Summer 2015 Course Syllabus
College of Sciences and Arts
ESL0420 Advanced Writing / ESL 0440 Advanced Grammar

Instructor Information
Instructor: Anne Stander
Office Location: Walker 312
E-mail: acstande@mtu.edu
Office Hours: M-F 1-2pm, other times by appointment

Course Identification
Course Number: ESL0460
Course Name: Advanced Writing 1
Course Location: Walker 139
Class Times: 11:05-11:55am, M-F

Course Number: ESL0440
Course Name: Advanced Grammar 1
Course Location: Walker 139
Class Times: 3:05-3:55pm, M/W/F

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 coherence and unity, source use and documentation and language formality.

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’ error analysis skills; emphasizes correcting sentence constructions and connections, verb consistency and other common errors.

Course Learning Objectives
Course Goal
To prepare students for university coursework by reinforcing their 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 (400-500 words) summary/response/essay(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: 1000 words; Final: 1300 words)

CO3. Students will practice developing ideas critically with textual evidence
   - SLO3. Students will be able to manage the scope of ideas to control thesis
   - SLO4. Students will be able to employ various reliable sources to support ideas

CO4. Students will practice researching sources
   - SLO5. Students will be able to locate reliable sources

CO5. Students will practice integrating sources
   - SLO6. Students will be able to quote, paraphrase, and summarize reliable sources
   - SLO7. Students will be able to integrate sources by utilizing a variety common reporting verbs to introduce the source and explaining the relevance of the source

C. Organization

CO6. Students will practice developing coherence
   - SLO8. Students will be able to develop meaningful introductions and conclusions on guided-researched academic topics of common rhetorical modes
   - SLO09. Students will be able to organize ideas with clear topic sentences and relevant details on guided-researched academic topics of common rhetorical modes

CO7. Students will practice developing cohesion
   - SLO10. Students will be able to achieve cohesion by utilizing pronouns, lexical chains, parallel structure, guiding words and phrases, and old new information pattern

D. Conventions/Source Documentation
CO8. Students will practice developing formal language and style
  
  • SLO11. Students will be able to demonstrate formality in contexts of guided-researched academic topics of common rhetorical modes
  
  • SLO12. Students will be demonstrate conciseness in contexts of guided-researched academic topics of common rhetorical modes
  
CO9. Students will practice documenting sources
  
  • SLO13. Students will be able to format in-text citations and references for common academic sources independently

E. Syntax and Mechanics

CO10. Students will practice correcting syntactical and mechanical errors in context
  
  • SLO14. Students will be able to correct most of the errors in contexts of guided-researched academic topics of common rhetorical modes

Course Resources

Course Website
  
  • Canvas<http://www.courses.mtu.edu>

Required Course Text
Writing
  
  

Grading Scheme

Grading Policy
Grades will be based on the following:
Writing Course
- Summary Response Essay------------------------10%
- Midterm Cause and Effect Essay-----------------15%
- Extended Definition Essay-----------------------10%
- Final Argumentative Essay-----------------------20%
- In-class Activities/Assignments------------------15%

Grammar Lab Course 15%

TOEFL Post-Test 15%
- Structure and Written Expression: ---------------5%
- Test of Written English:------------------------10%

Total Percentage 100%

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 80% and above.
- 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 79% and below.

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

**Assignments: Hand in homework on time.**

• Major assignments: Midterm and Final papers are considered 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. Later 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 0. 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.

NOTE: Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities/Assignments</th>
<th>Assignments/Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>w/o May 11</td>
<td>Annotated Bibliography: Summary &amp; Response</td>
<td>(Homework not listed here will be assigned in class)</td>
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<tr>
<td></td>
<td></td>
<td>Skills: Note-taking, Summarizing, Responding</td>
<td>Bibliography Due</td>
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<td>Grammar: Sentence structure: run-ons/fragments; main &amp; dependent clauses, verb tense consistency</td>
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<td>2</td>
<td>May 15</td>
<td>Midterm Cause &amp; Effect Essay</td>
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<td>Skills: Controlling the flow of ideas, writing body paragraphs</td>
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<td>3</td>
<td>May 26</td>
<td>Midterm Cause &amp; Effect Essay</td>
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<td></td>
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<td>Grammar: Transitions, connectors, &amp; common patterns that show cause; real and unreal conditions</td>
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<td>4</td>
<td>June 1</td>
<td>Final Definition Due</td>
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<td>Skills: Writing introductions and conclusions, integrating sources</td>
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<td>Grammar: gerunds &amp; infinitives; causative verbs; articles, count/non-count nouns</td>
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<td>5</td>
<td>June 8</td>
<td>Final Argumentative Essay</td>
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<td>Skills: Managing the scope of ideas, documenting sources</td>
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<td>6</td>
<td>June 15</td>
<td>Final Essay</td>
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<td>Grammar: Connectors to show addition and contrast; adverbial &amp; noun clauses</td>
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<tr>
<td>7</td>
<td>June 22</td>
<td>Faculty/Student Conferences – don’t buy plane tickets to leave Houghton until you have checked the conference dates!</td>
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