Spring 2014 Course Syllabus
College of Sciences and Arts
ESL0320 Intermediate Writing I / ESL 0340 Intermediate Grammar I

Instructor Information

Writing Instructor: Frann Grossman
Office Location: Walker 314
E-mail: fgrossma@mtu.edu
Office Hours: Tuesday and Wednesday, 12:30 to 1:30 p.m. and by appointment

Instructor: Ayse (Nur) Miskioglu
Office Location: Walker 313
E-mail: anmiskio@mtu.edu
Office Hours: MTWRF, 11-12; TR 9-10

Course Identification

Course Number: ESL0320
Course Name: Intermediate Writing I
Course Location: Walker 138
Class Times: 2:05 to 2:55 p.m., MTWRF

Course Number: ESL0340
Course Name: Intermediate Grammar I
Course Location: Walker 138
Class Times: 10:05 to 10:55 a.m., MWF

Course Description/Overview

Writing: For students of English as a second language, not for native speakers of English. Students work collaboratively on writing tasks of various genres through multiple drafts; emphasizes structural organization, thesis development and syntactical accuracy.

Grammar: For students of English as a second language; not for native speakers of English. Using explicit instruction and form-focused activities to develop students' syntactical accuracy; emphasizes various simple, complex and compound structures, verb forms and other grammatical elements.

Course Learning Objectives
Course Goal

To introduce students to university coursework by developing basic writing competence in context-awareness, content development, organization, conventions, and syntax and mechanics.

Course Objectives/Student Learning Outcomes

A. Context and Purpose of Writing

CO1. Students will practice composing various context-appropriate texts

- SLO1. Students will be able to compose short (300-400 words) summary/response/essay paper(s)

B. Content Development/Source Integration

CO2. Students will practice developing academic papers of appropriate length

- SLO2. Students will be able to complete major assignments with length requirements appropriate to their level (Midterm: 500 words; Final: 800 words)

CO3. Students will practice developing ideas critically with textual evidence

- SLO3. Students will be able to modify scope of ideas at the paragraph level
- SLO4. Students will be able to employ various relevant sources to support ideas

CO4. Students will practice researching sources

- SLO5. Students will be able to differentiate between reliable and unreliable sources

CO5. Students will practice integrating sources

- SLO6. Students will be able to quote, paraphrase, and summarize assigned sources
- SLO7. Students will be able to integrate sources by utilizing simple reporting verbs to introduce the source, and connecting the source to the idea

C. Organization

CO6. Students will practice developing coherence
- SLO8. Students will be able to develop meaningful introductions and conclusions on familiar topics of common rhetorical modes

- SLO9. Students will be able to organize ideas with clear topic sentences and relevant details on familiar topics of common rhetorical modes

C07. Students will practice developing cohesion

- SLO10. Students will be able to achieve cohesion by utilizing pronouns, lexical chains, parallel structure, and guiding words

D. Conventions/Source Documentation

C08. Students will practice developing formal language and style

- SLO11. Students will be able to demonstrate formality in contexts of familiar topics of common rhetorical modes

C09. Students will practice documenting sources

- SLO12. Students will be able to include important elements when incorporating in-text citations and references

E. Syntax and Mechanics

C010. Students will practice correcting syntactical and mechanical errors in context

- SLO13. Students will be able to correct most of the errors in contexts of familiar topics of common rhetorical modes

Course Resources

Course Website

- Canvas<http://www.courses.mtu.edu>

Required Course Text

Writing


Grammar

- No text required

Grading Scheme

Grading Policy
## Writing Course
- Midterm Comparison and Contrast Essay ------15%
- Final Persuasive Essay------------------------20%
- Other Assessments--------------------------------25%
  - Cultural Artifact Essay --------------5%
  - Cause and Effect Essay ---------------5%
  - *Writing Portfolio*---------------------5%
  - In-class Tasks/Quizzes/Homework ----10%

### Grammar Lab Course
- Midterm----------------------------------7%
- Final------------------------------------7%
- Other Assignments------------------------6%

### TOEFL Post-Test
- Structure and Written Expression: ------5%
- Test of Written English:---------------15%

**Total Percentage** 100%

*Your writing portfolio will consist of a specific number of your most excellent papers, including but not restricted to reflections, character profiles, process writing, summaries, response/opinion essays, or newsletter articles. Any eligible portfolio piece must contain masterful grammar and English structure. Tutor consultation is required.

