English Composition for International Students
HUI05, Fall 1999

Instructor: Maura Taaffe (mtaaffe@mtu.edu)
Office Hours: Monday and Friday 11-12 in 145 Walker (487-3274)

Required: (1) Exploring Through Writing by Ann Raimes, (2) Guide to Succeeding in First-year English, (3) four folders

Purpose:
Increasing skills in communication (reading, writing, speaking, listening) is a lifelong process. The purpose of this 10-week course is to assist international students in those skills with particular attention to adjusting to American academic discourse and culture.

The theme of this particular course will be issues concerned with work and the workplace—cultural, political, economic, and personal. Each assignment will build on that theme so that students have the opportunity to listen, read, think, speak, and write about the issues associated with work, eventually developing a complex understanding. At the end of the course students will have an opportunity to share that understanding in a formal panel presentation at the end of the course.

Objectives:
✓ Improve written communication skills in American English
✓ Develop awareness of writing strategies used in academic discourse
✓ Develop confidence and competence in critical reading
✓ Distinguish between referencing another’s ideas or work and plagiarism
✓ Improve skills in organization
✓ Practice speaking, reading, and listening skills through peer response interactions

Attendance and Active Participation:
This is not a course in which you will learn everything by listening to an instructor lecture; in fact, you will experience this class as more like a workshop where you have to be an active learner. Much learning and communication practice will happen during class time because this course is based on the belief that students teach each other by working together; therefore, attendance is essential to learning. If you plan to miss a class, you must phone the office (487-3274), send me an email (mtaaffe@mtu.edu) the day before class, or talk to me BEFORE class.
Showing up late for class is disrespectful to the instructor and especially to other students in the class. I will not repeat anything a student may have missed by showing up late. Make a special effort to be in class on time.

You are allowed two absences. Subsequent absences affect your final grade. I expect you to treat your participation in the classwork as a community responsibility that you take very seriously. In American college courses, students are expected to arrive on time—this means 10:05 am for this particular class. You are also expected to have completed the readings and writing assignments, participate in small group and one-to-one exercises, pay attention respectfully when others talk, help each other, and ask the instructor questions. All of this factors into your active participation.

Assignments:
In order to pass the course, students must complete ALL assignments.

GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Culture Journal</td>
<td>15%</td>
</tr>
<tr>
<td>Panel Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>(Papers 1, 2; summaries 1, 2, 3; narrative)</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>(In-class workshops, writing, conference preparation, paper proposal)</td>
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Conferences:
Required conferences will be scheduled with each student two times during the quarter; other individual meetings with the instructor are available all during the quarter as well. At the required conference, student and instructor meet in 145 Walker to discuss individual plans for writing and revising paper as well as individual needs in completing the assignments. FOR EACH CONFERENCE STUDENTS ARE EXPECTED TO COME ON TIME AND BE PREPARED. Any missed required conference counts as two absences.

Culture Journal:
In a folder titled "Culture Journal" you will be submitting two entries per week. Each entry should be typed—one page (or more!). In these entries you can write your observations about something that you’ve encountered in North American culture (or Michigan Tech culture) that occurred during that week. What surprised you? Think about how you may be asked to do things or say things in this culture. You might write about language differences you’ve encountered here. How are classes different? What makes you angry or frustrated in this new culture? What freedom do you feel here? What restrictions do you feel here? What don’t North Americans seem to understand that you can see clearly? Write (1) what you observed and (2) what you think or feel about what you observed.
Panel Presentation:
At the end of the quarter you will be participating in a 3-student panel presentation on the research topic that you’ve investigated during the quarter in your papers. You will receive several handouts concerning the panel.

Papers:
A narrative paper is the first assignment. This is more or less a “warm-up” assignment to give you practice in using description and expanding vocabulary through telling a story from your personal perspective. You will receive handouts in class about the assignment.

Informal proposal is a letter to the instructor that describes the ideas you have for the first paper and why you find them to be worthwhile investigating. You will bring the informal proposal to your first conference with the instructor. It will be about one page.

Paper 1 is a 4-page paper that begins your investigation of the theme for the course—social/psychological/cultural/economic/political implications of a particular area of work. Class discussion and handouts will focus on the details of this paper.

Paper 2 continues to build on Paper 1 with library research and more than two perspectives on the work topic chosen for Paper 1. Class discussion and handouts will focus on the details of this paper. This paper will be about 8 pages.

Final paper is a revision of Paper that occurs after the panel discussion; it will incorporate what you learned from your panel members as well as from the questions that listeners to your panel brought up during your presentation. This paper will be about 10 pages.

Language Log Sheets:
With each revised paper that I comment on, you will see some sentences that are underlined. Those sentences are ones that contain grammar and/or punctuation errors that distract readers from the meaning that you are expressing in the sentence. Whenever grammar errors confuse the reader, create more work for the reader, or even lead the reader to an picture of the writer that isn’t very complimentary, fixing them is very import}

You will be asked to resubmit the paper (with underlined sentences) and attach a Language Log Sheet to it. What are these sheets for? The Language Log Sheets are your opportunities to look closely at the grammar in two sentences (you can do more if you wish). You will be asked to do the following:

Copy down the sentence the way you originally wrote it in your paper.
Write out a new, edited version of the sentence in which you make corrections in grammar, punctuation, spelling.
Write an explanation for the changes you have made, citing pages and referring to
the grammar section in your textbook. This explanation should be long enough for me to understand why you made the language changes you did in revising the sentence (should be a minimum of 2 sentences long). This does not have to be typed.

