

**Midland College**  
**ESL 0396 Academic ESL: Composition**

**Course Description:** This course is designed to develop skills in expository writing and to prepare the advanced ESL student for college level composition. Vocabulary building, writing, literature, diction, and critical thinking are emphasized. Lab assignments will be individualized.

**Text, References, and Supplies:** Anker, Susan. Real Writing with Readings, Fourth Ed. Bedford/St. Martin's, 2007.

Access to a reliable computer with Internet access for Blackboard participation.

**Course Goals/ Objectives:** After successfully completing this course, the student will be able to:

- Use Blackboard and resources on the Internet to develop communication and writing skills.
- Describe and apply the writing process to produce organized, well-developed essays.
- Analyze sample essays to understand and create common types of essays.
- Understand and utilize appropriate writing techniques that guide a reader to understand major writing concepts such as topic and main idea.
- Identify the audience and purpose of a writing prompt and incorporate that knowledge into the writing process.
- Recognize the role of the paragraph within a multi-paragraph essay and write a multi-paragraph essay with clear introduction, body, and conclusion (when applicable).
- Demonstrate competence and improve in the use of basic grammar and mechanics.

**Student Responsibilities and Class Policies:** **Attendance & Participation:** Regular and prompt attendance to this class, as well as participation in class activities and discussions are essential. Three consecutive classroom hours of unexcused absences or a total of six classroom hours of unexcused absences may result in failure in this course. It is the student's responsibility to notify the classroom instructor if an unavoidable absence occurs. Make prior arrangements with your instructor if you will be unable to turn your work in on time. The course is dependent upon student participation. **Late work will be penalized.**

\*\*\*\*\*Fluency and knowledge of the English language cannot be developed unless spoken regularly and accurately. English language is the expected spoken language in the class.

**Lab:** The student will also be responsible for completion of supplemental lab hours (two hours per week) in the Academic ESL Lab, MHAB 114A.

**Disabilities:** Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible. These conditions may include documented physical or educational disabilities. Please be aware that services or accommodations are not automatic. Each student must request them and secure the proper authorizations.

**Dropping the Course:** Check the MC Academic Calendar for the last day to withdraw from the course and receive a "W." Please talk to me before you withdraw. (Note: Instructors cannot drop students with a "W". This must be initiated by the student).

**Academic Dishonesty:** Academic dishonesty includes cheating, fabrication, plagiarism, and facilitating academic dishonesty. Disciplinary options include, but are not limited to, suspension and dismissal. (See the *Midland College Student Handbook* for a complete explanation of college policy).

**Evaluation of Students:**

Course grades will be calculated as follows:

Textbook activities and quizzes	40%
Writing assignments (3 essays)	30%
Attendance/participation	10%
Lab evaluation	10%
Final Portfolio writing piece	10%

The grading scale is based upon the following percentages:

- A= 90%-100%
- B= 80%-89%
- C= 70%-79%
- D= 60%-69%
- F= Below 60%

**Class schedule:**

<b>Week &amp; Topic</b>	<b>Reading to be Completed</b>	<b>Assignments</b>
<u>Weeks 1 - 3</u> Introduction to Blackboard	Syllabus Review. Table of Contents and Student Introduction in <u>Real Writing</u>	Introduction Letter- posted by Friday 9/12 Reply to letters in Discussion Board.
<u>Week 4</u> The Writing Process: Plan	Chapter 3: Finding, Narrowing, and Exploring your topic <b>Pages 32-40</b>	Chapter 3 Review- bring to next class. Work through Chapter 3 with your own topic and use checklist on p. 39 to evaluate.
<u>Week 5</u> The Writing Process: Draft	Chapter 7: Drafting <b>Pages 73-88</b>	Draft your ideas and use checklist on p. 87 to evaluate. Chapter 7 Review.

Week 6 The Writing Process: Revise	Chapter 8: Revising <b>Pages 89-103</b>	Post your draft with revisions and explanations. Chapter 8 Review.
Week 7 Compare and Contrast Essay (Reading week)	Chapter 15: Comparison and Contrast <b>Pages 189-205</b> "Gender Patterns Begin at the Beginning" by Deborah Tannen <b>Pages 658-661</b>	Response post- Tuesday. 2 Replies- Friday
Week 8 Compare and Contrast Essay (Writing week)		Writing plan and draft- Tuesday. Peer feedback- Friday
Week 9 Compare and Contrast Essay (Review week)		Revisions post- Tuesday. Prompt practice. Chapter 15 Review
Week 10 Cause and Effect Essay (Reading week)	Chapter 16: Cause and Effect <b>Pages 206-219</b> "Uniforms Rule" by Pat Wingert <b>Pages 662-665</b>	Response post- Tuesday. 2 Replies- Friday
Week 11 Cause and Effect Essay (Writing week)		Writing plan and draft- Tuesday Peer feedback- Friday
Week 12 Cause and Effect Essay (Review week)		Revisions post- Tuesday Prompt practice Chapter 16 Review
Week 13 Argument Essay (Reading week)	Chapter 17: Argument <b>Pages 220-236</b> "Why Profiling Won't Work" by William Raspberry <b>Pages 670-673</b> "Everything Isn't Racial Profiling" by Linda Chavez <b>Pages 674-677</b>	Response post- Tuesday 2 Replies- Friday
Week 14 Argument Essay (Writing week)		Writing plan and draft- Tuesday Peer feedback- Friday
Week 15 Argument Essay (Review week)		Revisions post- Tuesday Prompt practice Chapter 17 Review
Week 16 Test-taking	Chapter 1: <b>Pages 17-20</b> Appendix A: Succeeding on Tests <b>Pages A-1-A-15</b>	Portfolio Writing Piece due Tuesday