

# Welcome to Academic Preparation: IEP Academic Bridge

**Times and Locations:** M: 9:00-2:30 CH102; W: 9:00-2:30 RCL132 T/Th 9:00-10:00 and 1:00-2:30 CH 205

**Instructor:** Renate Sorg

**Office Hours:** By appointment

**Email:** [rsorg@greenriver.edu](mailto:rsorg@greenriver.edu) or send me a Canvas message!

## Course Description and Statement of Instructional Methods

The IEP Academic Bridge program is designed to give international students the strong English communication skills necessary for success in academic classes. It will help students develop targeted study skills to prepare them for academic study and will be taught as a cluster to support a pre-selected transfer credit bearing class.

The oral component of this course will focus on helping students use academic language in different activities, such as individual and group presentations, informal small group discussions, and classroom discussions. Also, students will continue developing active classroom and group participation skills.

The listening/note-taking component of the course will focus on providing students with listening and notetaking strategies. Listening material will primarily come from lectures and participation in the academic course. Language learning activities will continue to encourage practicing listening and speaking activities both inside and outside the class.

The writing component of the class will involve writing essays and paragraphs on academic topics, and using research material to write. Emphasis will be on strategies for coherence (e.g. narrowed thesis, topic sentences and transition devices), paragraph development and unity, organization strategies, and application of academic grammar with increased frequency and accuracy. All major essays will be planned, written, edited, and revised.

The reading component of the course will involve authentic academic sources. Emphasis will be on comprehending reading material on academic topics, developing academic vocabulary, inferring meaning from passages, and using critical thinking while reading. The academic readings will be linked to written assignments.

The study skills component of the course will focus on helping students with study skills directly related to the academic bridge course. Students will discuss, clarify, and work on course assignments. In addition, they will learn to use the textbook effectively, prepare for tests, and contribute to group work and class discussions.

The grammar component of this course will teach students how to apply active academic English grammar structures to their writing and speaking. While students will complete the occasional fill-in-the-blank or circle-the-correct-answer exercises, they will mostly focus on using academic grammar structures to write their own sentences and paragraphs. They will also develop editing skills (error recognition and correction). Students will work in small groups to complete and discuss their work.

## Texts

- (1) Grammar: Understanding and Using English Grammar (5th edition), Betty Schramper Azar
- (2) Academic/Reading Class: Interpersonal Communication and You, Steven McCornack [This book has a green cover]
  - a. Information on how to obtain an online version of the academic textbook can be found on Canvas in the CMST210 course. Paper or e-books are acceptable.

### Please Note

*If you purchase a used textbook for your class it must be the exact edition listed in your teacher's syllabus. Older editions or editions from other countries will not be permitted. Used textbooks of the edition specified by your teacher must have no writing in them. Students with older editions or previously marked textbooks will be required to purchase new ones.*

*ADDITIONALLY – The books must be available to you by the second week of class. Do not order books with long delivery times!*

## Materials

A three-ring binder and paper  
Pens and/or pencils  
A laptop or tablet!

## Additional Requirements

- A laptop must be brought to every class [If you don't have one, please let me know as soon as possible. Green River has one you can borrow.]
- Good internet access with camera/audio capabilities
- Access to a free Zoom account [optional but helpful]

## Calendar

We will **try** to follow the modules and complete all the activities listed for each week in the Modules section of Canvas; however, we may sometimes have to change activities or dates because of unforeseen events (such as technology issues, academic class tests, heavy workloads, and so on). Unless you are explicitly told that a test has been cancelled, be prepared for the test whenever you see it in the module.

## Homework Assignments

All assignments are due on the due date at the specified time. Any assignments submitted after the deadline on the same day are late, and may not be accepted at all depending on the assignment.

## Unexpected Tests

I might give a test on any day without prior warning, particularly in grammar where you have to preview the grammar rules before doing your homework. If you are absent on that day, you will not be allowed to make up such a test.

### Important

**To pass the Academic Bridge, you have to pass both the IEP and the academic class components.**

**The absence policy applies to both the IEP and academic classes.**

## Grading

Grades for all the language components will be combined, and students must receive a total grade of 80% to pass Level 5. The grade will be Pass or No Pass.

