or wholly completed by another student.
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.
- Using a translation software.

Any student who submits work in which one of the above behaviors are found, will receive 0 for the assignment and **will not be allowed to redo it**. Repeat offenses will result in failing the course.

* See the Library guide on Citing Sources and Plagiarism: <http://library.ucsc.edu/science/instruction/CitingSources.pdf>