Resources:
Talking is a very important part of writing, of developing new ways to look at the complications of an idea, of sharing and generating enthusiasm for your ideas, and of dealing with the inevitable frustration that is part the difficult, complicated, creative, and satisfying task of communicating in writing—especially writing in a second language. My office hours are Monday and Friday 11-12, but I am eager to meet with you at other times as well. You cannot expect that I will be in my office any time you drop by because I, too, am a student (graduate student) with a full schedule of classes, meetings, etc. Instead, email me or phone me to set up a time for us to meet and talk about your work and progress in the course.

Use the Writing Center! You can sit down and talk about your paper, but you can also find an interested and curious audience for other things you want to talk about. You can simply go in to practice speaking and listening skills with coaches in the center, talk about interactions between you and instructors or all the bureaucratic dealings you may be encountering at the university. In many ways, the students who work in the writing center are trained as "culture coaches." They may be your best resources and best audiences. You can also get help with finding information on the Internet, using the library, dealing with time management, etc. We all use the Writing Center, so you might see me in there either coaching another student or being coached as I prepare written materials for this class (or work on papers/articles for my own classes and work). Don't be shy!!

In the Counseling Center you can set up private appointments with people who help you get through the overwhelming amount of academic expectations and stress as well as sort out some of the difficulties in living in a new culture with new people away from home. Homesickness can become so strong in some of us that it interferes with our ability to complete work, make friends, and generate the energy needed to cope with challenges of being so far from home. Just phone the Counseling Center (487-2538) and ask for an appointment to chat with someone. It really helps.

I reserve the right to change the syllabus in response to student needs, at any time during the quarter.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ACA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU,
please call Dr. Gloria Melton, Associate Dean of Students (486-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (487-3310).

SCHEDULE OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>9/8 (Wed)</td>
<td>intro to 105, diagnostic writing assignment assigned to section, introductions, writing center</td>
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<tr>
<td>9/10 (Fri)</td>
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<tr>
<td>9/13 (Mon)</td>
<td>Final re-shuffling and introduction/icebreaker exercise; read 140; narrative vs. exposition</td>
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<tr>
<td>9/15 (Wed)</td>
<td>Read 141-5; bring 3 ideas for narrative paper</td>
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<tr>
<td>9/17 (Fri)</td>
<td>Draft of narrative paper due</td>
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<tr>
<td>9/20 (Mon)</td>
<td>Submit narrative paper</td>
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<tr>
<td>9/22 (Wed)</td>
<td>Read 104-105 and re-read 140.</td>
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<tr>
<td>9/24 (Fri)</td>
<td>Read 123-24; summary #1. draft due</td>
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<tr>
<td>9/29 (Wed)</td>
<td>Conferences (no class. Bring proposal)</td>
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<tr>
<td>10/1 (Fri)</td>
<td>Conferences (no class. Bring proposal)</td>
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<tr>
<td>10/4 (Mon)</td>
<td>Conferences (no class. Bring proposal). Culture journal due in my office by noon (entries 3 &amp; 4). Revised Summary #1 due</td>
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<tr>
<td>10/6 (Wed)</td>
<td>Read reserved reading and write a 3-paragraph personal response; in-class work on organizational strategies for essays and paragraphs</td>
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<tr>
<td>10/8 (Fri)</td>
<td>Submit summary #2 (reserved reading); in-class exercise on reserved reading</td>
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<tr>
<td>10/11 (Mon)</td>
<td>Paper #1 due typed; in-class revising workshop and exercise</td>
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<tr>
<td>10/13 (Wed)</td>
<td>Read 184-5; discuss paraphrasing, Paper #2; Paper 1 returned; Culture journal due (Entries 5 &amp; 6)</td>
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<tr>
<td>10/15 (Fri)</td>
<td>Library Day (meet in library). Revised Summary #2 due.</td>
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</table>
10/18 (Mon)  
Read 152-3 AND 156-9; in-class work on paraphrasing the 2  
articles; Paper #1 due typed

10/20 (Wed)  
Read 185-8; revised Paper #1 returned; grammar review

10/22 (Fri)  
Paper 2 Working Day; Culture Journal due (entries 7 & 8)

10/25 (Mon)  
Paper #2 due; discuss panels

10/27 (Wed)  
Conferences (no class meeting)

10/29 (Fri)  
Conferences (no class meeting)  Summary #3 due by 10:00 am (in office)

11/1 (Mon)  
Panels. Culture Journal due (Entries 9 & 10)

11/3 (Wed)  
Panels

11/5 (Fri)  
Panels

11/8 (Mon)  
Revising Workshop Culture Journal (final commentary)

11/10 (Wed)  
Editing Workshop

11/12 (Fri)  
Critique Letter; Course Eval

11/15 (Mon)  
Final paper and Language Sheet

Go have FUN!!

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