ONLINE ESOL 1312: Research and Critical Writing for Speakers of English as a Second Language  
CRN:12944 / Semester/Year: Fall 2020

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Office hours: via Zoom TBD  
Synchronous Class Meetings: Tues via Zoom

Important comment: in light of our current pandemic situation, please read the COVID-19 Accommodations and Precautions below.

COVID-19 Accommodations and PRECAUTIONS
You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

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.
ONLINE COURSE DELIVERY

This section of ESOL 1312 is delivered in an online format, with instructional sessions or components conducted on-line. 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.

Zoom SESSIONS

This class requires that you participate in scheduled Zoom sessions once a week. See blackboard for details on dates. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussions.

Students are expected to participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

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) 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 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.

WRITING EXAMS: EXAM #1: This timed writing exam (after the mid-term point) will focus on argumentative writing and APA documenting style. Students are required to take this exam with Respondus Monitor Lockdown browser. These timed writing exams 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 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.

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

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.

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

Two course assessments (one exam 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.

100% online course delivery

This section of ESOL 1312 is delivered 100% online, with some class sessions held digitally (via zoom, etc). Remote 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).

Optional materials:

- Any current monolingual collegiate dictionary such as Merriam-Webster's, Oxford, or Longman.
Objectives
At the end of the course, students will be able to:

- Understand the relationships that exist among genres, texts, writers, readers, and context.
  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.).

- Analyze and evaluate arguments in various texts and compose argumentative/persuasive essays.
  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.

- Collect, evaluate, and summarize information from various sources relevant to a particular topic.
  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. The focus of this course will be on all stages involved in the writing process. If students don’t submit their prewriting, outline, and first draft no grade will be given to their final draft essay.

- 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 Paper – 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.)

- **Oral 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.

**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.

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

**Departmental writing exam**: 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Literature review</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal &amp; Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework/assignments</td>
<td>10%</td>
</tr>
<tr>
<td>In-class writing exam</td>
<td>10%</td>
</tr>
<tr>
<td>ESOL Lab</td>
<td>5%</td>
</tr>
<tr>
<td>Departmental writing exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grades are assigned on this scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- 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 not 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.

**ATTENDANCE AND PARTICIPATION**

Active participation online is required. All online activities are designed to help students learn the material and acquire effective skills and strategies. Instructors may drop students from the class if their class performance shows lack of effort.

**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 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 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.

**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.*

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**HELPFUL INFORMATION**

- **Center for Accommodations and Support Services** – Union East 106, 747-5148; [http://sa.utep.edu/cass/](http://sa.utep.edu/cass/)
- **Enrollment Services** – Academic Services Building 101, 747-6186; [http://webcontent.utep.edu/enrollmentservices/](http://webcontent.utep.edu/enrollmentservices/)
- **Office of Student Life** – Union West 102, 747-5648; [http://www.utep.edu/dos/acadintg.htm](http://www.utep.edu/dos/acadintg.htm)
- **Student Health Center** – Union East 100, 747-5624; [http://chs.utep.edu/health/](http://chs.utep.edu/health/)
- **University Counseling Center** – Union West 202, 747-5302; [http://sa.utep.edu/counsel/](http://sa.utep.edu/counsel/)
- **University Career Center** – Union West 103, 747-5640; [www.utep.edu/careers](http://www.utep.edu/careers)
- **Writing Center** – University Library 227, 747-5112; [http://academics.utep.edu/writingcenter/](http://academics.utep.edu/writingcenter/)
ESOL 1312 Tentative Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CLASS MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction/topic selection/Documenting Sources: APA format</td>
</tr>
<tr>
<td>2</td>
<td>Genre Analysis Essays Genres /Instructions and rubric</td>
</tr>
<tr>
<td>3</td>
<td>Evaluating Sources: Evaluating Sources/Smart Reading</td>
</tr>
<tr>
<td>4</td>
<td>Final draft of genre analysis due</td>
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<tr>
<td>5</td>
<td>Literature Review: Instructions and rubric/Library Session</td>
</tr>
<tr>
<td>6</td>
<td>Research Week: READ and find at least 6 different reliable sources on your research topic/begin writing Literature Review</td>
</tr>
<tr>
<td>7</td>
<td>Work on Literature Review</td>
</tr>
<tr>
<td>8</td>
<td>Literature Review due /Work on Research Proposal (Use your Literature Review)</td>
</tr>
<tr>
<td>9</td>
<td>Research proposal due/ Shaping Research Project: Thesis Statement (Ch26)/Introductions Ch 32/Paragraphs Ch30/Conclusions Ch33/ Instructions and rubric</td>
</tr>
<tr>
<td>10</td>
<td>Continue Research Project: Outline Ch29/ Tables and Graphs Ch 53/Titles Ch 34</td>
</tr>
<tr>
<td>11</td>
<td>Outline due/continue developing your Research Project/Presentation: Oral Reports Ch 18/Instructions and rubric</td>
</tr>
<tr>
<td>12</td>
<td>In-Class Writing Exam</td>
</tr>
<tr>
<td>13</td>
<td>Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Research Project due/Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Presentations/Review for final exam</td>
</tr>
<tr>
<td>16</td>
<td>Dead Day: December 5th</td>
</tr>
</tbody>
</table>

Final Exam: Please see UTEP’s Final Exam Schedule