

**ESOL 1309: Writing and Reading for
Speakers of English as a Second Language**
CRN: 21852 Semester/Year: SP 2024

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Link: <https://utep-edu.zoom.us/j/2194914637> (The Link will also be in Blackboard)

Class Meetings: Tuesday 10:30-11:50 UGLC 336

Course description

This course focuses on the development of strategies for efficient writing and reading in general academic English. The emphasis is on essays organized according to basic rhetorical patterns (e.g., comparison-contrast, cause-effect, argumentation). Other types of writing activities include summarizing, paraphrasing, and journal writing. Through a process approach to writing, students develop the skills necessary to write essays in a coherent and cohesive manner, following college-level academic conventions.

Objectives

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

- Use a variety of techniques to select and explore topics for writing;
- Read, summarize, paraphrase, and organize textual/visual materials for writing purposes;
- Compose well-structured essays reflecting various organizational patterns;
- Write clear and effective essay introductions and conclusions;
- Evaluate texts for content, structure, coherence, and language use;
- Conduct an oral presentation describing the main aspects of a topic explored in writing;
- Revise and edit texts for both content and language use;
- Identify and correct common mechanical errors (punctuation, capitalization, and spelling).

Note* Although explicit grammar instructions is the focus of ESOL 1406, the co-requisite course of ESOL 1309, this class may also include grammar issues relevant to academic reading and writing.

Criteria for Success

Be able to:

- 1) Write essays reflecting various rhetorical patterns such as comparison-contrast, cause-effect, and argumentation using a process approach to writing development (pre-writing, outlining, drafting, and revising), with a focus on content and organization (thesis statements, topic sentences, supporting sentences, transitions) and language usage (grammar, word choice).
- 2) Construct effective introductions that include specific leads and attention-getters as well as effective conclusions that provide closure.
- 3) Advance ideas through the use of logical patterns of development.
- 4) Revise, edit, proofread and format a written draft for final presentation.
- 5) Plan and conduct a well-organized oral presentation using information based on writing assignments.
- 6) Attend and actively participate in class activities and meet all assignment deadlines.

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 by the instructor in class and/or on Blackboard.

Comparison-Contrast Essay: In a comparison-contrast essay the writer compares or contrasts two items by focusing on similarities and differences between them. The essay may focus on physical characteristics or on other attributes. Information from secondary sources may be used.

Cause-Effect Essay: In a cause-effect essay the writer discusses possible or actual causes or outcomes of a particular situation or phenomenon. The essay may focus on either causes or effects. Information from external sources may be used.

Argumentative Essay: In an argumentative essay the writer argues in favor of or against an issue, supports claims with reasons and facts, and uses strong evidence to refute any counterarguments. Information from secondary sources may be used.

In-Class Oral Presentation: Students will make a brief oral presentation based on specific class writing done during the semester. The presentation will be graded on organization, content and language use.

In-Class Writing Exams: These timed writing exams (one before and one after the mid-term point) will focus on a brief response to an essay-type question and/or a short essay. Students are required to take this exam with Respondus Monitor Lockdown browser.

Journal Writing: Students will compose brief journal entries during the semester according to guidelines provided by the instructor.

Homework and Other Assignments: In addition to the assignments described above, the course may include homework and other writing tasks such as pre-writing activities, summarizing/paraphrasing, peer review, etc.

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.

Hybrid Course Delivery

This section of ESOL 1309 is delivered in a hybrid format, with instructional sessions or components conducted online. Online 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 devote the necessary computer time to the class.

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!

Course Communication

Because this is a hybrid class, we may have some online LIVE sessions where we will virtually see each other (in a synchronous way), during small group meetings, and -if needed- during office hours. However, there are a number of ways we can keep the communication channels open:

- Office Hours: We can meet in person during scheduled office hours or by appointment, or online by appointment.
- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- Announcements and class emails: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

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.

