

**English Training in Engineering (ETIE)**  
**Purdue University Calumet**  
**ENGR 195**  
**Syllabus - Spring 2015**

**Section 1**

Mondays/Wednesdays, 5:00-6:20pm  
Potter 213

**Section 2**

Tuesdays/Thursdays, 3:30-4:50pm  
Potter 213

**Instructor Information**

Brianna Johnson	CLO 285	219-989-2448	<a href="mailto:brianna.johnson@purduecal.edu">brianna.johnson@purduecal.edu</a>
Heather Torrie	CLO 285	219-989-2448	<a href="mailto:torrieh@purduecal.edu">torrieh@purduecal.edu</a>

**Course Objectives**

This class focuses on English language skills and strategies that help students be successful in their academic environment. In particular, students will work to improve pronunciation, interpersonal communication, discussion-leading ability, TOEFL test-taking skills, writing, and grammar. Students will also learn more about U.S. culture through class activities and assignments.

**Assignments & Grading**

This is a Pass/Fail course. In order to receive a passing grade, students must achieve a minimum of **70% grade** in the course. Assignments are broken down as follows:

50% = Writing/Grammar

- Journal Writing (7.5%)
- Case Studies (10%)
- Technical Project & Lab Write-Up (10%)
- Synthesis Writing (10%)
- Grammar Exercises (12.5%)

50% = Major Listening/Speaking Assignments

- Presentation #1 (15%)
- Presentation #2 (15%)
- Presentation #3 (15%)
- Other Assignments (5%)

100% = Total Grade

**POLICIES**

**Attendance Policy**

In order to make progress in the development of academic English skills, students must attend and participate in class. Students are allowed to miss up to 4 days of class. Being late 3 times is the equivalent of one absence.

*Policies continue on next page.*

### **Academic Integrity**

The following is an **Honor Code** and an **Honor Pledge** to which all Purdue University Calumet Students must adhere: “I understand that academic dishonesty will not be tolerated at Purdue University Calumet. I am here to learn. Through learning, I will strive to become a better person and a more valuable contributor to society. I understand that dishonesty in the classroom, through cheating, plagiarism or other dishonest acts, defeats this purpose and disgraces the mission and quality of a Purdue University Calumet education. Therefore, I make the following pledge:

‘In accordance with the honor code, I will not engage in dishonesty in my academic activities, and I will not tolerate such dishonesty by other students.’”

### **Civility Code**

Students are expected to comply with University regulations regarding civility, attendance, and appropriate classroom behavior. Purdue University Calumet supports the principles of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires class conditions that do not impede the learning process. Disruptive behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action.

### **American with Disabilities Act**

All qualified students enrolled in this course are entitled to reasonable academic/classroom accommodations. It is the student’s responsibility to inform the instructor of any special needs within the first two weeks of the semester and to register with the Office of Disability Resources, located in the Student Union and Library Building (SUL), Room 341. Telephone numbers: 219-989-2455, 219-989-2454(voice/TTY).

### **Emergency Preparedness**

PUC has an aggressive program to prepare the campus for emergencies. It is important that all students understand how to help themselves during an emergency. Please refer to the Emergency Preparedness Guide posted in all offices, classrooms, labs, lounges and meeting rooms. You can also find the emergency preparedness guide online at [www.purduecal.edu/emergency](http://www.purduecal.edu/emergency) for detailed instructions for responding to specific emergency situations and for additional emergency information. Please be prepared.

Tentative Calendar

	<b>Monday/Tuesday</b> Instructor: Heather Torrie Focus: Listening and Speaking	<b>Wednesday/Thursday</b> Instructor: Brianna Johnson Focus: Reading, Writing, Grammar
Week 1 <i>Jan 12</i>	Introductions & Diagnostic Testing Pronunciation: Vowels and Consonants Presentation Skills: Personal Experience	Introduction & Diagnostic Testing Journal Writing Explanation
Week 2 <i>Jan 19</i>	<b>NO MON CLASS: Martin Luther King Day</b> Pronunciation: Vowels and Consonants Presentation Skills: Personal Experience	Writing: Fluency/Journal Writing Grammar: Advanced Sentence Structures
Week 3 <i>Jan 26</i>	Pronunciation: Vowels and Consonants Presentation Skills: Personal Experience <i>Assignment: Presentation #1</i>	Writing: Summarizing Review Grammar: Advanced Sentence Structures
Week 4 <i>Feb 2</i>	Pronunciation: Vowels and Consonants Presentation Skills: Personal Experience <i>Assignment: Presentation #1</i>	Case Study #1 • Reading/Video Discussion • Writing: Critical Thinking Response Grammar: Gerunds/Infinitives
Week 5 <i>Feb 9</i>	Pronunciation: Word Stress Presentation Skills: Giving Information, Explaining Graphics & Visuals	Case Study #1 • Writing: Critical Thinking Response Grammar: Gerunds/Infinitives
Week 6 <i>Feb 16</i>	Pronunciation: Word Stress Presentation Skills: Giving Information, Explaining Graphics & Visuals	Writing: Technical Writing Grammar: Quantifiers/Qualifiers
Week 7 <i>Feb 23</i>	Pronunciation: Word Stress Presentation Skills: Giving Information, Explaining Graphics & Visuals <i>Assignment: Presentation #2</i>	Writing: Technical Writing Grammar: Quantifiers/Qualifiers
Week 8 <i>Mar 2</i>	Pronunciation: Intonation Presentation Skills: Giving Information, Explaining Graphics & Visuals <i>Assignment: Presentation #2</i>	Case Study #2 • Reading/Video Discussion • Writing: Critical Thinking Response
<i>Mar 9</i>	Spring Break	
Week 9 <i>Mar 16</i>	Pronunciation: Intonation Presentation Skills: Persuasive Presentations	Case Study #2 • Writing: Critical Thinking Response
Week 10 <i>Mar 23</i>	Pronunciation: Intonation Presentation Skills: Persuasive Presentations	Technical Project • Explanation & Project Design Grammar: Phrasal Verbs
Week 11 <i>Mar 30</i>	Pronunciation: Intonation Presentation Skills: Persuasive Presentations <i>Assignment: Presentation #3</i>	Technical Project • Project Design & Demonstrations Grammar: Phrasal Verbs
Week 12 <i>Apr 6</i>	Pronunciation: Pronunciation: Intonation Presentation Skills: Persuasive Presentations <i>Assignment: Presentation #3</i>	Technical Project: Write Up
Week 13 <i>Apr 13</i>	Pronunciation: Word stress/key words Presentation Skills: Giving Instructions <i>Assignment: How-to Video Presentation</i>	Writing: Persuasive/Argumentative Writing Writing: Synthesizing Using Outside Sources
Week 14 <i>Apr 20</i>	Pronunciation: Word stress/key words Presentation Skills: Giving Instructions <i>Assignment: How-to Video Presentation</i>	Writing: Persuasive/Argumentative Writing Writing: Synthesizing Using Outside Sources
Week 15 <i>Apr 27</i>	Course Review and Wrap up	Course Review and Wrap up

