

ESOL 1309: Writing and Reading for Speakers of English as a Second Language (TEC)

CRN: 11757 / Semester/Year: Fall 2014

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Office hours: MW 10:30 – 11:20/Thursday 10:30 – 11:50 or by appointment

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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.

Required textbooks/materials:

- Liss, R., & Davis, J. (2012). *Effective Academic Writing 3* (2nd edition). Oxford University Press.
- A collegiate English dictionary or an advanced ESL learner's dictionary.

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.

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.

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%
Journals	10%	C	70-79%
Homework/Class assignments	10%	D	60-69%
Departmental final writing exam	25%	F	0-59%

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.

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 go to the Writing Center in the library 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 in class

- 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.

Mobile phones, laptops, and other electronic devices

- Students must turn off their cell phones, pagers, iPods, MP3 players, and any other similar devices while in class. Any unauthorized use of cell phones or electronic devices in class will be reported to the Dean of Students' Office.
- In classes that meet in a computer lab, computer use unrelated to class work (i.e. checking email, surfing the web) is NOT permitted.
- The use of laptops or similar devices while in the classroom may be prohibited if the instructor considers them a distraction.
- No visitors will be allowed without the instructor's permission.

Academic honesty

- Students are expected to adhere to and comply with standards of academic honesty. Academic dishonesty will not be tolerated. All cases will be reported to the Dean of Students for administrative and/or academic sanctions, which may include expulsion. All work submitted must be original (created by each student for the class) and any information from external sources must be properly cited. Work from other courses may not be submitted for a grade. Forms of academic dishonesty include (but are not limited to): collusion—lending one's work to another person to submit as his or her own; fabrication—deliberately creating false information on a works cited page, and plagiarism—the presentation of another person's work as one's own (i.e., copying parts of or whole papers off the Internet).
- Any type of cheating or plagiarism constitutes a violation of University policies and of the code of conduct to which all students must adhere. Violations are reported to the Dean of Students. See the website at <http://www.utep.edu/dos/acadintg.htm> for more information.
- As in any course, each student MUST do his/her own work. However, this does not rule out getting assistance or guidance from the class instructor or University tutors. It is important to differentiate between this type of help and non-acceptable types. Some examples of 'help' that is NOT acceptable include copying papers or parts of papers, copying on tests, using "cheat sheets," having someone else do one's work, letting someone else change parts of one's work, or using texts from a published source (magazine, book, or newspaper) without proper documentation.

Copyright and fair use

- The University of Texas at El Paso requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Students who may require special accommodations

- Students who need special instructional accommodations due to a permanent or temporary disability are strongly encouraged to consult personnel in the Center for Accommodations and Support Services (CASS), located in the East Union Building, room 106. Students with a documented sensory and/or learning disability may receive special accommodations according to University policies. It is the student's responsibility to contact the instructor after contacting the CASS to ensure provision of such accommodations.

ATTENDANCE POLICY FOR ALL ESOL COURSES

To expand their language proficiency and academic literacy skills, students must be *present* in class in order to participate in class activities and engage in active practice. **Good attendance is a course requirement.** Therefore, if a student is absent an excessive number of times during the drop period (from the first day after the end of late registration through the last day for faculty to drop students), the instructor will drop the student from the course.

IMPORTANT RULES TO KEEP IN MIND:

- During the fall or spring semester, students will 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. During a four-week summer session, students will 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). Exceptions due to medical emergencies or illness must be properly documented.
- Absences due to truly “exceptional” circumstances should be documented and reported to the class instructor as soon as possible in order to explain the situation (sending an email message is recommended). This does not necessarily mean that absences will be excused, but it gives the instructor an opportunity to assess the situation before dropping the student from the class.
- Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade (e.g., 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 properly documented (official proof) medical emergency requiring hospitalization, (2) properly documented (official proof) jury duty, or (3) properly documented (official proof) official UTEP business such as participation in athletic events, debate team, or music band events. Documented 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.

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

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

ESOL 2303 ONLY students majoring in the Humanities and Social Sciences may be required to take this class. Please check corresponding degree plan.

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 – Academic Advising, 1st floor, 747-5290; <http://academics.utep.edu/Default.aspx?tabid=594>
- Center for Accommodations and Support Services - Union East 106, 747-5148; <http://sa.utep.edu/cass/>
- 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
- Writing Center - University Library 227, 747-5112; <http://academics.utep.edu/writingcenter/>

ESOL 1309 Weekly Schedule (subject to change)

Week Class Material & Assignments

- 1 Introduction to course/Syllabus Quiz
 Chapter 1: The Researched Essay
 Developing the Researched Essay pp. 2-8
- 2 Understanding Assignments and Planning Research pp. 9-14
- 3 Unity and Coherence pp. 15-22
 Editing Your Writing pp. 23-28
 Review of Chapter 1 pp. 29-34

ESSAY CYCLE 1: Comparison-Contrast Essay

- 4 Chapter 2: Comparison-Contrast Essays
 Stimulating Ideas pp. 36-40
 Brainstorming and Outlining pp. 41-45
 Comparison-Contrast Organization pp. 46-47
- 5 Model Essays pp. 48-53
 Essay 1 assigned
 Brainstorming and Outlining
- 6 Writing and editing the first draft pp. 54-66
 Essay 1 due & In-class exam #1

ESSAY CYCLE 2: Cause-Effect Essay

- 7 Chapter 3: Cause-and-Effect Essays
 Stimulating Ideas pp. 72-75
 Brainstorming and Outlining pp. 76-82
 Comparison-Contrast Organization p. 83
- 8 Model Essays pp. 83-88
 Essay 2 assigned
 Brainstorming and Outlining
- 9 Writing and editing the first draft pp. 96-101
 Essay 2 due

ESSAY CYCLE 3: Argumentative Essay

- 10 Chapter 4: Argumentative Essays
 Stimulating Ideas pp. 106-110
 Brainstorming and Outlining pp. 110-116
 Argumentative Organization p. 117
- 11 Model Essays pp. 117-123
 Counterargument, Concession, and Refutation pp. 124-126
 Essay 3 assigned
 Brainstorming and Outlining
- 12 Writing and editing the first draft pp. 127-137
 Essay 3 due & In-class exam #2

Oral Presentation Cycle

- 13 One essay from the 3 written is chosen to be developed into an oral presentation using multimedia tools
- 14/15 **Oral presentations**
- Departmental Final Exam: Final Exams Week (Monday; 7 am - 9:45 am - Room to be announced**

