Spring 2012 ESL 0320 Intermediate Writing
Course Syllabus

Course Identification
Class Times: M-T-W-TR-F 9:05am-9:55am
Location: 130 Walker Arts and Humanities

Instructor Information
Instructor: Katherine Wu
Office Location: 312 Walker Arts & Humanities
E-mail: khwu@mtu.edu
Office Hours: Thursday 10:05-11:55 and by appointment. If you would like to discuss your coursework with the instructor during non-office hour time, please email the instructor to set up a meeting time; random drop-ins are not accepted.

Course Description
The objective of this course is to prepare ESL students for university-level work by developing their writing skills in the context of several different topics, such as business, cultural differences, and environmental issues. Based on these topics, students will learn to write different types of essays such as compare and contrast, cause and effect, opinion, and reaction papers through multiple drafts and revisions. A variety of activities, such as text analysis, group work, class discussion, peer review, and individual conferences with the instructor, will be used to reinforce and assess students' writing skills. For a complete list of course objectives, please see the section of Student Learning Outcomes.

Course Resources
Course Website
- Canvas (https://mtu.instructure.com/login)
- All assignments, homework, deadlines, required format, location of submission will be posted on this website. Students are responsible for reviewing the website and checking their email regularly to be well-informed.
Required Course Texts

Grading Scheme
Grading Policy

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Writing Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Source-Based Opinion Essay</td>
</tr>
<tr>
<td>15%</td>
<td>Cause and Effect Essay</td>
</tr>
<tr>
<td>15%</td>
<td>Compare and Contrast Essay</td>
</tr>
<tr>
<td>15%</td>
<td>Narrative/Descriptive Essay</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Assignments</th>
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</thead>
<tbody>
<tr>
<td>15%</td>
</tr>
<tr>
<td>Homework &amp; Quizzes</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>Summary and Paraphrase Tasks</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>Response Journals and Timed Writing</td>
</tr>
</tbody>
</table>

The major writing assignments would be graded on your organization, content, cohesion and coherence, grammar, mechanics, and ability to apply writing strategies and techniques discussed in class. A more detailed assignment prompt and grading rubric will be posted on canvas for each assignment.

Major assignment revision policy: If you are unsatisfied with your grade on your final draft, you can make an appointment with the instructor within 3 days the assignment is returned to discuss ways of revision for a better grade. The revision must be done within a week after the appointment. Grades above 90 are not accepted for revision. No revisions are allowed for the final essay.

Grading Scale/ Promotion and Exit
Students need to earn at least a grade 72 or higher to pass this class. If you fail this class, you will be required to retake the same class again. Whether or not students could be promoted to the next level of class or exit ESL will depend both on their in-class performance and the TOEFL Post Test.

Course Policies
1. Come to class every day.
   - If you miss a class, you should contact the instructor and explain why you were absent. If you do not contact the instructor about your absences, you may be reported to IPS, and your visa status may be affected.
• After three unexcused absences, your final course grade will be lowered 5% for each absence. Excused absences include: if you are sick with a doctor's note, religious holidays, etc. You can see a full list of excused absences here: http://www.mtu.edu/dean/conduct/policy/attendance/

• Make up tests, quizzes, and presentations will not be given unless arranged in advance. You should ask a classmate about homework so that you do not miss any assignments.

2. Come to class on time.

• If you arrive to class late three times, it will be counted as one unexcused absence.
• If you are 10 minutes late or more, you will be marked absent for the day.

3. Hand in homework and assignments on time

• All major assignments will receive a 10% deduction for each day that it is late. Assignments will not be accepted after 3 days and will receive a 0.
• Other assignments will receive a 0 immediately if not handed in at the assigned deadline. If you encounter a problem or have questions, please notify the instructor before the deadline.

4. Participate in class.

• Use only English in this classroom, so everyone can understand what you are saying.
• Turn your cell phone to vibrate or silent. Leave all other electronic devices at home. Texting in class is against MTU rules. After one warning, the instructor will take away the electronic device until the end of the class.
• Actively participate in class. Respect others by listening attentively while they are talking.
• Failure to abide by these rules after one warning will result in being marked absent for each time you violate the rule and may result in lowering your final grade.

