

**HYBRID ESOL 1311: Expository Composition for
Speakers of English as a Second Language**
CRN: 27823 / Semester/Year: **SPRING 2023**

Instructor: **Dr. Debora Zamorano**

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Office hours: **M: 10:30 – 12:00; 1:30 to 3:30; W: 10:30-12:00 and/or by appointment**

Class Meetings: Mondays: 4:30 to 5:50

Classroom: CRBL C201

COURSE DESCRIPTION

This (CEL)* course focuses on the development of composition skills and strategies in problem-based discourse, and the development of students' understanding of their role as socially-responsible members of society. The main goal is to build the knowledge and competencies that will enable students to be participating community leaders, while at the same time helping them recognize various rhetorical patterns relevant to problem discovery, description, and definition, as well as those relevant to analytical and evaluative writing in both printed and multimodal texts. Students will engage in service and reflect on these activities in writing to further develop their critical thinking abilities and continue developing their academic and language skills. These skills will be developed further through class discussions, planning techniques, guided and timed writing practices, and purposeful feedback and revisions. The concept of genre is also introduced through various readings and writing activities as well as in-class discussions.

***COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) DESIGNATION**

Throughout the syllabus, students will find several CEL tasks and assignments. Students are expected to contribute at least 20 hours to our school partnerships to effect positive change in our community. **There will be a digital option for students in Hyflex courses unable to carry out face-to-face service. There will be other options for students to carry out their hours on the UTEP campus.** This engagement is not an "extra" 20 hours. Instead, it is the groundwork for several of the writing and speaking assignments to be carried out in the course. Because this engagement will be integral to several of your assigned essays, and oral reports and homework assignments, approximately 35-40% of your final grade will be CEL-related.

HYBRID COURSE DELIVERY

This section of ESOL 1311 is delivered in a hybrid format, with some class sessions held in the classroom and other instructional sessions or components conducted on-line. Hybrid classes demand that students develop good organizational and time-management skills, that they interact with instructors and classmates via computer-mediated communication as needed or required, and that students develop the ability to work independently. As with any other class, it is important to attend all sessions and it is crucial to devote the necessary computer time to the class (see attendance policy below).

OBJECTIVES

At the end of the course, students will be able to:

- Understand the concept of genre and discourse communities as a conceptual framework to evaluate and compose texts.
- Conduct a rhetorical analysis of a community-focused multimedia text (e.g., website) and identify (con)textual variables related to purpose, audience, messages, style/register, and language usage.
- Identify and describe community problems presented in texts (causes, effects, intervening factors) as well as strategies for solution.
- Analyze and evaluate claims and arguments related to specific problems or situations, and adopt a position regarding such problems or situations.
- Collect and synthesize information from multiple sources including personal experience arising from community engagement in order to compose well-argued proposals, describing possible alternatives or solutions to specific problems or situations.
- Employ effective strategies to develop well-organized, logical, and coherent problem-solution texts.
- Identify the importance of community engagement as a form of civic engagement, participation, and a way to strengthen social responsibility
- Build communication skills
- Develop critical thinking skills

Optional materials:

- Hacker, D., & Sommers, N. (2015). *A writer's reference (with resources for multilingual writers and ESL)*, 8th Edition. Bedford/St. Martins.
- Any current monolingual collegiate dictionary such as Merriam-Webster's, Oxford, or Longman.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. You will need:

- ✓ A computer, webcam and microphone
- ✓ A working UTEP email account
- ✓ Stable internet access
- ✓ Access to Blackboard (Bb). This tool will be used for most handouts, messages and announcements. Accordingly, all work will only be transmitted and submitted online.
- ✓ A Blackboard-friendly browser—Google Chrome & Mozilla Firefox are the best. Software including: MS Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) **for free** via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.
- ✓ Respondus Lockdown Browser (free download from Blackboard)

IMPORTANT: Check that your computer hardware and software are up-to-date and able to access all parts of the course. If your browser is not equipped to navigate the new Blackboard environment, then you may contact the technology “help” desk. You will also need to check the functionality of your sound drivers and flash and java plugins for participation in Collaborate sessions. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk \(helpdesk@utep.edu\)](mailto:helpdesk@utep.edu) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

MAJOR COURSE ASSIGNMENTS AND EXAMS

The following is an overview of assignments for this course. Specific guidelines, instructions, and recommendations for each assignment will be provided in class and/or through Blackboard by the instructor. The focus of this course will be on all stages involved in the writing process.

