ESOL 1312: Research and Critical Writing for
Speakers of English as a Second Language
CRN: 21820 / Semester/Year: <u>Spring 2019</u>

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appointment

Course description
Students in this class conduct reading, writing, and research activities that promote critical and analytical
thinking by exploring specific issues or topics through genre-based assignments, group discussions, and
in-class presentations. Through these tasks, students improve their understanding of text genres, discourse
communities, academic written discourse (including analysis, evaluation, and argumentation), as well as
basic research procedures and college-level writing conventions. Major assignments include a genre
analysis paper, a research proposal, a review of literature, a research project report, and an in-class project
presentation. Students also engage in journal writing, generate progress reports, and take an in-class
essay writing exam to demonstrate their competency in both academic discourse and standard written
English.

Hybrid course delivery
This section of ESOL 1312 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).

Required textbook
> ***OPTIONAL - Ruszkiewicz, J.J., & Dolmage, J. (2015) *How to write anything: A guide and
> reference with readings*. <u>3rd Edition.</u> Boston: Bedford/ St. Martins.

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

- <u>Understand the relationships that exist among genres, texts, writers, readers, and context</u>.
  Different genres, text types, and types of arguments are discussed and analyzed, individually
  and in groups, focusing on both implicit and explicit information, in order to conduct a
  rhetorical analysis of texts (audience, goals, claims, language, images, format, etc.).

- <u>Analyze and evaluate arguments in various texts and compose argumentative/persuasive essays</u>.
  Academic texts and logical argumentation constitute the focus of the analyses, although some
  examples of non-academic arguments may also be used to illustrate the nature of
  argumentation across genres and discourse communities. Text and discourse features to be
  identified and used include claims, warrants, supporting information, and counterarguments.

- <u>Collect, evaluate, and summarize information from various sources relevant to a particular topic</u>.

In order to prepare a feasible research proposal, and to gain knowledge about the topic selected, students will read, summarize, and evaluate texts from various sources and will synthesize this information in a review paper (using APA citation style).

- Conduct a research project to explore specific aspects or issues related to a particular topic. Research guiding questions will be investigated mainly through secondary sources (library research), although some primary data may be obtained (if feasible). Projects will be explored objectively and thoughtfully, and the resulting reports (written/oral) will be composed following academic conventions relevant to college writing.

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.

- **Genre analysis -** Students will select two texts (on the same general topic) reflecting different genre characteristics and write a comparative essay focusing on rhetorical features.

- **Literature review -** Students will conduct secondary (library) research on a social, political, cultural, or ethical issue to become well-informed about the issue in question. Students will then write a literature review to summarize, evaluate, and synthesize the main arguments and ideas found in these sources.

- **Research proposal -** Students will write a research proposal that will focus on a specific aspect of the general topic investigated (see above). This may include the research question(s) to be explored, the thesis statement to guide the research, working outline or mapping of areas to be investigated or developed, annotated bibliography, etc.

- **Research report –** Students will develop a research project that includes a written report with a summary of the relevant literature and a thorough discussion of the main issues related to the topic selected. The report may include visual information, such as graphs, diagrams, or tables. Students may complement their report with other texts (e.g., mini-poster, brochure, video, pod-cast) in which different aspects of the topic may be highlighted and different purposes achieved (persuasion, quick information delivery, awareness-raising, etc.)

- **Project presentation –** Students will create an oral presentation to be delivered in class in order to share the information learned throughout the course of their research.

- **In-class writing exam**: This mid-term writing exam will consist of either a brief response to a prompt or a short reading (e.g., taking a position regarding the claims made in the text) or, alternatively, a summary/synthesis of two brief texts (using APA style).

- **Homework and other 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, brief analytical reports, quick in-progress reports, etc.

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

<u>Departmental writing exam:</u> As part of the course assessment, students are required to take a departmental writing exam, which will take place during final exams week. The exam essay will focus on expository prose (argumentative or evaluative) and will be rated in relation to organization and development, text and paragraph structure, academic language usage, and grammar and mechanics.

Grading
The final course grade is calculated as follows:

Genre analysis:	10%	Grades are assigned on this scale:		
Literature review:	15%	A	90-100%
Research Proposal & Paper:	20%	B	80-89%
Oral presentation:	10%	C	70-79%
Homework/assignments	10%	D	60-69%
In-class writing exam:	10%	F	0-59%
Departmental writing exam:	25%		

In order to pass the course, a grade of <u>*"C"*</u> 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. <u>No late work will not be accepted. Exams must be taken on scheduled dates. No make-up exams will be given</u>. 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. <u>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.</u>
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. <u>Academic dishonesty will not be tolerated</u>. 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<u>, each student MUST do his/her own work</u>. 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.

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) <u>if</u> they are offered to your class. Each assignment or study participation is worth 1% extra credit.

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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, <u>if a student is absent an excessive number of times</u> during the drop period (from the first day after the end of late registration through the last day for faculty to drop students), <u>the instructor will drop the student from the course</u>.

<u>IMPORTANT RULES TO KEEP IN MIND</u>:

- 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 in 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
Level 6)   **ESOL 2303: Required of all majors in the College of Liberal Arts.**

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=59454

- Center for Accommodations and Support Services - Union East 106, 747-5148; http://sa.utep.edu/cass/

- Department of Language & 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/

- Student Development Center – Union West 106, 747-5670; http://sa.utep.edu/sdc/