



MEI Maryland English Institute

Language skills that last a lifetime

UMEI 005-0101 and UMEI 005-0301
Advanced English as a Second Language
for Graduate Students
Fall 2017

ELMS: UMEI005-Dee
Advanced English...Grad Students...Fall 2017

Instructor: Dee Broughton	UMEI 005-0101 Time and location: MTHF 9:00am - 10:50am TWS 1320
Email: dee@umd.edu	UMEI 005-0301 Time and location: MTHF 1:00pm - 2:50pm PHY 4222
Office: Cole 3116	Office Hours: MTH 11:30am-12:30pm and by appointment

REQUIRED TEXTS:

Graff, Gerald and Birkenstein, Cathy. **"They Say / I Say": The Moves That Matter in Academic Writing**
Any edition including ISBN-10: 0393617432 ISBN-13: 978-0393617436 Kindle ASIN: B00SLB5N52

Gladwell, Malcolm. **Blink: The Power of Thinking Without Thinking**
Any edition including ISBN-10: 9780316010665 ISBN-13: 978-0316010665 Kindle ISBN: 0141014598

Official Guide to the TOEFL ITP Test. Educational Testing Service. 2014. ISBN: 0-886854164

Students are also required to find, present on, read, and write from research articles in their fields of study.

RECOMMENDED TEXTS:

Citation style guide for student's field of study (Example: *Publication Manual of the American Psychological Association*)

For review of fundamental skills and vocabulary:

Broughton, Dee. **Bridges to Academic Writing** Free download from www.study.do

Broughton, Dee. **B2 Ready** Free download from www.study.do

COURSE DESCRIPTION

UMEI 005 is an advanced course for international graduate students who have been admitted to the English Bridge Program at the University of Maryland. The curriculum is designed to increase students' proficiency in reading, writing, listening, and speaking so that they may become effective participants in academic communicative settings.

UMEI005-Dee: The approach taken in this section of UMEI 005 is to help students increase English proficiency as they develop the research and writing skills they need to present and support their ideas with evidence from documented sources.

Importance of In-Class Work: The methodology of this course aims to meet the specific language needs of students while delivering vital content. The course depends heavily on in-class activities, while homework is relatively light. Because the lesson plans need to be flexible to meet student needs as they arise, some important activities may be unplanned. Likewise, new skills are modeled in class with group activities based on a common text, then followed by individual graded assignments with student-chosen texts. This means active participation during in-class group activities is crucial to completing individual graded assignments. In addition, in-class group activities cannot be made up. Consistent attendance, therefore, is the surest way to succeed in this course.

MEI & UMD REQUIREMENTS

Passing Grade: Your final grade for UMEI 005 will be either S (Satisfactory) or F (Fail). To earn a final grade of Satisfactory and also satisfy the University of Maryland's English language proficiency requirement, you must do two things: 1) earn an average of 75% or higher in the course and 2) pass the in-class TOEFL ITP exam with a minimum score of 570 plus 5.0 on the 30-minute timed writing.

Progression: English Bridge Program students who fully meet both criteria are eligible to have their I-20 updated by ISSS to a degree program 1-20. Students who meet the TOEFL criteria, but not the 5.0 minimum score on the timed writing are eligible for an updated I-20; however, they must take UMEI 007 (Advanced Writing for International Students) in the following semester. Students who do not meet both criteria are not eligible for an updated I-20 and must repeat UMEI 005 in the following semester.

Limitations on number of credits/units: Students who are required to take this course are not permitted take a full-time academic course load during the same semester. To help ensure that you will successfully complete this course as well as your other course(s), the Graduate School only permits students to enroll in up to two additional courses simultaneously with UMEI 005. Because of the intensity of the 005 course, however, MEI recommends that students enroll in only one additional course.