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

ESOL Language Lab

In addition to regular classroom sessions, students are required to complete **8 hours** in the ESOL lab. This semester the lab will be a “virtual” lab. You will NOT go to a physical location on campus. Our virtual lab will offer writing tutoring, computer-assisted language learning (CALL) activities, conversation practice, among other activities. You may also visit UTEP’s online Writing Center to complete your ESOL lab hours. Even though you will not be going to a physical location, we will be providing you with opportunities to interact online with other classmates.

Test Proctoring Software

Three course assessments (two exams during the semester and a final exam) will 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 determined as follows:

Major essays (3)	30% (10% each)	Grades are assigned on this scale:
In-class oral presentation	10%	A 90-100%
In-class exams (2)	15% (5%+10%)	B 80-89%
ESOL Lab	5%	C 70-79%
Journals	5%	D 60-69%
Homework/Class assignments	10%	F 0-59%
Departmental final writing exam	25%	

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.

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.

COURSE POLICIES

Assignments

It is necessary to submit all major assignments and take the course exams in order to obtain a passing grade. All assignments must be completed and turned in on the scheduled dates. No late work will be accepted. Exams must be taken on scheduled dates. No make-up exams will be given. Exceptions to these rules may be considered only for properly documented medical emergencies (or similar extraordinary circumstances).

All work must be edited and revised. Written assignments that do not conform to the specifications outlined by the instructor may receive a failing grade. Students are strongly encouraged to contact the Writing Center or to consult with ESOL tutors (depending on availability) in order to revise/edit their work before submitting it.

Documentation styles

Instructors will introduce students to in-text, parenthetical documentation early in the semester and require these documentation conventions throughout the course. Students will learn and use the American Psychological Association (APA) or Modern Language Association (MLA) documentation format and style.

The most important words in a paper are the students’, not those found in sources consulted. Students should always strive to draw inferences from research material and weave into their papers their reaction and evaluation of source material.

ATTENDANCE AND PARTICIPATION

- During the fall or spring semester, students accumulating 3 absences will NOT receive a passing grade in the class. A warning will be given to students once they reach 2 absences. If a student is absent 3 times, the student will receive a notification advising them to drop the class. **It is up to the student to drop the class. Instructors will NOT drop the student.**
- It is also important to keep in mind that students may also fail the class for lack of effort (e.g., not turning in major assignments on time). Exceptions due to medical emergencies or illness must be properly documented.

- Late arrivals and early departures will also carry penalties for purposes of dropping or lowering the course grade (two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence). It is the responsibility of each student who arrives late to notify the instructor at the end of the class period so his/her attendance can be recorded.
- The final course grade can be lowered by 1 point for every absence in MWF courses, 1.5 points for every absence in TR courses, and 2.5 points for every absence in summer courses.

Exceptions to the above-stated attendance policies are only made under the following circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty, or (3) official UTEP business such as athletics, debating team, or band. These circumstances must be properly documented (official proof). Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentation of hospitalization must be provided as soon as possible.

NOTE: Students who are sick and may be contagious should NOT come to class. If you do not have medical documentation that you are too sick to come to class, your two allowable unexcused absences can be used without penalty, and you may make up the classwork. It is therefore important that you do not miss class unless absolutely necessary, so you have the allowable absences available in case of illness.

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 Software

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

Copyright and fair use

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.

Students who may require special accommodations

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs,

services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747- 5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

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 1910
- Level 2) ESOL 1610
- Level 3) ESOL 1406 & ESOL 1309 (both must be completed before enrolling in the next courses)
- Level 4) ESOL 1311 & ESOL 1310 (both must be completed before enrolling in the next course)
- Level 5) 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.