DIRECT SERVICE (CEL): Students will select an organization from the list provided by UTEP's Center for Community Engagement to provide service. Students must complete 20 hours of direct service with the organization over the course of the semester.

Click on the link <https://esolfall2020.questionpro.com>

Make sure you do this or your service learning will not be officially recorded with Community Engagement at UTEP and you will not receive any points for service or for corresponding assignments.

If you experience any issues with the weblink above, please contact Landy Mandiola by sending her a message (lmendiola2@miners.utep.edu) and explain to her what the problem is. Also, let her know you are in my class (ESOL 1311-15308, Navarro).

WEBSITE ANALYSIS REPORT (CEL): Once students have chosen the organization they think they would like to work with, they will review the website of that organization and analyze it rhetorically (audience, goals, organization, message, format, etc.) This analysis will be presented as a written report according to the guidelines specified on Blackboard. Once this assignment is completed, students will be committed to providing this organization with 20 hours of direct service.

PROPOSAL ESSAY (CEL): Once students have completed at least **6 hours** of service, they will develop a proposal to help solve the problem they have been working on throughout the semester. Students will research various solutions that have been attempted and the results previously obtained (successful or not). Then, combining the information they have collected from research with their own observations and experiences working with the organization, students will propose and/or defend a specific solution that might be feasible to implement in the future, supporting their proposal with facts, and commenting on the necessary conditions for implementation. To carry out this assignment more effectively, students should try to complete as many hours as possible (ideally up to **10 hours**) before completing this assignment.

ORAL REPORT ON SERVICE (CEL): Students will deliver a 10-15 minute oral presentation on their experience with community engagement. They will reflect on their specific experience as well as the problem as a whole explored through the aforementioned assignments.

There will be some additional writing activities outside of the CEL project.

EVALUATION ESSAY: Working with the same problem already identified (see above), students locate a relevant argumentative or opinion text, evaluate the claims being made, and adopt a position about such claims. Alternative views from other sources may be included.

WRITING EXAMS (2): These timed writing exams (one before and one after the mid-term point) will focus on problem definition, a brief response to an essay-type question, and/or evaluative/argumentative writing (taking a position on a given statement). Students are required to take these exams with Respondus Monitor Lockdown browser.

HOMEWORK, ORAL PRESENTATIONS, AND ASSIGNMENTS: In addition to the assignments described above, the course may include a variety of homework assignments and other writing tasks such as journal writing, position/opinion papers, quick in-progress reports, etc. **Some, not all, may be CEL-related.**

NOTE: Some modifications or adjustments may be made to the assignments described above according to the needs of students in each section.

Departmental final writing exam: As part of the course assessment, students are required to take a departmental final writing exam during final exams week. The exam will focus on appropriate and effective essay development. The final essay will be rated on content and development, text and paragraph structure, academic language usage, as well as grammar and mechanics. Students are required to take this exam with Respondus Monitor Lockdown browser.

ESOL LANGUAGE LAB--OPTIONAL

You do not have a lab requirement for this section. However, you are welcome to go to the lab and join in any lab activities. The lab offers writing tutoring, computer-assisted language learning (CALL) activities, conversation practice, among other activities. You may also visit UTEP's online Writing Center for assistance with your writing assignments. Writing tutoring will be available both in person and online.

EXTRA CREDIT

You have the option of earning up to a maximum of 2% extra credit towards your final grade in this course. You can do this by completing extra credit assignments towards the end of the course or by participating in one or more research studies (approved by the ESOL Director) if they are offered to your class. Each assignment or study participation is worth 1% extra credit.

TEST PROCTORING SOFTWARE

Course assessments may make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on Blackboard.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

GRADING

The final course grade is calculated as follows:

Oral presentations:	5%	A	90-100%
In-class writing exams (2)	15%	B	80-89%
Evaluation essay:	10%	C	70-79%
Homework/assignments	10%	D	60-69%
Final departmental writing exam:	25%	F	0-59%
<u>Community Engagement (CEL)</u>	35%		
20 Service Hours*	15%		
Rhetorical analysis report:	5%		
Proposal essay:			
(after 10 hours of service)	10%		
<u>Oral presentation</u>	<u>5%</u>		

*Completing the 20 hours counts as 15%; HOWEVER, to complete the Proposal Essay and the Oral Presentation, the hours must be carried out, so service hours have a considerable impact on your grade for this class.

