



## ULE Academic Writing

- Course Hours:** 76.5 hours for Morning Intensive  
72 hours for Afternoon/Evening Intensive and Semi-Intensive Programs  
36 hours for Saturday Program
- CEFR:** Common European Framework of Reference Level
- B2** - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- C1** - Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- Course Goal:** Learning about academic writing and the academic word list and organized around writing successful essays for college bound students. This course has an academic writing focus to teach students college/university level writing tasks, critical to success in college courses.
- Textbook:** Grammar & Beyond 4, John Bunting, Luciana Diniz, Randi Reppen, 2013. (Cambridge University Press)
- Other Material:** Grammar & Beyond, Betty Azar.
- Assessment:** Grades are recorded as percentage grades that correlate to letter grades in Axess. Successful completion: Criteria that determine successful completion of a course are:
- Satisfactory attendance – students may not miss more than three days per session



- Up to 10% satisfactory class participation documented in the Class Participation Rubric
- Up to 10% satisfactory completion of homework assignments documented in the Homework Rubric
- Up to 40% score on mid-term assessments calculated in AXESS;
- Up to 40% score on final assessments calculated in AXESS, and
- At least an overall grade of 70% to pass.

| <b>Grade Components</b>   |             |
|---------------------------|-------------|
| Homework                  | 10%         |
| Class Participation       | 10%         |
| Mid-session Assessment    | 40%         |
| End-of-session assessment | 40%         |
| <b>Total</b>              | <b>100%</b> |

**Pacing:**

**Week One**

Part 1 | Cause & Effect | Social Responsibility | Choose topics from Unit 1 to 4

**Week Two**

Part 2 | Comparison & Contrast | Human Behavior | Choose topics from Unit 5 to 8

**Week Three**

Part 3 | Narrative | Society & Culture | Choose topics from Unit 9 & 10

Part 4 | Classification and Definition | Business | Choose topics from Unit 11 and 12

**Week Four**

Part 5 | Problem Solution | Nutrition & Health | Choose topics from Unit 13 to 16

Part 6 | Summary – Response & Persuasion | Social Issues & Technology | Choose topics from Unit 17 to 20



**Outcomes:**

To complete this course, students should be able to write a clear, well-developed academic contextualized essay with a clear introduction, thesis statement, well-developed paragraphs and an appropriate conclusion. In addition, students will learn writing styles such as cause and effect, comparison and contrast, narrative, classification and definition, problem-solution, summary-response and persuasion. Through an integrated approach and materials, students practice and refine all language skills (reading, writing, listening and speaking), while reviewing grammar and pronunciation and further developing critical thinking skills.

Over course duration, students will review, practice, and demonstrate proficiency of the following:

**Grammar Objectives**

- Sentence structure: simple, compound, complex sentences
- Common patterns with nouns that show cause and effect
- Common and complex noun phrase structures
- Subordinators and prepositions that show cause, reason or purpose
- Transition words that show effect, contrast, concession
- Participle phrases that show cause and effect
- Verbs that show cause and effect
- Relative clauses, adverb clauses and phrases,
- Comparatives and Superlatives

**Reading Objectives**

- Make predictions
- Identify motivations of characters
- Paraphrase main ideas
- Scan for supporting details
- Identify contrasting arguments in the text
- Summarize main ideas
- Identify main ideas and supporting details
- Locate specific information in the text
- Support opinions with information from the text
- Identify connecting themes in the two texts
- Relate text to personal experiences
- Support answers with information from the text
- Recognize organization of a text



## Writing Objectives

- Cause and Effect
  - thesis statements
  - hooks
  - paragraph order
  - paraphrasing,
- Comparison and Contrast
  - topic sentences
  - supporting details
  - summarizing
  - conclusions
- Narrative
  - sentence variety
  - audience and purpose,
- Classification and Definition
  - classifying
  - cohesive devices,
- Problem-Solution
  - emphasizing the significance of a problem
  - narrowing down a topic
  - evaluation proposed solutions
  - describing steps of a problem
  
- Summary – Response and Persuasion
  - Summary-Response writing
  - Introductory paragraph of a persuasive essay
  - Presenting and refuting opposing views
  - Writing strong arguments
  
- Apply punctuation, capitalization, and spelling rules correctly
- Avoid sentence fragments, run-ons, and comma splices
- Use pre-writing skills, including brainstorming and narrowing the topic
- Complete in-class essays within assigned time in a class period;
- Cite sources in their writing and document them correctly
- Avoid plagiarism

## Listening Objectives

- Identify main ideas
- Listen for details
- Listen and take notes using a graphic organizer
- Synthesize information from listenings
- Interpret speaker's intent by analyzing intonation



- Preview a listening
- Provide information from the listening to support answers
- Relate listening to personal experiences
- Watch and analyze student role plays
- Interpret speaker's tone and attitude
- Listen to student performance and evaluate using a rubric
- Infer situational context
- Listen for specific information in student responses
- Listen to classmates' research findings and ask questions

### **Speaking Objectives**

- Express and support opinions with new vocabulary
- Discuss and support opinions with examples
- Recount an emotional experience
- Restate quotations
- Use tone of voice to indicate attitude in a role play
- Conduct an interview
- Compare interview results
- Conduct research and report research findings
- Discuss possible future outcomes
- Participate effectively in class discussions and pair/group assignments, including peer responses to classmates' essays
- Demonstrate creative thinking, complexity of ideas, critical thinking skills and cohesion
- Use active and passive verb tenses accurately
- Use grammar structures correctly most of the time
- Use a variety of sentence types, subordinate with a variety of clauses and phrases, and use appropriate transitions