Summer 2015 Course Syllabus  
College of Sciences and Arts  
ESL0491 Transitional Writing

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

Course Identification
Course Number: ESL0491  
Course Name: Transitional Writing  
Course Location: Walker 138  
Class Times: Monday – Friday, 9:05 – 9:55am

Course Description/Overview
This course is 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. The emphasis of instruction is on argument construction/deconstruction, source integration, sentence variety and cohesion.

Course Learning Objectives

Course Goal
To facilitate the transition of students into university coursework by advancing 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 (500-600 words) summary/response/essay(s)

B. Content Development/Source Integration
C02. Students will practice developing academic papers of appropriate length

- SLO2. Students will be able to complete major assignments with length appropriate to their level (Midterm: 1500-2000 words; Final: 2000-3000 words)

C03. Students will practice developing ideas critically with textual evidence

- SLO3. Students will be able to modify scope of ideas to control idea development throughout the paper
- SLO4. Students will be able to employ various academic sources to support ideas

C04. Students will practice researching sources

- SLO5. Students will be able to locate academic sources

C05. Students will practice integrating sources

- SLO6. Students will be able to quote, paraphrase, and summarize academic sources
- SLO7. Students will be able to integrate the source by utilizing a variety of positive, negative, and neutral reporting verbs, explaining the relevance of the source, and justifying the source with credibility statements

C. Organization

C06. Students will practice developing coherence

- SLO8. Students will be able to develop meaningful introductions and conclusions on self-researched academic topics of complex rhetorical modes
- SLO9. Students will be able to organize ideas with clear topic sentences and relevant details on self-researched academic topics of complex rhetorical modes

C07. Students will practice developing cohesion

- SLO10. Students will be able to achieve cohesion by utilizing pronouns, lexical chains, parallel structure, guiding word, phrases, and sentences, appropriate verb tense, old new information pattern, and meta-commentary

D. Conventions/Source Documentation
C08. Students will practice developing formal language and style

- SLO11. Students will be able to demonstrate formality in contexts of self-researched academic topics of complex rhetorical modes
- SLO12. Students will be demonstrate conciseness in contexts of self-researched academic topics of complex rhetorical modes

C09. Students will practice documenting sources

- SLO13. Students will be able to format in-text citations and references for a variety of academic sources independently

E. Syntax and Mechanics

C09. Students will practice correcting syntactical and mechanical errors in context

- SLO14. Students will be able to correct most of the errors in contexts of self-researched academic topics of complex rhetorical modes

Course Resources

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

Required Course Text
Writing
Grading Scheme

Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>12%</td>
</tr>
<tr>
<td>Midterm Argumentative Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Field Study</td>
<td>13%</td>
</tr>
<tr>
<td>Final Problem Solution Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>In-class Tasks/Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>TOEFL Post-Test</td>
<td>15%</td>
</tr>
<tr>
<td>Structure and Written Expression</td>
<td>5%</td>
</tr>
<tr>
<td>Test of Written English</td>
<td>10%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>100%</td>
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</tbody>
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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>
</tr>
<tr>
<td>E</td>
<td>79% &amp; below</td>
<td>Fail</td>
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Promotion Criteria [out of IESL or into Academic Support]

- Fail: Failed the course (79% or lower)
- Promotion to Academic Support: Pass the course (80% or higher); scored lower than 550 on TOEFL ITP or based on individual needs
- Exit IESL: Pass the course (80% or higher); tested 550 or higher on TOEFL ITP

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: 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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</table>
| 1    | w/o May 11 | Unit 1: Annotated Bibliography Skills: Summarizing, Critiquing, Documenting  
Theme: Same as Argument paper | Draft 1: Sources & Brief Summary |
| 2    | May 15   | Draft 2: Summary & Critique  
Unit 2 (Midterm): Argument  
Skills: Note-taking, Choosing Evidence, Writing body paragraphs  
Theme: “Risking Change” or “Globalization” | No class Monday, Memorial Holiday |
| 3    | May 26   | Draft 1  
Unit 2 (Midterm): Argument  
Skills: Note-taking, Choosing Evidence, Writing body paragraphs  
Theme: “Risking Change” or “Globalization” | |
| 4    | June 1   | Draft 2  
June 8  
Theme: “Risking Change” or “Globalization” | Midterm Final Draft Due |
| 5    | June 15  | Draft 1  
June 22  
Units 3 & 4: Problem-Solution Research Paper with Field Research Section | Topic Proposal |
| 6    | June 29  | Draft 1  
July 6  
Skills: Managing Scope of Ideas, Writing a Research Proposal, Integrating Sources, Writing Introductions and Conclusions, Source Documenting  
Theme: Student issues | Field Study proposal |
| 7    | July 13  | Draft Field Study  
July 20  
Theme: Student issues | Draft 2: Integrated Research Paper |
| 8    | July 27  | Final Essay Due  
Aug 3  
Faculty/Student Conferences – don’t buy plane tickets to leave Houghton until you have checked the conference dates! | |
| 9    | Aug 3    | |
| 10   | July 13  | |
| 11   | July 20  | |
| 12   | July 27  | |
| 13   | Aug 3    | |