005 LEARNING OUTCOMES AND ASSESSMENTS	
<i>Students who successfully complete UMEI 005 will be able to</i>	<i>Language proficiency will be assessed by</i>
Reading & Writing Outcomes	
1. Analyze graduate-level texts using outlining, summarizing, paraphrasing, and inference in order to express audience, purpose, and main ideas and to evaluate evidence for claims. <i>Texts include peer-reviewed journal articles and at least one non-fiction book-length text.</i>	--Discussions & activities on <i>Blink</i> --Discussions & activities on <i>They Say, I Say</i> --Analysis of journal articles --Evaluation of sources
2. Read 1500 words at a minimum of 250 words/minute with at least 75% comprehension.	--Timed reading
3. Use university library resources to research and generate topics for writing that synthesizes sources to express main ideas and provide evidence for claims.	--Activities during Library visit --Annotated bibliography (9-11 sources)
4. Write clear, coherent prose in a variety of genres, demonstrating control of organization, development, grammar, academic vocabulary, and use of sources, while adhering to social conventions, register appropriateness, and international standards of academic integrity.	--In-class timed writing --Writing of summary/responses, syntheses, analyses, evaluations, and arguments --Documented essay (8 pages content)
5. Write accurately about data presented graphically or statistically.	--Graph/figure/map description
Listening & Speaking Outcomes	
1. Use note taking, summarizing, and paraphrasing to identify audience, purpose, main ideas, and supporting evidence in spoken texts.	--Listening assessments integrated into speaking/writing and discussion
2. Identify and apply strategies to alleviate listening difficulties.	--Activities during Newseum visit
3. Speak appropriately and intelligibly while discussing academic material.	--Student presentations and discussions
4. Lead and participate successfully in group discussions.	
Vocabulary & Grammar Outcomes	
1. Accurately use field-specific vocabulary and academic vocabulary from the Academic Word List with appropriate collocations.	--Vocabulary and grammar assessments integrated into speaking and writing assessments --Peer review, revision, and editing of writing assignments
2. Demonstrate understanding of and ability to infer the meanings of idiomatic expressions in spoken and written sources.	
3. Speak and write using appropriate tenses for different time frames and for direct and indirect speech.	
4. Write accurate general statements, including correct use of relative clauses and use of passive voice with simple and perfect tenses.	
5. Edit writing for punctuation in complex and compound sentences.	
6. Review and improve other grammar items as the need arises.	
Cultural Knowledge Outcomes	
1. Recognize instances of, begin to infer meanings of, and explain references to American cultural and historical matters of common knowledge and experience.	--Integrated into readings, lectures, and group discussions
2. Recognize and comfortably navigate American classroom culture.	

CLASS & INSTRUCTOR POLICIES

Classroom Attention: Your undivided attention will make the most of your time and effort in class and will prevent you from distracting others from learning. Put away all devices during lectures and discussions. Food and drink are discouraged in the classroom. All students must arrive on time and sit together near the front of the classroom.

Required Work Level: In order to achieve the learning outcomes and improve your writing, you must complete all assignments. You must speak only English in class, participate actively in discussions, follow directions accurately, and ask questions when you need more information. In this course, you will be researching, writing, and presenting on topics related to a final documented essay. Pre-writing and in-class activities are designed to help you complete the major assignments for the course, so it's important to attempt all assignments. Passing work will be completed according to instructions and on time. **Late work will not be accepted for grading.**

Use of Technology: Students are expected to use ELMS and to check it regularly for course notifications. Course writing assignments must be computer-generated and submitted to ELMS in Microsoft Word-compatible format. In-class writing will require use of laptops with Wi-Fi access, and students may occasionally need to download and print documents from the course site. A variety of equipment is available for loan at the Tech Desk in the Terrapin Learning Commons (2nd floor) of McKeldin Library.

Expectations of Professional Behavior: This is a graduate level course for students who are entering their fields as professionals, therefore professional standards of behavior are expected, including respectful and courteous discourse, adherence to professional standards of punctuality, consistent and adequate preparedness, and strict academic honesty.

Weight Distribution of Grading

Reading & Writing Outcomes				
	Group/Class Reading/Writing Activities	20%		
	Individual Summary/Response	2%		
	Individual Evaluation	5%		
	Individual Analysis	5%		
	Annotated Bibliography	5%		
	Individual Synthesis	10%		
	Final Documented Essay (research paper)	15%		
	Use of Vocabulary/Grammar in Writing	8%		
		Total Reading, Writing & Grammar/vocab portion of grade	70%	
Listening & Speaking Outcomes				
	Group/Class Listening/Speaking Activities	8%		
	Group Presentations – Grammar Issues	7%		
	Final Presentation of Documented Essay	11%		
	Use of Vocabulary/Grammar in Speaking	4%		
		Total Listening, Speaking & Grammar/vocab portion of grade	30%	
			TOTAL	100%

Monitoring your Grade: Your grades will be recorded in ELMS so you can monitor your progress. The course ID is **UMEI005-Dee**.

UMD & MEI COURSE POLICIES

English Only: To maximize your English practice and as a courtesy to your classmates and instructor, please speak English only.

Attendance: Attendance is required. **In-class work is crucial to success in the course and cannot be made up.** If you cannot avoid missing a class, email your instructor as soon as possible. If you are late or absent, it is your responsibility to find out what you missed and to do any missed work. **Contact your classmates for information first. If you need additional help, email your instructor or visit her during office hours.** Even if you are absent, you are still responsible for any assignments that were due that day and for any assignments that were assigned on that day.

Student’s Rights and Responsibilities: The University of Maryland expects students to understand their rights and responsibilities and to take full responsibility for their academic work and progress as noted in the following: thestamp.umd.edu/GH.

Academic Honesty: The University has approved a Code of Academic Integrity. This code sets rules about student academic conduct. Specifically, it prohibits students from cheating, plagiarizing, fabrication, and facilitation of academic dishonesty. Violations of the Code of Academic Integrity have serious consequences. As a student you are responsible for upholding these standards for this course. Anyone on campus can report academic dishonesty by contacting the Honor Council at honorcouncil@umd.edu. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu/SHC/Default.aspx.

