

**ESOL 1312: Research and Critical Writing for
Speakers of English as a Second Language**
CRN: 20959 / Semester/Year: Spring 2021

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Send me a course message on blackboard but if you prefer to send me an email, that is fine too as long as you send me the CRN of our class to avoid confusion with other classes I teach.

Synchronous Class Meetings: Mondays/Wednesdays through blackboard/Zoom 10:30-11:50 AM, MST. See blackboard to access class meetings.

Office Hours: Blackboard/Zoom, Mondays, and Tuesdays 6-7 PM, MST. or by appt.

Zoom Office Hours Link: <https://utep-edu.zoom.us/j/82398277107?pwd=S1Z6azdrdkViOWVyOTZrVDYzSGxKdz09>

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

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.

Optional materials:

- Hacker, D., & Sommers, N. (2015). *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.
- All chapters your teacher will upload on Bb will be retrieved from Ruskiewicz, John J. "How to Write Anything." Bedford/St. Martin's 2015. 3rd ed. However, students are not required to purchase it.

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.

Deadlines

Thursdays, 11:30PM, Mountain Standard Time	Sundays, 11:30PM, Mountain Standard Time
<ul style="list-style-type: none"> • Discussion Board Posts • Discussion Board Replies • Videos • Power Points • Podcasts • Quizzes • Handouts • Assignments 	<ul style="list-style-type: none"> • Essays / Papers

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

Grading

The final course grade is calculated as follows:

<i>Genre analysis Essay:</i>	<i>5%</i>	<i>Grades are assigned on this scale:</i>	
<i>Literature Review Paper:</i>	<i>10%</i>	<i>A</i>	<i>90-100%</i>
<i>Research Proposal & Paper:</i>	<i>20%</i>	<i>B</i>	<i>80-89%</i>
<i>Oral presentations:</i>	<i>5%</i>	<i>C</i>	<i>70-79%</i>
<i>Discussion Boards/Assignments</i>	<i>10%</i>		
<i>Quiz</i>	<i>10%</i>	<i>D</i>	<i>60-69%</i>
<i>ESOL LAB (8hrs)</i>	<i>5%</i>	<i>F</i>	<i>0-59%</i>
<i>In-class writing exam:</i>	<i>10%</i>		
<i>Departmental Final Exam</i>	<i>25%</i>		
TOTAL	100%		

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.

LEARNING MODULES

This course is designed in weekly learning modules so that all materials, lectures, notes, submission areas, submission areas, discussion posts, are in one area for a giving week.

HELP BOARD

If you have a question you believe other students may also have please post it in the Help Board of the Discussion Boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.

ANNOUNCEMENTS

Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

COMMUNICATION STATEMENT

I will be checking my Email around 8AM Mountain Standard Time every day but please allow me 7 hours to respond to you. If you send me a message prior to a quiz, discussion board, or assignment, I will not be able to respond or help you.

ZOOM SESSIONS

This class requires that students participate in scheduled Zoom sessions once a week and sometimes twice a week. See blackboard for details on dates. The purpose of these sessions is for students to view live demonstrations of the course material and/or to participate in small discussions. If students miss a session, an absence will be given. See Attendance policy to check how absences can lower the final grade. 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 but this should not be used as an excuse to miss a Zoom class meeting. Class recordings do not substitute for attendance.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Class recordings do not substitute for Attendance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

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 Zoom 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 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.

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.

- **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).
 - **Assignments/Blackboard/Quizzes:** In addition to the projects 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. on Blackboard or in class.
- **Discussion Boards:** Students should include a minimum of 100 words in their discussion boards and reply to 1 classmate with a minimum of 50 words or they grade will be 80.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

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.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

FINAL EXAM

Departmental final writing exam is May 10 from 7AM to 9:45AM: Students are required to take a departmental final writing exam, which will take place during final exams week. *Students may not request to have this exam another day or time. If they miss it, they will miss their final exam grade.* 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.

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.

PLAGIARISM DETECTING SOFTWARE

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

TEST PROCTORING SOFTWARE

Any exams you take will require the 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 and to secure good Internet connectivity to avoid issues.

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.

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. If students miss assignments, quizzes, class meetings, etc., they are more likely to fail the course. They will not be dropped from the course. However, if they feel that they are unable to complete the course successfully, they should let their instructor know and then contact the Registrar’s Office to initiate the drop process. If they do not, they are at risk of receiving an “F” for the course.

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 1.5 points after three absences.

ACCOMMODATIONS POLICY

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.*

COVID-19 ACCOMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. (classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities. Apply at cassportal.utep.edu and fill out a three-question application. You will be scheduled to meet with disability coordinator to discuss your unique situation.

COVID-19 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. (classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

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](#).

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.

ESOL Course Sequence and helpful information next.

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).

HELPFUL INFORMATION/RESOURCES

- 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/>