

Jan Anderson Syllabus

CENTRAL TEXAS COLLEGE
SYLLABUS FOR DSLA 0321
WRITING II (ESL)

SEMESTER HOURS CREDIT: 3
(Not Transferable) QEP-ready

INSTRUCTOR: _____

OFFICE HOURS: _____

INTRODUCTION

- This intermediate writing course is designed for speakers of languages other than English. The purpose of this course is to assist you in developing good paragraphs in a variety of rhetorical modes and to introduce and provide beginning practice on the essay form.
- This English-as-a-Second-Language (ESL) course is required for all international students with an institutional TOEFL score between 400-520 (paper-based), 97-183 (computer-based), or 32-65 (Internet-based). This course is recommended for all non-native speakers who score low on the ASSET.
- N/A
- Prerequisite(s): You MUST have the prerequisite course, DSLA 0314, Writing I (ESL), before taking this course.

COURSE LEARNING OUTCOMES

Upon successful completion of this course the student will be able to write a well-developed, logical and coherent narrative and persuasive paragraph which clearly communicate ideas to its readers.

INSTRUCTIONAL MATERIALS FOR STUDENTS

The instructional materials identified for this course are viewable through
http://www.ctcd.edu/im/im_main.asp.

INSTRUCTIONAL MATERIALS FOR FACULTY/SITE

Required Text/Lab:

- Meyers, Alan. Writing with Confidence Exam Copy. 8th Edition, New York: Pearson Education, Inc., 2006. (ISBN 0-321-32919-8)
- Markus, Mimi. The Longman Writer's Journal. New York: Addison Wesley Longman, 2001. (ISBN 0-321-08639-2)
- Longman. MyWritingLab Instructor Access Code Card. 1st Edition, New York: Longman, 2005. (ISBN 0-321-42881-1)
- Sbaratta, Philip. Instructor's Manual to accompany Meyers Writing with Confidence. 8th Edition, New York: Pearson Education Inc., 2006. (ISBN 0-321-273591-1)
- Sbaratta, Philip. Test Bank to accompany Meyers Writing with Confidence. 8th Edition, New York: Pearson Education Inc., 2006. (ISBN 0-321-35529-6)

COURSE REQUIREMENTS

Reading Assignments:

Your instructor will assign pages in the required text as needed. Announced and un-announced quizzes will be given on any materials assigned. Teachers expect students to do all assigned homework. Sometimes it will be handed in for a grade; sometimes the teacher will simply go over it in class.

Journals and Lab:

You must complete a journal with 20 full-page entries and write and correct least 3 in-class and 3 out-of-class paragraphs as a minimum requirement. This will count in your 10% participation grade explained in the grade computation section. You must also complete a minimum of 16 lab hours in MyWritingLab (MWL), either in the computer lab or through special class sessions, which meet outside of regularly scheduled class times and are assigned by your teacher. You must complete your lab hours according to the schedule provided by your instructor. Write your schedule below:

Saturday, February 24, 2007- 8 hours completed (halfway)

Saturday, April 28, 2007- 16 hours completed (final deadline)

EXAMINATIONS

There will be two major exams given: a midterm and a final. Each exam will include an objective part and a writing section. Reviews will be given for both exams.

The final exam will be comprehensive and is in two parts: the objective final and two final paragraphs. The best paragraph will be selected for grading.

The final exam will be given on **July 30 and 31, 2007 (Final Paragraph)** and **August 2, 2007 (Objective)**. You are required to be here at that time. You may not take your exam early unless you are 1) being deployed overseas or 2) moving out of the area and not coming back. This is departmental policy. Emergencies may be cleared with your instructor who will make arrangements for you to take your exam late.

SEMESTER GRADE COMPUTATIONS

Midterm	30%
Final	40%
Spelling and Preposition/Quizzes/Homework	15%
Completion of MWL requirements and any required lab test	15%
Total	100%

To pass this course, you must have a 70% or above in your coursework and get a passing mark (P) on your final paragraph. Your teacher will not grade your final paragraph. Your paragraph will be given to a group of English teachers from the developmental department who will each give your paragraph a score. Your scores will be averaged for your final paragraph score. Off-campus sites will have to make their own arrangements for grading.

The following grades will be assigned for the course:

90-100	A	Superior
80-89	B	Above Average
70-79	C	Average
below 70	N	Needs to raise performance to acceptable level
	X or X (N)	Unacceptable performance due to poor attendance
	W	Withdrawal from course (by student)

COURSE OUTLINE

Unit One – Learning the Components of Writing a Simple Paragraph

Learning Outcomes

- Given a topic you have not previously worked with, you will be able to demonstrate the use of brainstorming, mapping or other prewriting skills to organize ideas into at least 3 general details that clearly relate to your topic sentence. (C1, C6, C17, F7, F9, F11-12) (Application)
- Given 5 passages, you will be able to recognize topic sentences, supporting details, and concluding statements with 75% accuracy. (C5-7, F2, F7, F11) (Comprehension)
- Given a general topic you have not previously worked with, you will be able to expand the topic to a topic sentence that includes a clear controlling idea and that, when rated on a clarity scale of 1-6, rates a 3 or better. (Synthesis)

- Given a topic you have not previously worked with, you will be able to create at least 2 or more smaller details, explanations, anecdotes, or other pieces of evidence/data to clearly support each general detail (a total of 6 or more). (Synthesis)
- Given a topic you have never worked with, you will be able to organize the topic and details into a narrative pattern that, when rated on a holistic scale of 1-6, rates a 3 or better. (C5-7, F2, F7-10) (Synthesis)

Learning Activities

- Identify purpose.
- Practice brainstorming and organizing using clustering and outlining. (C5-7, C9, C12-14, F2, F7-12)
- Identify the steps for freewriting in a journal and utilize those steps to write and correct journal entries outside of class. (C5-7, F2, F7-12)
- Practice the 7 steps of the writing process.