Portfolios will not contain writing from your dialogue journals, or the four major writing assignments: the cultural artifact report, the compare-contrast essay, the cause-effect essay and the argumentative essay.

## Grading System

All ESL courses are pass-fail courses. Credits will be given but the grade in this class will not be used in the computation of University grade point average (GPA). See description below:

- **S** (satisfactory)—credit given, no grade points, and not included in student's GPA; given for courses taken under the Pass-Fail option. A grade of S is given for work equal to letter grades of A to C.

- **E** (effort unsatisfactory)—no credit, no grade points; given for courses taken under the Pass-Fail option. A grade of E is given for work equal to letter grades CD to F.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rating</th>
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<tbody>
<tr>
<td>S</td>
<td>80% &amp; above</td>
<td>Pass</td>
</tr>
<tr>
<td>E</td>
<td>79% &amp; below</td>
<td>Fail</td>
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## Promotion Criteria
- Fail: Failed the course (79% or lower)
Promotion to Advanced: Pass the course (80% or higher)

Course Policies

Attendance: Come to all class sessions.
- Attendance is required in every class. Students need to be in class and be engaged in order to benefit from instruction. If you need to miss a class, email the instructor as soon as possible before class. If it is an excused absence, a proof of the reason in writing (i.e. a doctor’s note) is required.
- A student with one unexcused absence will receive a warning from the instructor. A student with two unexcused absences will receive another warning and be required to meet with the Assistant Director. A student with three unexcused absences will be required to meet with the Program Director.
- If you have more than three unexcused absences, you will be reported to the International Programs and Services (IPS) office. The United States immigration rules require students to attend classes. Not attending classes regularly may result in the loss of your Michigan Tech student status.
- Make up assignments, tests, quizzes, and presentations will not be given unless arranged in advance. If you are absent, you are responsible for finding out what homework or classwork you missed.

Lateness: Come to class on time.
- If you arrive to class late you should quietly enter and take your seat without interrupting the class. If you arrive 10 minutes late or more, it will be counted as an unexcused absence. Students with repeated lateness will receive a warning from the instructor. If the situation is not resolved, the student will be required to meet with the Assistant Director, and then the Director.

Disruption: Participate in class and respect others.
- All students should participate actively in class and respect others. You should only use electronic devices (cell phones, tablets, laptops) when the instructor tells you to do so for a classroom activity. If you continue to be disruptive you will be required to meet with Dr. Smith, IESL Program Director.

Assignments: Hand in homework on time.
- Major assignments: 10% will be deducted from assignments turned in late on the due date. If turned in one day after the due date, 20% will be deducted. Late submissions will not be accepted.
- Other tasks and homework: Non major assignments will not be accepted late and will automatically receive a 0 if not turned in on time.
**University Policies**

Academic Integrity:  
http://www.mtu.edu/dean/conduct/policy/academic-integrity

Use your own words. A plagiarized assignment will receive a zero. Plagiarism could result in expulsion or suspension from MTU. If you have questions about plagiarism, ask the instructor for help. Academic regulations and procedures are governed by University policy. Academic misconduct cases will be handled in accordance the University’s policies.

Assessment:  
http://www.admin.mtu.edu/usenate/policies/p312-1.htm

Student work products (exams, essays, projects, etc.) may be used for the purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.

Disability Services:  
http://www.mtu.edu/dean/disability/policies

If you have a disability that could affect your performance in any class or that requires an accommodation under the Americans with Disabilities Act, please contact your instructor or Disability Services at 487-1494 as soon as possible so that appropriate arrangements can be made.

The Office of Institutional Equity:  
http://www.mtu.edu/equity

The Office of Institutional Equity has asked that you be made aware of the following:

Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990.

Michigan Tech has a policy of affording equal opportunity to all of its employees, students, applicants for employment, and applicants for admission without regard to race, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, or marital status, disabled veteran status, veteran status, or disability.

Equal Opportunity, Discrimination, or Harassment Statement:  
http://www.admin.mtu.edu/admin/boc/policy/ch5/
For other concerns about discrimination, you may contact your advisor, Chair/Dean of your academic unit, Dean of Students Office at 487-2212 or The Office of Institutional Equity at 487-3310.

