

**SAMPLE SYLLABUS – SUBJECT TO MINOR CONTENT CHANGES BASED ON INSTRUCTOR
COURSE SYLLABUS
ESL 24: PREPARATION FOR AMERICAN UNIVERSITY**

Instructor:
Office:
TEL:
Email:
Office hours:

Course Description

AIMS

This course is designed for international students who plan to study at an American university. Students research suitable undergraduate or graduate programs, interview advisors at local universities, and learn to write an effective personal statement. The language objectives are as follows:

- Read faster with better overall comprehension
- Build a broader academic and social vocabulary
- Communicate appropriately by email
- Develop materials
- Make a presentation

MATERIALS

Materials will be uploaded to the course website. The Moodle website is an integral part of this course, containing the calendar of assignments, the class discussion board tool and all of the course handouts and many additional resources.

GRADING

Attendance & participation	15%
Comparative Report on 3 Prospective Programs	15%
Group In-Class Exchange on University Services	15%
Personal Statement/Statement of Purpose	20%
Report on interview with university advisor in your field	15%
Group Presentation on Successful Academic Skills	20%

COURSE COMPONENTS

Attendance and participation:

Attendance is essential. Please come to class on time, prepared, and ready to participate. If you miss class, come late, or leave early, your grade will be negatively affected. Full participation includes listening carefully, asking questions, responding thoughtfully to your classmates and your instructor, and submitting in-class and out-of-class assignments on time.

Comparative Report on 3 Prospective Programs

Students will choose a field of interest that they would like to pursue for further studies and they will research three academic programs at three different universities. Students will present a comparative analysis of the three programs, including admissions procedures and regulations, curricular differences, programmatic benefits, programmatic shortcomings, and even cost of living information for the local area (and thus overall cost for each of the programs, should they choose to pursue one over another). Students will then conduct a short Q&A session afterwards, fielding questions from other students and answering based on the expertise that they have gained in their exploration.

Group In-Class Exchange on University Services

Students will work in groups to explore one of the many campus facilities, student services, or

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extracurricular programs that UCLA has to offer. Students will prepare handouts for this in-class presentation/discussion, providing all essential information other students would need to understand the selected topic and to, if desired, make use of what was presented on.

Personal Statement/Statement of Purpose

With support from a series of in-class assignments, you will complete a statement of purpose. You may follow the format provided by UCLA (<http://www.gdnet.ucla.edu/gasaa/library/stmtpurp.pdf>) or with prior instructor approval, you may choose a format from a school of your choice.

Report on an Interview with a university advisor in your field

Students will research university programs of interest at UCLA and locate a relevant, on-campus advisor (NOTE: You may also choose USC or any of the other local Universities, depending on your interests). Students will schedule an appointment with the advisor, and will ultimately meet with said advisor to discuss the program of interest. Email verification of the meeting may be asked as proof of record, so all interactions with advisors must be professionally done and records must be kept. Students will prepare and practice questions as preparation for this assignment. After the interview has been completed, students will write up a report of the interview that will be submitted for a grade.

Successful Skills Presentation

During the final week of class, you will give a 10-15 minute presentation on a topic related to overall success in a graduate/undergraduate program and/or school. Ideally, this presentation will tackle an important issue (e.g., work/play balance, getting enough sleep, emailing practices, etc.), and will involve student research that supports any assertions made. Students should have fun with this activity, making it academically relevant for their peers while also making it fun and enjoyable. The point of this assignment is really to allow the class to develop skillsets that will aid them in being successful students going forward.

Class Schedule

WEEK	TUESDAY	THURSDAY
1	UCLA Campus Tour Overview of course Getting to know each other	Campus tour follow-up Review of verbs in English Exploring Programs in the United States Model Research Protocols for Comparative Analysis Presentation
2	Writing a CV – American format Introducing A Statement of Purpose, Statement of Research Interests Brainstorming a SofP	In-Class Writing Workshop Peer Assessment of SofP Revising the SofP (bring laptops)
3	Individual Presentation Day 1 Comparative Analysis Presentations	Individual Presentation Day 2 Comparative Analysis Presentations
4	Individual Presentation Day 3 Comparative Analysis Presentations	In-Class Discussions of Services (Bring supplemental handouts for all) Written Interview Report Due
5	In-Class Discussions of Services (Bring supplemental handouts for all)	Developing a Portfolio Revising documents (CV & SofP)
6	Group Presentation Day 1 Successful Skills Presentations	Group Presentation Day 2 Successful Skills Presentations