Additionally, the Level 5 Course grade will determine the placement into academic English classes. **The College Success Test will NOT be taken.** (Details on the next page.) Math placement will be determined by the WAMAP test.

The following formula will be used to calculate the Level 5 grade:

Grammar:	20%
Reading:	20%
Writing:	20%
Speaking/Listening:	40%

Tests, exams, and assignments will be weighted with the following percentages:

### Grammar:

Homework and Activities	2
Tests, Dialogues, Paragraphs	12
Midterm	2
Final	4



### Reading:

Homework and Activities	2
Tests	12
Midterm	2
Final	4



### Writing:

Essays and Paragraphs	10
Research	4
Midterm	2
Final	4

### Speaking/Listening:

Presentations	10
Notetaking Assessment	10
Academic Participation	10
Homework and Activities	2
Final Presentation	4
Final Notetaking	4

## IEP Level 5: Academic English Course Placement

## How does placement work?

➤ **IEP Mid-term % grade:**

Your mid-term % grade in your IEP class will determine your *initial* placement category and eligibility for English classes – see table below. You will receive an email from your advisor after your mid-term grades are compiled, telling you what your mid-term grade is and what English classes you are eligible to register for.

*For example:* “Based on your mid-term % grade, you are eligible to register for the following English Writing and Reading classes: 83.7% = ENGL 097 **OR** ENGL 99, and READ 104”.

➤ **IEP Final % grade:**

Your final % grade in your IEP class will determine your *final* placement category and eligibility for English classes. If your final % grade at the end of the quarter puts you in a different articulation category (either a higher or lower category), then you will receive instructions by email about what you need to do. Be prepared to make time to adjust your class registration and/or meet your advisor, in case your registration options change.

Articulation Category Current Quarter	English Course Next Quarter	English Course Following Quarter
<b>90% or higher</b>	<b>ENGL&amp; 101 (5)</b>	ENGL 126, 127, or 128 (5)
<b>82.0% - 89.9%</b>	<b>ENGL 099 (5) + READ 104 (5)</b>  <i>OR</i>  <b>ENGL 097 (10)</b>  <i>*Please consult an advisor about which option to choose.</i>	ENGL& 101 (5 )  ENGL& 101 (5) + ENGL 117 (3)
<b>80.0% - 81.9%</b>	<b>ENGL 081 (5) + READ 094 (5) OR ENGL 097 (10)</b>	ENGL 099 (5) + READ 104 (5)
<b>79.9% -73.0%</b>	<b>ACRW (5) + ISCE (2)</b>  <i>*These classes are mandatory.</i>	<input type="checkbox"/> You must take the College Success assessment to determine your English and Reading placement.  <input type="checkbox"/> You should plan to take the College Success assessment before your registration date.

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**Course Learning Outcomes: Speaking and Listening/Note-Taking**

By the end of the course, a successful student will be able to:

1. Listen to academic lectures while taking comprehensive notes in order to achieve 80% on written tests
2. Make 2-3 formal 5-10 minute presentations (individually and/or in groups) on academic topics using appropriate visuals and without reading from a script.
3. Actively participate in productive 5-10 minute group discussions.
4. Speak with no conspicuous mispronunciation (emphasis on stress patterns and sentence rhythm).
5. Participate actively in class by volunteering relevant information and responding promptly and appropriately to questions.
6. Participate productively during group discussions by expressing ideas clearly and using appropriate grammar structures and academic vocabulary.

**Course Learning Outcomes: Reading, Writing, and Research**

By the end of the course, a successful student will be able to:

1. Read various kinds of academic texts (varying length and complexity) and achieve 80% on comprehension tests.
2. Conduct a research project by using articles from various sources to produce a 2-3 page typed paper.
3. Recognize and analyze organizational structure in a variety of more complex texts by writing outlines and summaries with 80% accuracy.
4. Write a variety of essays of 450-600 words using academic vocabulary and grammar structures.
5. Edit own work for grammar, sentence structure, and organization with 80% accuracy.
6. Show correct classroom behavior by participating actively, volunteering relevant information, responding promptly and appropriately to questions, interrupting appropriately.
7. Express ideas clearly and use appropriate grammar structure and vocabulary during class.