Respecting Diversity: Students at the University of Maryland come from around the world, and all students deserve to learn in a safe and comfortable environment. MEI requires that all students treat their classmates and their teachers with respect and courtesy. Students who use actions or words to hurt others risk immediate expulsion. All MEI students are subject to the University of Maryland’s Code of Student Conduct: www.president.umd.edu/sites/president.umd.edu/files/documents/policies/V-100B.pdf.

Religious Observances: The University of Maryland policy states that students should not be penalized because of observance of their religious beliefs. No quizzes or exams will take place on religious holidays. If you participate in religious observances, you will be given the opportunity to make up, within a reasonable amount of time, any work that you miss. It is your responsibility to let the instructor know well in advance of any planned absences for religious observances.

Accommodations for Students with Disabilities: If you need accommodations for a disability, please inform the instructor of your needs at the beginning of the semester, so that MEI and Disability Support Services can be consulted.

IF YOU NEED HELP...

International Student & Scholar Services: This office can answer questions about your visa and I-20. They are located at 1126 H. J. Patterson (HJP), building #73 on campus maps. Visit globalmaryland.umd.edu/offices/international-students-scholar-services.

The Counseling Center: This service offers assistance in dealing with personal and social issues, such as stress, relationship issues, family problems, and loneliness. You may see a counselor for individual counseling, or join one of the many counselor-led support groups. Call 301-314-7651 for an appointment or visit the Counseling Center in 1101 Shoemaker Building. See www.counseling.umd.edu.

Learning Assistance Service: If you have difficulty keeping up with the academic demands, contact the Learning Assistance Service, 1101 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, learning skills, note-taking, and exam preparation skills. Their services are free to UMD students. www.counseling.umd.edu/las/.

The University Health Center: The center offers many services to protect and promote physical and mental health. Information about services and making appointments is available at www.health.umd.edu/.

Writing Resources for Students: The Graduate School offers services to help students improve the quality of their writing. See www.gradschool.umd.edu/graduate-school-writing-center for more information.

TENTATIVE SCHEDULE OF TOPICS & ASSIGNMENTS

Calendar: A detailed calendar is available and will be regularly maintained on ELMS. Students are responsible for checking regularly for updates and for knowing any schedule changes. Key graded individual assignments are highlighted in yellow. Crucial group activities are highlighted in pink. Key lectures are blue. Days when we meet outside the classroom are in green. Days off are gray. To meet all learning objectives, mini-vocab and grammar lessons and timed reading and writing practice will be added as needed where time permits or the need arises

WEEK	M	T	H	F
8/28-9/1	Intro to Course/ Culture of American Classrooms/ Ways to Agree/Disagree in Academic Discourse	Diagnostics/ Utter Hopelessness of Grammar Teaching article How to Paraphrase	Diagnostic Writing Watching Film – Group Signal Phrases/ Neutral Summary	Listening to Blink Intro – Individual Neutral Summary
9/4-8	NO CLASS Read They Say, I Say pp 1-8, 19-23	Reading Blink – Analysis of Use of Detail/ Group Focused Summary	Watching Film– Individual Focused Summary/response – In Class Writing	Intro Writing Process Peer Review DUE Final Draft Individual Summary/Response
9/11-15	Topic/ Idea Generation/ Choose area of study for term Intro to Evaluation/ Litman	LIBRARY VISIT (Gather 10 sources from library)	Group analysis of vetted individual sources	Intro Citation Group Bibliography (n. summaries) DUE Paper topic
9/18-22	Intro Academic Discourse Reading from They Say	Group Analysis of Blink Reading –Uses for Sources ...	Analyzing Organization and use of sources bring in Journal Articles	DUE Individual Annotated Bibliography
9/25-29	Relating topics to readings/ gathering data/ choosing topics	How to write evaluations	Group Evaluation Responding to Blink reading/ Litman	NEWSEUM VISIT , Gather data for paper
10/2-6	Academic Discourse II Analysis of Newseum data/	Intro Structure for writing analysis use of charts and graphs	Group analysis based on research question for Blink	Individual analysis in-class writing Peer Review
10/9-13	Writing Syntheses with Citation	Citation II LIBRARY Research	Group synthesis Review Process	Individual synthesis Peer Review
10/16-20	Intro to Academic Argument/supporting ideas with evidence	TOEFL concerns	Group vocab/grammar presentations	Group vocab/grammar presentations
10/23-27	First draft summary, synthesis, evaluation, analysis in arguments – Group conferences/ Group argument based Blink reading			
10/30-11/3	TOEFL conferences	TOEFL #1	TOEFL #1	Peer Review
11/6-10	Process Writing/Drafts/ Peer Review/Revision			
11/13-17	Revision combining genres of summary, synthesis, evaluation, analysis in arguments			
11/20-24	Conferences	Individual Conferences	THANKSGIVING	THANKSGIVING
11/27-12/1	Paper Presentations			
12/4-8	Final Essays	TOEFL questions	TOEFL #2	TOEFL #2