

ESOL 2303: English for Humanities and Social Sciences Speakers of English as a Second Language

CRN: 14438 / Semester/Year: Fall 2017

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Course description

This course is designed to provide additional practice for non-native speakers of English in the specialized discourse patterns of the humanities and social sciences. It will emphasize reading and interpretation of books and articles in the humanities and social sciences as well as the writing of them.

This course focuses on writing for advanced college assignments and professional modes of communication. Rhetoric will not be the emphasis of this course, but may be addressed in part depending on the project or intended audience. Students are required to collaborate throughout the semester and to participate in groups. Research is expected, but only as it becomes necessary to update and validate a student's purpose for writing and the reader's expectation of "current" information.

Hybrid course delivery

This section of ESOL 2303 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

Markel, Mike (2016). Practical Strategies for Technical Communication. 2nd Edition. Boston: Bedford/St. Martins. ISBN: 9781319003364

Required Materials

- A sharable ("cloud" "dropbox") folder to store projects and backup drafts
- Reliable Internet Access
- Access to a computer terminal meeting minimum system requirements for Blackboard "Learn"

Reference Materials

- Any current style manual with information on APA Citation Formats and Writing Style (for reference)

Required System and Software Standards:

Suggestions, expectations and advice for, file storage and document backups include: Cloud Services like UTEP's "Mspace" such as Drive, OneDrive, or Dropbox.

Windows is still the baseline for Utep's technology offerings. Mac OSX and Linux are alternatives, but are not universally considered "equivalent" operating systems on campus; as a result, campus computer labs will have Windows 7, 8.1 and a few may have smaller OSX sections. For this reason, some suggested software programs useful for this class will include:

- ✓ Knowledge of friendly navigation Browsers: (Google Chrome, Mozilla Firefox)
- ✓ Access to Current Word Processors: MS Word (2010+), Adobe Page, Office, or equivalent.
- ✓ Familiarity with Compressed File Formats: *.docx (for drafts) *.pdf (for finished work).
- ✓ Basic functionality in Blackboard (Bb) . This tool will be used for most handouts, messages and announcements. Accordingly, some work will only be transmitted and submitted online.

If your browser is not equipped to navigate the new Blackboard environment, then you may visit the technology “help” desk, or plan to complete work on campus in any computer lab, but schedule your time accordingly. You will also need to check the functionality of your sound drivers and flash and java plugins for participation in Collaborate sessions. You may choose to participate in these on campuses or off campus if you wish. Students who experience technical issues should contact helpdesk@utep.edu to seek for help.

Projects and Final Project Portfolio must be submitted by the deadline or students will miss the grade. No makeups. All projects will be evaluated based primarily on the following categories:

- **Focus**
(addressed specific topic and communicates to a specific audience)
- **Rhetorical Purpose / Context**
(are you paying attention to the text conventions (rules)?)
- **Familiarity**
(did you research current information about the topic?)
- **Polish**
(is it ready to publish (free from typos?))
- **Format**
(have you verified the most current acceptable formats or templates and vocabulary?)
- **Mechanics**
(did you do proofreading? did you do spelling check? does your work make sense as a whole?)

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

Objectives

Students are expected to

- Enter into existing dialogues, either academic or professional and then “participate”
- Adopt vocabularies and styles associated with target genres and audiences
- Analyze sample documents and discuss rhetorical impact and practical efficacy
- Identify stylistic goals and develop writing strategies that pursue those goals
- Write for specific audiences (rather than a general demographic)
- Assemble final, and edited project into a summative portfolio*

Grading

The final course grade is calculated as follows:

Major Projects	35%
Pop Quizzes	20%
Oral Presentations	20%
Final Project Portfolio	25%

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 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.
- *Lack of Effort* will result in a "W" or "F" in the course. Students who miss assignments and don't participate in class can be dropped from the course.

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) 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 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](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 & 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/finaid) - Academic Services 204, 747-5204; <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/finaid>
- [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/>

Final Project Portfolio

Student Final Project Portfolio is due on December 14th as a print (hard copy) and properly assembled.

Your portfolio should include an Index section that clearly identifies where to find specific content or your grade will be lowered 10 points. Your Final Portfolio's grade will depend on how good you pay close attention to the following aspects:

- 1. Focus**
(addressed specific topic and communicates to a specific audience)
- 2. Rhetorical Purpose / Context**
(are you paying attention to the text conventions (rules)?)
- 3. Familiarity**
(did you research current information about the topic?)
- 4. Polish**
(is it ready to publish (free from typos?)
- 5. Format**
(have you verified the most current acceptable formats or templates and vocabulary?)
- 6. Mechanics**
(did you do proofreading? did you do spelling check? does your work make sense as a whole?)

Assignment Focus	Weight	Instructions	Additional Helpful Tips/Resources
Recommendation Letter	10	Write a Recommendation Letter for one of your classmates who is applying for a Peer Leadership position at UTEP.	Watch the video "How to Write a Recommendation Letter" https://www.youtube.com/watch?v=zw9DzMr67XE
Resume	25	Write your Resume	See Ch 10, p. 284
Job Application Letter	20	Write a Job Application letter. You want to apply for a <u>Peer Leadership Position</u> at UTEP.	See Ch 10, p. 287
Letter Accepting a Job Offer	10	Write a letter accepting the Peer Leadership job at UTEP.	See Ch 10, p. 288
Letter Rejecting a Job Offer	10	Write a letter rejecting the Peer Leadership job at UTEP.	See Ch 10, p. 288
Letter Acknowledging a Rejection	10	Write a letter acknowledging a rejection for the Peer Leadership job at UTEP.	See Ch 10, p. 289
Memo	15	Write a Memo. As the manager of Lewis, Lewis, and Wollensky Law, LPC, you have been informed by some clients that tattoos on the arms and necks of your employers are creating a negative impression. Write a memo defining a new policy: employees are required to wear clothing that covers any tattoos on their arms and necks.	See Ch 9, p. 253

Tentative Calendar Pace (Subject to change)

Students can expect Pop Quizzes on any class material or chapter reading assigned. Quizzes are 20% of the final grade. Students are expected to be prepared to discuss or to give impromptu oral presentations as part of the oral presentation grade, which is 20% of the final grade.