In order to pass the course, a grade of "C" or higher must be obtained. If a lower grade is obtained, the course must be re-taken.

ATTENDANCE AND PARTICIPATION

Attendance is mandatory and active participation (in-class and/or online) is required. All in-class and/or online activities are designed to help students learn the material and acquire effective skills and strategies. Instructors may drop students from the class if they miss too many classes (see attendance policy below) or class performance shows a lack of effort.

ATTENDANCE POLICY FOR ALL ESOL COURSES

To improve their language proficiency and academic literacy skills, students must be present in class, whether in-person or online, in order to participate in all class activities and engage in active practice. **Good attendance is a course requirement.**

IMPORTANT RULES TO KEEP IN MIND:

- During the fall or spring semester, students may be dropped from a MWF class after four consecutive absences or after accumulating a total of six absences, and from a TR class after three consecutive absences or after accumulating a total of four absences. For classes meeting every day, students may be dropped after five consecutive absences or a total of eight absences. During a four-week summer session, students may be dropped after two consecutive absences or accumulating a total of three absences. It is also important to keep in mind that students can also be dropped from the class for lack of effort (e.g., not turning in major assignments on time).

HOWEVER

- **Students who feel sick or have tested positive for COVID-19 should absolutely NOT come to campus!** If you are feeling sick, are exhibiting symptoms, or have tested positive for COVID-19, send an email to your instructor immediately. Your instructor will work with you to ensure that you can keep up with or make up your assignments or arrange for you to drop if it is not possible for you to complete the course.

NOTE: We hope that no UTEP student becomes seriously ill. In the unfortunate event that an ESOL student is unable to meet the commitments required to pass the course due to illness, the instructor will advise that student to drop the course. For this reason it is also very important that you contact your instructor immediately if you are feeling ill.

- Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade. Each student who arrives late is responsible for notifying the instructor at the end of the class period so his/her attendance can be recorded.

ACCOMMODATIONS AND COUNSELING SERVICES

- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations. Students who need accommodations, go to <https://www.utep.edu/student-affairs/cass/> and if you want to contact staff at CASS, send them a message CASS@UTEP.EDU.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information **about the current rates, testing, and vaccinations, please visit epstrong.org**

Important Note: The syllabus provides a general plan for the course; modifications may be necessary and implemented as a result of students' needs and course development.

See the ESOL Course Sequence and helpful UTEP information next.

ESOL SEQUENCE OF COURSES:

Students enrolled in ESOL courses are required to take courses in sequence according to their placement into the program. The sequence of courses in the ESOL program is as follows:

- Level 1) ESOL 1610
- Level 2) ESOL 1406 & ESOL 1309 (both must be completed before enrolling in the next courses)
- Level 3) ESOL 1311 & ESOL 1310 (both must be completed before enrolling in the next course)
- Level 4) ESOL 1312

Note 1: ESOL 1311 and ESOL 1312 are credit-bearing courses with credits that count toward graduation, as they are equivalent to ENGL 1311 and ENGL 1312 (required first year composition courses at UTEP).

Note 2: All ESOL courses must be passed with a "C" or better before enrolling in the next course. Students who receive a D or F must retake the course and pass with a C or better before enrolling in the next level.

