

ESOL 1311: Expository Composition for Speakers of English as a Second Language

CRN: 37901 / Semester/Year: Summer 1, 2015

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Course description

This course focuses on the development of composition skills and strategies in problem-based discourse. The main goal is to help students 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 use writing to further develop their critical thinking abilities and continue developing their academic and language skills 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.

Required textbooks/materials:

- Ruskiewicz, J.J., & Dolmage, J. (2010) *How to write anything: A guide and reference with readings*. 2nd ed or 3rd Edition. Boston: Bedford/ St. Martins. ****ESOL 1312 will require 3rd ed****

Optional materials:

- Hacker, D., & Sommers, N. (2011). *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.

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 multimedia text (e.g., a website) and identify (con)textual variables related to purpose, audience, messages, style/register, and language usage.
- Identify and describe 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 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.

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.

Rhetorical analysis report: Students select the website of a nonprofit organization that works on a particular social, political, or cultural domain, analyze it rhetorically (audience, goals, organization, message, format, etc.), and write up a report based on their analysis.

Causal analysis report: Students identify a specific problem (it can be a problem that the nonprofit organization mentioned above is trying to address) and describe it in detail (e.g., participants, effects, components.). Known and/or potential causes are explored and reported.

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.

Proposal essay: Working with the same problem, students research various solutions attempted and results previously obtained (successful or not). Then, they 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.

In-class oral presentation: Students will deliver a 10 minute oral presentation on the problem (or a specific aspect of it) explored through the aforementioned assignments.

In-class Essay: This timed writing exam 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).

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, 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.

Departmental FINAL writing exam: As part of the course assessment, students are required to take a departmental final writing exam. The exam essay will focus on problem-solving or evaluative/argumentative writing 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:

Rhetorical analysis report:	10%	Grades are assigned on this scale:	
Causal analysis report:	5 %	A	90-100%
In-class oral presentation:	10%	B	80-89%
In-class essay (s)	10%	C	70-79%
Evaluation essay:	15%	D	60-69%
Proposal essay:	15%	F	0-59%
<u>Homework/assignments/Journals & Access to Blackboard 10%</u>			
Final departmental 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.

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.

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.**
- *For Hybrid delivery courses, if a student misses an online assignment, he or she will be considered absent.*

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](http://academics.utep.edu/Default.aspx?tabid=59454) – Academic Advising, 1st floor, 747-5290; <http://academics.utep.edu/Default.aspx?tabid=59454>
- [Center for Accommodations and Support Services](http://sa.utep.edu/cass/) - Union East 106, 747-5148; <http://sa.utep.edu/cass/>
- [Department of Language and Linguistics](http://academics.utep.edu/Default.aspx?tabid=44572) – Liberal Arts 137, 747-5767; <http://academics.utep.edu/Default.aspx?tabid=44572>
- [Enrollment Services](http://webcontent.utep.edu/enrollmentservices/) -Academic Services Building 101, 747-6186; <http://webcontent.utep.edu/enrollmentservices/>
- [ESOL Program](http://academics.utep.edu/Default.aspx?tabid=51677) – Liberal Arts 114, 747-7038; <http://academics.utep.edu/Default.aspx?tabid=51677>
- [ESOL Lab and Tutoring Services](http://academics.utep.edu/Default.aspx?tabid=51678) – Liberal Arts 238; <http://academics.utep.edu/Default.aspx?tabid=51678>
- [ESOL Student Online Resources](http://academics.utep.edu/Default.aspx?tabid=51679); <http://academics.utep.edu/Default.aspx?tabid=51679>
- [Financial Aid](http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/financialaid) - Academic Services 204, 747-5204; <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/financialaid>
- [International Programs](http://studentaffairs.utep.edu/Default.aspx?tabid=52367) - Union East 203, 747-5664; <http://studentaffairs.utep.edu/Default.aspx?tabid=52367>
- [Office of Student Life](http://www.utep.edu/dos/acadintg.htm) - Union West 102, 747-5648; <http://www.utep.edu/dos/acadintg.htm>
- [Registration & Records](http://academics.utep.edu/Default.aspx?tabid=40826) -Academic Services 123, 747-5544; <http://academics.utep.edu/Default.aspx?tabid=40826>
- [Student Health Center](http://chs.utep.edu/health/) - Union East 100, 747-5624; <http://chs.utep.edu/health/>
- [Scholarships](http://ia.utep.edu/Default.aspx?alias=ia.utep.edu/scholarships) - Academic Services Building 202, 747-5478; <http://ia.utep.edu/Default.aspx?alias=ia.utep.edu/scholarships>
- [University Counseling Center](http://sa.utep.edu/counsel/), Union West 202, 747-5302; <http://sa.utep.edu/counsel/>
- [University Career Center](http://www.utep.edu/careers), Union West 103, 747-5640; www.utep.edu/careers
- [Writing Center](http://academics.utep.edu/writingcenter/) - University Library 227, 747-5112; <http://academics.utep.edu/writingcenter/>
- [Student Development Center](http://sa.utep.edu/sdc/) – Union West 106, 747-5670; <http://sa.utep.edu/sdc/>