5. Don’t plagiarize.

• Use your own words. A copied or plagiarized assignment will receive a 0. This is very serious. Plagiarism could result in suspension or expulsion from MTU. If you have questions about plagiarism, ask the instructor for help.
• Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University’s policies. You are required to read the university’s Academic Integrity policy listed below.
• Academic Integrity: http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html
Disabilities

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.

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Student Learning Outcomes

By the end of intermediate writing, the student will be able to:

1. write a coherent and cohesive essay in response to a prompt in timed and untimed environments
2. write an effective thesis statement
3. write a topic sentence and support it with relevant examples
4. achieve coherence with appropriate use of transitions
5. display logical development in writing
6. use multiple pre-writing strategies
7. recognize the difference between credible and non-credible sources (texts supported by research and those that are not)
8. use compound and complex sentences
9. demonstrate appropriate punctuation consistently
10. find resources to answer basic writing and punctuation questions
11. write short texts in varied rhetorical modes and registers
12. understand the process of drafting and peer review
Spring 2012 ESL 0491 Transitional Writing
Course Syllabus

Course Identification
Class Times/Location: M-W-F 3:05pm-3:55pm Electrical Energy Resources 0227
T-TR 3:35pm-4:50pm Fisher Hall 0126

Instructor Information
Instructor: Katherine Wu
Office Location: 312 Walker Arts & Humanities
E-mail: khwu@mtu.edu
Office Hours: Thursday 10:05-11:55 and by appointment. If you would like to discuss your coursework with the instructor during non-office hour time, please email the instructor to set up a meeting time; random drop-ins are not accepted.

Course Description
The objective of this course is to prepare ESL students for university-level work by developing their writing skills in the context of a specified theme. The over-arching theme for this semester is "education"; topics such as language learning difficulties, higher education, and educational policies will be discussed in-depth. Meanwhile, based on the aforementioned topics, students will learn to write different types of academic papers such as argumentation, critique, field and web-based research papers through multiple drafts and revisions. A variety of activities, such as text analysis, group work, class discussion, peer review, and individual conferences with the instructor, will be used to reinforce and assess students' writing skills. For a complete list of course objectives, please see the section of Student Learning Outcomes.

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<tbody>
<tr>
<td>Writing Task</td>
<td></td>
</tr>
<tr>
<td>Library and Web-based</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
</tr>
<tr>
<td>Field Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Critique/ Analysis of</td>
<td>15%</td>
</tr>
<tr>
<td>Argumentation</td>
<td></td>
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<tr>
<td>Source-based Argumentative</td>
<td>15%</td>
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<tr>
<td>Paper</td>
<td></td>
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</table>

Other Assignments

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<tbody>
<tr>
<td>Paraphrase and Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Tasks</td>
<td></td>
</tr>
<tr>
<td>Response Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz; Homework; Discussion</td>
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</tr>
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Affirmative Action: http://www.admin.mtu.edu/aa

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**Student Learning Outcomes**

By the end of transitional writing, the student will be able to:

1. write a university level research paper through multiple drafts and revisions
   a. utilize the library to find resources for research
   b. understand the concept of plagiarism and ways to avoid it
   c. recognize that there are different documentation styles
   d. apply the APA format correctly
   e. acknowledge the use of sources with proper citations
   f. find resources on documentation styles for self-learning
   g. evaluate sources for research
   h. incorporate quotes effectively in the text
   i. paraphrase and summarize from a source
   j. synthesize information from multiple sources
   k. describe and comment effectively on graphic representations of data

2. write a report on a research experiment
   a. use appropriate language, tense, and style in different sections (introduction, method, results, discussion) of the report

3. write a five paragraph essay in response to a prompt in a timed environment
   a. demonstrate basic organization, coherence and unity, and logical development

4. write reflective responses to a variety of texts
   a. demonstrate basic organization, coherence and unity, and logical development

5. write a critical review of a text
   a. recognize different aspects of a text
   b. use hedging and qualifications to moderate strength of claim

6. review and edit a text written by a peer
   a. provide specific, constructive and polite feedback for their peers
   b. identify local and global errors in writing and find sources to solve them

7. demonstrate sentence variety in writing

8. use passive voice appropriately

9. identify the audience, purpose and tone of a text

10. utilize different reading strategies depending on the purpose of reading (i.e. skimming, reading to lead discussion, etc.)

11. conduct error analysis of his or her own writing and find resources to fix the problems