**Course Learning Outcomes: Grammar**

By the end of the course, a successful student will be able to:

1. Complete tests (4-8) and exams (2) using advanced grammar structures with 80% accuracy. Passive skills: fill-in-the-blank and circle-the-correct-answer questions. Active skills: sentences and paragraphs.
2. Make oral presentations and use appropriate grammar structures.
3. Edit passages for grammar, sentence structure, and organization with 80% accuracy.
4. Participate actively in class by volunteering relevant information and responding promptly and appropriately to questions.

**Course Learning Outcomes: Study Skills**

By the end of the course, a successful student will be able to:

1. Participate actively every day in the IESL and academic classes
2. Work productively in groups with classmates in the IESL and academic classes
3. Take accurate notes to pass academic course tests
4. Complete IESL homework and class assignments on time and receive a grade of at least 80%

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## IEP Policies

### Student Responsibility

As a student, it is your responsibility to:

1. Contribute appropriately to group activities and pair work.
2. Know and follow appropriate classroom behavior, academic expectations, and policies and procedures as outlined in the course syllabus.
3. Attend class every day.
4. Be prepared to learn and actively participate.
5. Turn in homework and assignments on time.
6. Know what plagiarism and cheating are and their consequences.
7. Know the resources available on campus.

Your knowledge of these points is shown by your attending class every day, behaving properly, participating actively in class, turning assignments in on time, and using resources on campus as needed.

### Attendance Policy & Procedure

In-class participation is crucial to the nature of the Intensive English program; therefore, attendance is very important in learning English. In-class activities cannot be duplicated. If you need to miss class due to illness, please contact me as soon as possible. If you contract Covid-19, please **DO NOT COME TO CLASS**. In this instance, I will work with you to make up the work.

To be a successful student in class, you must:

1. Attend every class – **including the academic class**.
2. Come to class on time:
  - a) Three (3) tardies of less than 10 minutes each are equal to one absence.
  - b) If you are 10 minutes late or more, you will be marked absent.
3. Inform your instructor as soon as you know you will be absent:
  - a) Send your homework to your teacher electronically.
  - b) Either email your instructor on that day to find out what you missed, or visit your instructor in his/her office the day of your return.
  - c) It is your responsibility to pick up any handouts you missed while absent and to study any work you missed in class on your own time. You are still responsible for the material.
4. Here is the complete absences policy:
  - **3 absences:** The student must meet with the IEP director and advisor to discuss academic study goals and plans.
  - **6 absences:** Agent and parents will be notified. The student must meet with the IEP director.
  - **9 absences:** The student will **not be permitted to reregister in the IEP**. There is no right of appeal.

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### Homework and Test Policy

To be a successful student in class, you must:

1. Turn in homework and assignments on time. An assignment is late if it is not handed in at the time when the instructor calls for the work. Late work will be graded as follows:
  - Up to 1 day late – at least 10% off
  - Up to 1 day late over the weekend – at least 20% off
  - More than 1 day late – no credit

If an assignment is handed back to other students before yours is complete, the instructor may choose to not give any credit for the late work.

2. Ask a classmate to turn in your assignment if you are going to be absent or late in order to receive credit.
3. Do not miss any quizzes, tests, or presentations. There will be **no make-up quizzes, tests, or presentations**. No quizzes, tests, or presentations may be taken or presented early.
4. Do your own work at all times. See the Academic Honesty Policy below for the consequences of cheating and plagiarism.