WEEK	TOPICS & ASSIGNMENTS
1	<p>Course Introduction/ Syllabus/Plagiarism</p> <p>Documenting Sources</p> <p>APA Documentation and Format – Chapter 50 or 47 Summarizing Sources Ch 45 or 42 Paraphrasing Sources Ch 46 or 43</p> <p><i>Report – Chapter 25 “Genre” *Teacher will give you a copy of this chapter.</i></p> <p>Web Site Rhetorical Analysis Report <i>Instructions and rubric</i></p> <p>Students choose Non-Profit Org NBC Video: <i>Big Brother Helps Boys Become Men</i></p> <p>Journal 1 due (6/9): Chapter 8 “Rhetorical Analysis”</p> <p>NBC Video: Wide Range of Donors Offer Vital Aid to Haiti NBC Video: A Look Back at the Origins of the Salvation Army</p> <p>Web Site Rhetorical Analysis Report due 6/11 (Thursday)</p>
2	<p><i>Evaluation Ch 4</i></p> <p><i>Instructions and rubric</i></p> <p>Journal 2 due (6/16): Chapter 10 “Position Papers”</p> <p>Parallelism Ch 65 or 61 Critical Thinking – Chapter 22 or 21 Adjective Clauses</p> <p>Evaluation Essay due 6/18 (Thursday)</p>
3	<p><i>Causal Analysis Ch 5</i></p> <p><i>Instructions and rubric</i></p> <p>Paragraphs – Chapter 30</p> <p>Journal 3 due (6/23): Chapter 43 or 46 “Paraphrasing Sources”</p> <p>NBC Video: Why are Children of Shoalwater Tribe Dying? NBC Video: Department of Education Targets Bullying NBC Video: Duke Doctor on Causes, Ways to Address, Childhood Obesity</p> <p>In-Class Causal Analysis Due 6/24 (Wednesday)</p> <p><i>Problem-Solution (Proposal) Ch 6</i></p> <p><i>Instructions and rubric</i></p> <p>NBC Video: Plagiarism at the University of Virginia NBC Video: Tobacco Companies Investing in E-Cigarettes</p>
4	<p>In Class Essay 6/29 (Monday)</p> <p>Student Oral Presentations: Instructions and Rubric</p> <p>Proposal Essay due: 6/30 (Tuesday)</p> <p>Student Oral Presentations: 7/1 (Wednesday)</p> <p>FINAL EXAM: 7/2 (Thursday, 2-4:45pm)</p>

**All journals must follow the instructions specified by your teacher next page or they will miss the grade.*

Journal 1: Read Chapter 8 “Rhetorical Analysis” and follow the instructions.

Journal 2: Read Chapter 10 “Position Papers” and follow the instructions.

Journal 3: Read Chapter 46 or 43 “Paraphrasing Sources” and follow the instructions.

INSTRUCTIONS TO FOLLOW IN ALL JOURNALS

All journal topics are in your text book. They must follow these instructions, and must be done in Microsoft Word (TYPED) and printed and delivered at the beginning of the class. She won’t accept it if it isn’t TYPED. If your teacher decides a different delivery method, she will notify you in advance. For Hybrid delivery, your teacher will need an e-journal submission by attachment file in Blackboard. Please check your journal deadlines in the class tentative Weekly Calendar. No late journal will be accepted.

Follow these steps please:

1. Type your paragraphs using line spacing double so you leave room your teacher for comments. (Leave one empty blank in between lines)
2. Indent 5 spaces to the right at the beginning of a new paragraph.
3. Give your journal entry a title that reflects the content of the chapter.
4. Always proofread your work to avoid grammatical or editing errors that will lower your grade.
5. In your 1st paragraph, introduce the name of the chapter, author of your textbook, and publication year. Write the main idea of the chapter in your own words.
6. In your 2nd paragraph, summarize the most important points of this chapter and discuss at least four of them. This should be done very briefly. (see example)
7. In your 3rd paragraph reflect on the main idea of the chapter by acknowledging your strengths and weaknesses related to main points discussed. Do you find the chapter very useful – useful – or not useful at all and WHY (self-reflect). Please make sure to spend some quality time in sharing your ideas in this paragraph or your grade will miss 11 points. (see example next page)

Total paragraphs in your journal: 3

Total pages in your journal: 1

See Journal SAMPLE next page 😊.

Vigorous, Clear, Economical Style (Journal Sample)

In his chapter, “Vigorous, Clear, Economical Style” (2012), John J. Ruszkiewicz pointed out twelve tips how to improve our writing skills.

The most important points of this chapter are as follow: (1) Write concrete ideas: Writing requires specific ideas so readers can visualize them. When we write we must try to be as specific as possible. (2) Avoid Wordiness: As this chapter observes, the more complex the sentence, the longer time for the reader to understand it. Readers may feel they are never going to finish our work. (3) Avoid clumsiness (awkwardness): Massive noun phrases that sound impressive can frustrate readers and therefore, they may disregard our work. (4) Avoid long sentences: Massive statements are boring and readers are not interested in them and therefore, it is recommended to go to the point quickly. (5) Cut the first draft by 25 percent or more

In my personal experience, I found this chapter very useful. I am still in the process of improving my writing skills. When I took my first ESOL course at UTEP, I did learn several tips in order to become a better writer. At the beginning I thought that writing was an easy thing to do. However, as time passed by, I realized I was wrong. For example, one time one of my teachers returned my essay with many comments on it. I felt terrible. I thought I had done an excellent job but I was wrong. For instance, some of these comments were “needs comma”; “needs capital letter”; “fragment”; “needs semi-colon”; “plagiarism”; “wordy”; “confusing”, and etcetera. It took me a while for me to figure out all of these comments because I had to understand what each of them meant. Nevertheless, I was able to improve by practicing and practicing, and never giving up. I learned that the more specific I write, the better I always do in my essays. I also realized that sentences that are too long can create confusion in the reader’s mind so I no longer use them in my essays. Moreover, I learned that punctuation is extremely important when we write. For example, if we miss a comma or a period, the meaning of what we want to say can change completely. To conclude, even though I have learned most of the aspects pointed out in this chapter, I still find it useful because it helps me to remember these tips to continue improving my writing skills.