HELPFUL INFORMATION

- Academic Advising Center – University Library, Suite 310, 747-5290; <https://www.utep.edu/advising/>
- Department of Latin-US and Linguistics – Graham Hall 202, 747-5767;
<https://www.utep.edu/liberalarts/languages-and-linguistics/>
- ESOL Lab and Tutoring Services-Liberal Arts 238 *Insert new email here*
- ESOL Program information <https://www.utep.edu/liberalarts/languages-and-linguistics/academic-programs/esol-program/>
- Campus Resources https://www.utep.edu/advising/student_resources/index.html
- Financial Aid <https://www.utep.edu/student-affairs/financialaid/contact-us/index.html>
- International Programs -Union East 203, 747-5664 <https://www.utep.edu/student-affairs/oipsa/>
- Student Life - Union West 102, 747-5648 <https://www.utep.edu/student-affairs/dean-of-students-office/>
- Registration & Records –Academic Services 123, 747-5544 <https://www.utep.edu/student-affairs/registrar/>
- Student Health Center – Union East 100, 747-5624; <https://www.utep.edu/chs/shc/>
- Scholarships - Academic Services 202, 747-5478; <https://www.utep.edu/student-affairs/scholarships/>

- Counseling and Psychological Services (CAPS) - Union West 202, 747-5302; <https://www.utep.edu/student-affairs/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/>
- University Writing Center – University Library 227; <https://www.utep.edu/uwc/>

ADDITIONAL RESOURCES

- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- UTEP Edge: UTEP’s cross-campus framework for student success and empowerment
- Student Success Help Desk (SSHD): Provides assistance to students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

USE OF AI TECHNOLOGIES

WHAT IS ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY?

Artificial Intelligence (AI) technology refers to the development and implementation of computational systems that possess the ability to perform tasks that typically require human intelligence. Ideally, these tasks enable individuals to engage in a wide range of activities including learning, reasoning, problem-solving, perception, language understanding, and decision-making. Within educational contexts, understanding what AI tools exist to support these activities and developing individuals’ AI literacy (their ability to comprehend, critically evaluate, and apply AI output) is of essential importance.

EXAMPLES OF AI TOOLS IN HIGHER EDUCATION

Generative AI Tools

Generative AI refers to a class of AI models and systems that has the ability to generate new content, data, or outputs that resemble and, in some cases, are indistinguishable from human-created content. These systems are designed to identify patterns and structures from existing data and then use that knowledge to create novel outputs.

Examples:

- ChatGPT is a conversational AI model developed by OpenAI, based on the GPT-3.5 architecture. It excels in natural language understanding and generation, allowing it to engage in dynamic and contextually-relevant conversations. Trained on diverse Internet text, ChatGPT

can provide information, answer questions, and generate human-like responses across a wide range of topics.

- Grammarly is a writing assistance tool that helps users improve the quality and correctness of their written content. It employs advanced algorithms to identify and correct grammar, spelling, punctuation, and style issues in real time, providing users with suggestions to enhance the clarity and coherence of their writing. Grammarly is available as a browser extension, desktop application, and mobile app, making it a versatile tool for individuals seeking to enhance their writing proficiency.
- DALL-E is an artificial intelligence model created by OpenAI that specializes in image generation. It is a variant of the GPT-3 architecture and is capable of creating unique and diverse images based on textual descriptions. DALL-E can generate images from textual prompts, demonstrating the ability to create imaginative and novel visuals by extrapolating from the patterns it learned during training.

USING AI IN YOUR ESOL 1309 CLASS

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or Grammarly, can be beneficial for some class activities, and your instructor will inform you when it is applicable and permitted in this class and guide you as to its use. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. Furthermore, inappropriate use of AI can hinder your English language development, an important objective of this course.

AI cannot reproduce critical thought, reflection, or personal insights, and it is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, *is only allowed with approval from the instructor BEFORE being used*. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If you use any information or materials created by AI technology with the permission of your instructor, you must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>

Consider how this will affect your credibility as a writer and scholar before doing so. **Any direct use of AI generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).**

REMEMBER: You are responsible for any and all work that you put your name to, regardless of whether or not you used AI to complete it.

NOTE: The allowance of AI is dependent on the individual class and instructor. In some classes AI may be 100% prohibited.