### What is cheating?

- a. Copying any work from the internet, book, magazines, etc. and putting your name on it.
- b. Copying information from the internet and using it in your essay as if it is your own idea.
- c. Using a friend's essay as your own.
- d. Having a friend, roommate, or host family member correct all of the grammar mistakes in your essay or on your homework.
- e. Using any assignment (e.g., essay, speech, grammar homework) that somebody else wrote for you.
- f. ***Writing an assignment in your native language and using translation software to put it in English.***
- g. **If it is not YOUR words and YOUR ideas, it's cheating.**

### Chat GPT and Other AI Programs:

- As an English instructor, my job is to verify that you have mastered the concepts in this course. Writing or other work that is generated by an AI tool [INCLUDING GOOGLE TRANSLATE] is not your work and does not demonstrate your mastery of the English skills taught in this class.
- **Because AI-generated work is not yours, it is considered plagiarism.** If your teacher suspects that you submitted an AI-generated assignment, you may receive a failing score and/or other penalties for plagiarism.
- Your teacher may suspect AI-related plagiarism if you submit work that differs substantially from your normal tone, voice, style, etc. Additionally, Canvas has a tool called "Turn It In" which detects work done with any AI program. All submitted

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assignments will be checked with this tool. Plagiarism penalties will be applied accordingly.

### **Academic Honesty Policy**

You are responsible for doing your own work. Cheating and plagiarism are not allowed. Cheating is copying someone else's ideas or answers for an assignment or test. Plagiarism is using someone else's ideas or words as your own. ***In the case of suspected or proven cheating or plagiarism, disciplinary steps will be taken against you according to the IESL Student Conduct Policy available from the Program Director. These steps may include***

- ***giving a failing grade for the assignment,***
- ***requiring you to do the assignment over, or***
- ***failing you in the class (in the case of repeated cheating or plagiarism).***

### **Academic Behavior**

You are also responsible for behaving in class in a way that supports a safe, orderly, and non-disruptive learning environment. According to the IESL Student Conduct Policy, if you significantly disturb the class (by, for example, talking while the instructor is teaching, arriving late in a noisy manner, or behaving childishly), the instructor will give you a warning. If you continue this disruptive behavior at any time, the instructor may ask you to leave the class for the rest of the lesson. In addition, if you use violent language or behavior in class, the instructor may ask you to leave immediately. You may not return to class until you get permission from the instructor. Repeated disturbance and dismissal will lead to failure in the class.

You have the right to speak with the Program Director if you feel you have been treated unfairly.

### **Email Communications**

Green River Community College has provided email accounts for all students, with addresses that end with @mail.greenriver.edu. Activate this account if you have not already done so. GRCC, International Programs, and/or your instructor may send messages to these accounts during the quarter, and you will be responsible for any information sent to yours. You must read that account regularly. Get started at: <http://www.greenriver.edu/studentemail>.

### **Mandatory Reporter Statement**

GRC faculty and staff are mandatory reporters of child abuse and neglect and must report suspected abuse or neglect to the proper authorities.

### **Accessibility Statement**

Green River College is committed to creating a positive, accessible environment for its students, employees, and visitors. The College continues to increase the accessibility and usability of all college resources to meet the needs of its diverse community.

### **Accommodation Statement**

Green River College is committed to providing access to all who visit, work and study on campus. The College will provide reasonable accommodations for individuals with disabilities, with advance notice of need. If you require accommodations, please contact Disability Support Services as soon as possible to determine eligibility and/or request accommodations.

Accommodations are determined on a case-by-case basis. Please contact Disability Support by email at [dss@greenriver.edu](mailto:dss@greenriver.edu); by phone at 253-833-9111, ext. 2631; TTY 253-288-3359; or in person at the Student Affairs and Success Center, Room 210, to request accommodations. For additional information, please visit [www.greenriver.edu/dss](http://www.greenriver.edu/dss).

The accommodations authorized on your forms should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively, so it is essential to discuss your needs at the beginning of the quarter. Additionally, only accommodations approved by Disability Support Services will be provided. This syllabus is available in alternate formats upon request.

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**Reasonable Accommodation for Religion/Conscience**

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course and should follow the procedures listed under Student Procedures on the College Holiday and Leave Policy website. <https://www.greenriver.edu/campus/policies-and-procedures/student-affairs-policies/sa-91-college-holiday-leave-policy/>. Please note that requests must be made to the office of the Vice President of Student Affairs in addition to your instructor.