ADDITIONAL HELPFUL INFORMATION

- Academic Advising Center – Academic Advising, 1st floor, 747-5290; <http://academics.utep.edu/Default.aspx?tabid=59454>
- Department of Language and Linguistics – Liberal Arts 137, 747-5767; <http://academics.utep.edu/Default.aspx?tabid=44572>
- Enrollment Services -Academic Services Building 101, 747-6186; <http://webcontent.utep.edu/enrollmentservices/>
- ESOL Program – Liberal Arts 114, 747-7038; <http://academics.utep.edu/Default.aspx?tabid=51677>
- ESOL Lab and Tutoring Services – Liberal Arts 238; <http://academics.utep.edu/Default.aspx?tabid=51678>
- ESOL Student Online Resources; <http://academics.utep.edu/Default.aspx?tabid=51679>
- Financial Aid - Academic Services 204, 747-5204; <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/finaid>
- International Programs - Union East 203, 747-5664; <http://studentaffairs.utep.edu/Default.aspx?tabid=52367>
- Office of Student Life - Union West 102, 747-5648; <http://www.utep.edu/dos/acadintg.htm>
- Registration & Records -Academic Services 123, 747-5544; <http://academics.utep.edu/Default.aspx?tabid=40826>
- Student Health Center - Union East 100, 747-5624; <http://chs.utep.edu/health/>
- Scholarships - Academic Services Building 202, 747-5478; <http://ia.utep.edu/Default.aspx?alias=ia.utep.edu/scholarships>
- University Counseling Center, Union West 202, 747-5302; <http://sa.utep.edu/counsel/>
- University Career Center, Union West 103, 747-5640; www.utep.edu/careers
- UTEP Library: 1900 Wiggins Way 747-5672; <https://www.utep.edu/library/>
- MLA & APA Documentation Style: <https://owl.purdue.edu/>
- Writing Center - University Library 227, 747-5112; <http://academics.utep.edu/writingcenter/>
- Student Development Center – Union West 106, 747-5670; <http://sa.utep.edu/sdc/>

ESOL 1311 Tentative Schedule – See all pages. (Subject to change at instructor’s discretion.) **SPRING**

Week 1	Jan 17-21 <i>1/16 – Luther K Late Registration Fees</i>	Course Introduction/ Syllabus/Plagiarism
Week 2	Jan 23-27	Website Rhetorical Analysis <i>Service Learning:</i> Students choose an organization listed for this class from the CUE’s Website at UTEP Website Analysis Outline Due APA Handout Syllbus Review DB#1: Introduce Yourself Video
Week 3 DB#3	Jan 30 – Feb 3 <i>Census Day: Feb 1</i>	Website Outline Due Discussion Forum on Podcast: The Writing Process Rhetorical Elements: Ethos, Logos and Pathos APA Handout Website Analysis Handouts Quiz* *Practice Test with Respondus Due on Week 5
Week 4 DB#4	Feb 6 -Feb. 10	Library Corner Session: <i>Search Strategy Handout APA Documentation Style APA GAME to earn Certificate Online Scavenger Hunt</i> Evaluating an Opinion Essay Instructions QUIZ on Syllabus and Blackboard Course Material Website Rhetorical Analysis Essay Due
Week 5 DB#5	Feb 13-17	Evaluation Essay Outline Due <i>Critical Thinking</i> Thesis Statement APA Handout *Search Strategy handout Due Evaluation Essay Handouts Quiz* *Practice Test with Respondus Due Parts of Speech Parallelism Prewriting/Brainstorming APA Handout
Week 6	Feb 20-24	Clear, Vigorous, Economical Style <i>Video: Bike Sentence</i> Evaluation Essay Due for a grade <i>DB Logical fallacies</i> PODCAST Understanding Punctuation (avoid run-on sentences) APA Handout Student Anonymous Feedback
Week 7	Feb 27 – March 3	In-Class Writing Exam 1 Homework: Check your folder for Proposal Essay Handouts APA HANDOUT DUE <i>Online Scavenger Hunt Due</i>

Week 8 DB#6	March 6-10 10 SL Hrs are due	Proposal (Go back to the organization you selected to work with for Community Engagement) APA Test* Proposal Handouts Quiz* Proposal Outline Due How is your Writing? The Bike Video: Sentence structure
Week 9	Mar 13-17 Spring Break No classes	
Week 10 DB#7	March 20-24 3/31 Cesar Chavez Freshmen Grades:	Proposal Essay Due for a grade Avoiding Bias and Inclusive Writing
Week 11	March 27-March 31 3/30 Drop Deadline	Service-Learning Oral Report (Weeks 12, 13, and 14 = 5% of final grade) <i>*APA Game Certificate Due</i>
Week 12	April 3-7 4/7 Study Day	In-Class Writing Exam 2 Service-Learning Oral Report 1
Week 13	April 10-14	Service-Learning Oral Report 2
Week 14	April 17-21	Service-Learning Oral Report 3
Week 15	April 24-28	<i>Service-Learning Reflection</i>
Week 16	May 1-5 Last Day of Classes: May 4	Final Exam Study Guide and Recommendations
Finals Week	May 8-12	Final Exam May 8th from 7-9:45 AM (Students may not take their final another day or another time. If they miss their final, they will miss their exam's grade.) Students need to take this exam with Respondus lockdown browser.