Equipment and Materials

Overhead projector

Instructor prepared transparencies for editing exercises

Instructor prepared handouts

MyWritingLab software

Audio-Visual Aids

MyWritingLab

Lesson Outline

Unit One:

Chapter 2: *The Writing Process: Laying the Foundation*

- Subject/Purpose/Audience, Ex 1, pp 9, Ex 3, pp 10
- Brainstorming/Clustering/Freewriting
- Organizing
- Revising
- Editing, Ex 7, pp 16 on the Expository paragraph, Ex 9, pp 19 on the Expository paragraph

Chapter 3: *Writing a Powerful Paragraph: Building the Foundation - Review*

- Narrowing/Making a point/Expressing an opinion/attitude
- Generating, selecting, organizing, developing ideas
- Writing a 1st draft/conclusion
- Unity
- Coherence
- Peer Review

Chapter 19: *Narrative*

- Identifying and writing topic sentences.
- Organizing ideas by sequence.
- Making details specific

Unit Two: Creating Effective Sentences

Learning Outcomes

- Given simple, compound, and complex sentence patterns, you will be able to create 3 sentences in each pattern correctly. (Synthesis)
- Given 10 simple, compound, and complex sentence patterns, you will be able to combine patterns to produce at least 7 correct combinations. (Evaluation)
- Given a paragraph with at least 30 mistakes, you will be able to edit/revise the paragraph with 75% accuracy and demonstrate consistent good editing in your own work. (C5-7, C9-10, C12-14, F2, F11) (Evaluation)

- Given 3 sentences, each demonstrating the following grammatical items in isolation, you will be able to select the correct use of each with 75% accuracy: verbals, other/another, say/tell, neither/either, would/will, reflexive/subject/object pronouns on a written test. (C5-7) (Recognize/Application)
- Given a computer in the computer lab, you will be able to operate it efficiently to access software in order to practice and reinforce grammar skills and finish the prescribed work by the pre-published deadlines. (C18-20) (Application)

Learning Activities

- Join sentences with conjunctions. (F2, F7, F10-12)
- Punctuate compound sentences. (F2, F7, F12)
- Edit sentences to identify and correct structural, grammatical, and punctuation errors. (F12)

Equipment and Materials

Overhead projector

Instructor prepared transparencies for editing exercises

Instructor prepared handouts

Computer/MyWritingLab software

Audio-visual Aids

MyWritingLab

Lesson Outline

Chapter 6: *Joining Sentences Through Coordination.*

- Exercises 1-8

Chapter 9: *Repairing Run-ons and Correcting Comma Splices.*

- Identifying and finding fragments
- Identifying and finding verbals and verbal phrases
- Changing fragments into sentences
- Identifying and finding run-ons
- Changing run-ons into legal sentences

Chapter 27: *Punctuating Sentences*

- Commas
- Semicolon
- Colon
- Dash
- Quotation Marks

Chapter 30: *Keeping Verbs in Order*

- Phrasal Verbs
- Double negatives

Unit Three: Understanding the Power of Words

Learning Outcomes

- Given practice topics, you will be able to practice and improve your individual vocabulary level and sentence level errors by keeping a journal and making 90% of the corrections by the pre-determined deadline. (F13, F14, F16, F7-12) (Application)

Learning Activities

- Eliminate wordiness (F2)
- Use appropriate language for a specific context (C7)
- Differentiate between words that sound alike (C5)

- Differentiate between words that look almost alike (C5)
- Use lay/lie, sit/set, raise/rise correctly (F11)

Equipment and Materials

Instructor prepared handouts

MyWritingLab (C8)

Lesson Outline

Hand in journal every week and complete corrections

Chapter 29: *Writing the Right Word*

- Sound-alikes
- Confused words

Unit Four: Creating Paragraphs

(* This unit runs concurrently with the previous units so that students are writing for the length of the course while they are honing grammar skills.)

Learning Outcomes

- Given an unrehearsed topic and two hours, you will be able to write one well-developed and coherent persuasive paragraph, which, when rated on a holistic scale of 1-6, scores a 3 or better. (C1, C5-7, C15-17, F2, F7-12, F16) (Evaluation)

Learning Activities

- Brainstorm and negotiate ideas alone or with group. (C9-14, F13-17)
- Compose topic sentences. (F2, F7-12)
- Create outlines and supporting details about topics. (C5-8, F2, F7-12)
- Compose concluding statements. (F12)
- Combine all elements to make a cohesive paragraph or essay. (C1, C5-8, F2, F7-12)

Equipment and Materials

Overhead projector

Instructor prepared transparencies for editing exercises

Instructor prepared handouts

Computer (C19)

Audio-visual Aids

None

Lesson Outline

- Persuasive paragraph – worksheets
- Identifying issue and creating topic sentence
- Making a case to support your argument
- Making details specific

Chapter 26, Summarizing and Responding (optional)