Week 1	Aug 28-Sep 3	Ch 1: Introduction to Technical Communication	Forum Practice: <i>Introduce yourself</i> and briefly discuss what you think technical writing is.
Week 2	Sep 4-10; <u>9/4 Labor Day</u>	Quiz Ch 1	Wiki Practice: You will practice Wiki on Bb by editing a document to detect any troubleshooting or technical issues. Teams: <i>Watch</i> the video on “7 Tips of Technical Writing” and <i>report</i> briefly to your instructor on two tips they found very helpful in this video and specify why. This report must be edited in teams in Wiki.
Week 3	Sep 11-17	Ch 3: Writing Collaboratively	Team Project 1 Wiki: Watch the video: “How to Design a Brochure”. Then, teams: <i>Design a six-panel pages promotional brochure</i> on why people should book a vacation with your Travel Agency. Be creative and avoid plagiarism.
Week 4	Sep 18-24	Quiz Ch 3	Team Project 2 Wiki: Teams: <i>Propose</i> the creation of a link to UTEP’s Website that can help freshmen international students on how to adjust to college life in order to succeed. <i>Write a memo</i> to your instructor and present your proposal. Make sure to do a check list of the items a memo should include.
Week 5	Sep 25-Oct 1	Ch 4: Analyzing your Audience & Purpose	Individual Project 3 Forum: <i>Report</i> to your instructor by comparing/contrasting <u>two websites</u> that can help us to learn English in regards to these three main aspects: 1) information they provide, 2) the use of multimedia such as animation, sound, or video; and lastly, 3) the amount of interactivity they invite (the extent to which you can participate in activities while you visit the site). Make sure to briefly address these three main items and answer this question: Which of the two sites does a better job and why?
Week 6	Oct 2-8	Quiz Ch 4	Team Project 4 Forum: Peer Review: One team gives <i>constructive feedback</i> to another team on their Websites’ Comparison/Contrast Analysis. What are two recommendations you can give your peers to improve in their analysis? Please be specific and explain your answer.
Week 7	Oct 9-15	Ch 9: Writing Correspondence	Individual Project 5 Forum: <i>Watch</i> the video “How to Write a Memo” and briefly explain in your words the two parts of a memo. Finally, discuss the main 4 steps you must consider to write a successful memo.
Week 8	Oct 16-22	Quiz Ch 9	Team Project 6 Wiki: Teams <i>write a memo</i> to your teacher where you ask her if she can share with all her students some information about “Animal Rescue League of El Paso” (http://arlep.org/pages/) and why students should consider the idea of adopting a pet from this organization. Make sure your memo complies with memo’s rules as already discussed in Ch 9.
Week 9	Oct 23-29; <u>10/25 Midterm grades due</u>	Ch 8: Creating Graphics	Team Project 7 Wiki: Teams: <i>Create an Infographic</i> (see ch 8, p. 219-220) and follow the guidelines. Your team should make a claim and support it in this infographic. Your topic: Why should students take Technical Writing classes before they graduate? You must conduct research and document data according to APA citation style (see p. 454-466, Reference Handbook).
Week 10	Oct 30-Nov 5	Ch 10: Writing Job Application Materials	Individual Project Forum 8: Chapter 10 points out several tips on job applications, and résumés. Briefly, answer these questions: 1) Why should you study the job description in the actual job posting you want to apply for? 2) Why should you find ten other ads for similar

			positions? 3) Why should your Résumé be formatted as a Plain-Text Résumé? Be specific in your answers.
Week 11	Nov 6-12	Ch 10	Individual Project 9: <i>Create a Formatted Résumé</i> just as the sample shown on p. 284. Make sure your Résumé includes all the relevant information it must have.
Week 12	Nov 13-19	Ch 10	Individual Forum Project 10: Write an Email to your instructor requesting approval for you to be excused in her class for one week due to family issues. Make sure to follow Netiquette rules described on p. 256-257.
Week 13	Nov 20-26 <u>11/23-24</u> <u>Thanksgiving/No</u> <u>classes</u>	Ch 15: Making Oral Presentations	Team Project Wiki 11: <i>Create a Power Point</i> about the topic assigned by your instructor. All power points have to be submitted by Nov 26. Make sure you and your teammates focus in the presentation process when distributing the work. You will be graded as follows: planning = 20, drafting=20, revising=20, editing=20 and proofreading=20 - Total=100pts. Follow the tips presented in ch 15. <i>Watch</i> the video on “Good and Bad Presentations” https://www.youtube.com/watch?v=S5c1susCPAE
Week 14	Nov 27-Dec 3	Oral Presentations Start	Team Oral Presentations
Week 15	Dec 4-7	12/8 Dead day	Team Oral Presentations
Week 16	Finals Week	See UTEP’s Finals’ Schedule	Final Project Portfolio Due: December 14 th from 4pm-6:45pm