**Tentative Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities/Assignments</th>
<th>Comments</th>
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<tr>
<td>1</td>
<td>1/13-1/17</td>
<td>u Diagnostic assignments</td>
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| 2    | 1/20-1/24   | u Class decision: Dialogue journals/ response essays, class blog possibilities for final portfolios  
<p>|      |             | u Chapter 1 – Paragraph Structure/ Communication &amp; Technology                         | 1/20 No class             |
|      |             | u Introduction: Personal Artifact Research Report                                     |                           |
|      |             | - cultural artifact analysis                                                          |                           |
|      |             | - Frann interview project                                                             |                           |
|      |             | - survey instrumentation                                                               |                           |
|      |             | - Interviewee selection                                                               |                           |
|      |             | - academic emails                                                                     |                           |
|      |             | u Grammar point group analysis                                                       |                           |
| 3    | 1/27-1/31   | u Introduction: Working with tutors                                                  | Personal Artifact Research Report first draft due |
|      |             | u Chapter 2 – Unity and Coherence/Health &amp; Medicine                                   |                           |
|      |             | u Personal Artifact Research Report, continued:                                       |                           |
|      |             | - observing                                                                          |                           |
|      |             | - surveying                                                                          |                           |
|      |             | - report writing                                                                     |                           |</p>
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| 4    | 2/3-2/7| - Cultural Artifact Report peer review  
- Grammar point/group analysis                                                                      | 2/6-2/7 Winter Carnival (no writing classes Feb. 5, 6 or 7)           |
| 5    | 2/10-2/14| - Writing conferences  
- Tutor conferences  
- Review essay structure for quiz  
- Grammar point group analysis  
- Writing thank you notes to interviewees  
- Compare/Contrast Essay Topic/Structure Introduction, Chapter 7 | Cultural Artifact Report final draft due                              |
| 6    | 2/17-2/21| - Anonymous evaluations  
- Re-evaluate dialogue journals/response essays/class blog  
- Compare-Contrast Essay: Rhetorical markers for compare/contrast writing, Chapter 7, continued  
- Academic vs Informal register  
- Chapter 3 - Using Outside Sources/Paraphrasing & Summarizing  
- Chapter 3 - Reported speech | Compare/Contrast essay proposal due  
Newsletter article for IESL webpage due                                                                 |
| 7    | 2/24-2/28| - Paraphrasing, continued  
- Review: Thesis statements, paragraph transitions, structure, as needed  
- Plagiarism: Library trip for interactive exercise  
- Plagiarism definition quiz  
- Compare-Contrast Essay peer review  
- Grammar point group analysis | Compare/Contrast essay first and second drafts due                     |
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<th>Class Activities</th>
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| 8    | 3/3-3/7 | **u** Compare-Contrast Essay teacher conference  
                  **u** Grammar point group analysis  
                  **u** Intro: Chapter 6-Causal Analysis | Compare/Contrast essay final draft due for midterm grade  
(no afternoon classes March 7) |
| 9    | 3/10-3/14 | Spring Break                                                                      | No classes                              |
| 10   | 3/17-3/21 | **u** Timed writing (compare/contrast)  
                  **u** Chapter 6 - Cause-effect essay writing, continued  
                  **u** Proofreading and revising  
                  **u** Grammar point group analysis | Cause-effect essay proposal due  
Cause-effect essay first draft due |
| 11   | 3/24-3/28 | **u** Chapter 6 - Cause-effect essay writing, continued  
                  **u** Writing conferences  
                  **u** Grammar point group analysis  
                  **u** Introduction: Chapter 8 - Argumentative Essay Writing  
                  **u** Hedging | Tentative: No classroom attendance required 3/26-3/28  
Cause-effect essay final draft due |
| 12   | 3/31-4/4 | **u** Chapter 8 - Argumentative Essay Writing, continued  
                  **u** "Concession Day" Using counterarguments, concessions and rebuttals in argument essays  
                  **u** Logic and credibility  
                  **u** "Concession Day"  
                  **u** Peer Review  
                  **u** Grammar point group analysis | Argumentative Essay proposal and first draft due |
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<th>4/7-4/11</th>
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<tr>
<td>13</td>
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<td><strong>&quot;Concession Day&quot; Using</strong></td>
<td><strong>Writing portfolios due</strong></td>
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<td><strong>u Student conferences</strong></td>
<td><strong>Argumentative Essay second draft due</strong></td>
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<td><strong>u Grammar point group analysis</strong></td>
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<tr>
<td>14</td>
<td>4/14-4/18</td>
<td><strong>Final Exam [Argumentative Essay]</strong></td>
<td><strong>Argumentative Essay final draft due</strong></td>
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<tr>
<td>15</td>
<td>4/21-4/25</td>
<td><strong>Final Student Conferences</strong></td>
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