Syllabus---Read and save this paper

0320 Intermediate ESL Writing Spring 2011 (1/10-4/29)

9:05 am - 9:55 am M-F Building 19, Room 164A

Instructor: Bo Qu E-mail: bqu@mtu.edu Phone: (906) 487-3275
Office: 146 Walker Arts & Humanities (Bldg 11) Office Hours: MWF 3:00-5:00 & by appointment

Textbooks/Materials:
- Folse, Solomon, and Cunbeaux. From Great Paragraphs to Great Essays (Second Edition)
- Cambridge Dictionary of American English
- A wirebound notebook for taking notes and assignments

Course Description
This is an intermediate course designed to give students ample practice in writing paragraphs and developing essays. By encouraging students in various activities, they will be able to have certain abilities to categorize, organize, and logically sequence ideas into paragraphs and essays. Students’ grade in this class will be depended on writing tasks (reading journals, paragraphs, essays, and in-class writings), participation (including homework, attendance, and being on-task), the midterm exam and the final exams. The breakdown is as follows:

Attendance (10%): Being in class is very important. Part of each student’s grade will be based on attendance and classroom participation. Students should attend class regularly, ask and answer questions, work cooperatively in groups, and come prepared to each class.

Journals (40%): Students will be expected to complete 20 full pages of journal entries. Ten journal entries will be collected by the mid-term and the last ten at the end of the term. Journals can be based on your daily life or readings which can be story books, newspapers, and magazines. Journals are worth 2 points each.

Paragraphs and Essays (25%): Students will be required to write and turn in four different types of paragraphs and three different types of essays during this term. Each paragraph is worth 2.5 points, and each essay is worth 5 points.

Other assignment (15%): Mainly from Unit 1 and Unit 2. Students will be assigned some homework accordingly.

Midterm and final exams (10%): There are no make-up exams! Exams will cover what has been learned in this term. Each one is 5 points.

NOTE: I do not allow extensions to assignments. I DO, however, give students a possibility of raising their scores by offering an extra writing assignment at the end of the semester. These grades can be used to replace a low score or a score of zero because of an absence.

Grading Scale
90 – 100 A
80 – 89 B
72 – 79 C
71 and below D

This course is for credit with Pass/Fail grade. Pass = 72 or above. Fail = 71 or above.

Classroom Behavior
In this class, the instructor and students work together. You are expected to participate in class and to respect others; this includes not disrupting others by using cell phones, eating, or drinking.

Everyone in the class is allowed to voice his or her opinion. If you do not agree with something, it is your right to RESPECTFULLY bring that to the attention of the class in a polite manner. Suggestions for improvement are welcomed. In return, you should expect that the instructor come to class prepared and ready to teach.

Web Links:

http://esl.college.hmco.com/students

http://www.eslpod.com/eslpod_blog/

http://owl.english.purdue.edu/owl/

http://www.youtube.com/user/GeniusESL

http://dictionary.reference.com/browse/palatable

http://www.goodreads.com/

http://www.nazgickeys.com/books/

http://www.readprint.com/

http://onlinebooks.library.upenn.edu/new.html

http://www.nbc.com/

http://www.miningazette.com/

http://grammar.ccc.commnet.edu/grammar/marks/marks.htm

(Please go to the web links for additional exercises)

Week 1

Introduction to the Course: syllabus; walk-through of textbook (including Appendices)
Diagnostic Writing Sample
Unit 1: Introduction to Paragraphs
Parts of a paragraph; paragraph elements
Topic sentences/controlling idea
Language Focus 1-2
Web: student activities
Journals

Week 2

Paragraph 1 and 2 drafts
Unit 2: Five Elements of Good Writing
Paragraph Analysis:
Writing for a Purpose: Audience, Clarity
Journals

Week 3

Unit 2: (continued)
Language Focus 3-4
Unity and Coherence
Week 4  
**Unit 3: Understanding Four Types of Paragraphs**
Paragraph Analysis: description, comparison/contrast, cause/effect,
Language Focus 5 – 6
Web: student activities
**Paragraph 3 and 4 due**
Journals

Week 5  
**Unit 3 (continued)**
Review of Paragraph types
**Paragraph 3 and 4 due**
Journals

Week 6  
**Unit 4: Moving from Paragraph to Essay**
Connection between paragraphs and essays
Parts of an Essay
Essay outlines
Journal s

Week 7  
**Unit 4 (continued)**
Language Focus 7 – 8
Web: student activities
**Essay 1 draft**
Journals

Week 8  
**Mid-term exam**
**Unit 4 (continued)**
Organizational Patterns
Steps to writing an essay
**Essay 1 due**
**Unit 5: Writing Comparison/Contrast Essays**
Organizational patterns for comparison/contrast essays
Journals

Week 9  
**Unit 3 (continued)**
Comparison/contrast outline:
Writer’s notes/Word forms/connectors and transitions
Language Focus 9 – 10
Web: student activities
**Essay 2 draft**
Journals

Week 10  
**Unit 6: Cause/Effect Essays**
Organizational patterns of Cause/Effect essays
Brainstorming and Outlining Practice
Language Focus 11 – 12
Essay Analysis
**Essay 2 due**
Journals

Week 11  
**Unit 6 (continued)**
Week 12

Unit 7: Classification Essays
Organizational patterns of classification essays
Outline practice
Word form practice
Essay 3 draft
Journals

Week 13

Unit 7 (continued)
Web. student activities
Language Focus 13 - 14
Sentence combining / connectors and transitions
Essay 3 due
Journals

Week 14

Unit 7 (continued)
Extra writing assignment (in-class)
Review for Final Exam
Journals

Week 15

Finals week: Final exam
Final test (English Language Proficiency Test)

Please note that this syllabus is designed to be flexible: we may make changes along the way, depending on your interests and the needs of the class.

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310.
Academic Integrity:
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integri
ty.html

Affirmative Action:
http://www.admin.mtu.edu/aaoe/

Disability Services:
http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#dis
bility

Equal Opportunity Statement: