**Advanced ESL Academic Writing 1A: Fall 2024**

**Instructor:** Dr. Jeongsoo Pyo

**Office:** EL-009A

**Office Hours:**MWF1-3:30pm TTh4:00-6:00pm and by appointment **Email:**jeongsoo.pyo@bsu.edu

**Course Description:**

This course is the first of two sequences of academic writing courses. It focuses on academic writing for students with English as a second language. It provides foundational academic writing skills essential to writing sentences, paragraphs, and essays. It also develops processes for critically reading, writing, and responding to a variety of texts in order to compose various academic essays. It promotes an awareness of the interplay among purpose, audience, content, structure, and style while introducing documentation methods.

**Objectives:**

By the end of this course, students will be expected to be able to:

1. Understand what academic writing is in an American context and write various academic essays.
2. Demonstrate rhetorical knowledge.
3. Engage in critical thinking, reading, and writing.
4. Use academic language such as academic vocabulary, collocations, and phrases.
5. Demonstrate effective use of structure, grammar, punctuation, and spelling.
6. Use American academic conventions including plagiarism issues in academic writing.

**Required Textbook**: Final Draft 4. Wendy Asplin, Monica F. Jacobe, and Alan S. Kennedy, Cambridge, 2016.

# All other materials will be available on Canvas.

**Evaluation:**

1. Attendance and Classroom Participation 10 %

2. Academic Language Journal 20%

3. Essays 25%

4. Essay Tests 20%

5. Quiz 25%

**Class Requirements:**

* **Attendance and Participation**. Attendance and participation are essential for constructing our interactive classroom and knowledge. Absence will be counted at 10 minutes after the hour, a tardy at 5 minutes after the hour.
* **Academic Language Journal:** The purpose of the academic language journal is to provide students with the opportunity to develop an awareness of academic language and practice incorporating it into their writing. As students encounter various academic languages such as academic vocabulary, collocations, and phrases in various subject classes, the knowledge of academic language is essential. Students can choose one academic language they don’t know three times a week, make one journal entry consisting of three academic languages per week, and submit every Tuesday. The forms are on Canvas. Specific guidelines will be provided.

1. Choose your new academic language. 2. Scan, cut, and paste the part where you found your new academic language. 3. Write your academic vocabulary, collocations, or phrases with the sentences, meaning, and sources. 4. Use your new academic language in class (e.g., writing an essay, doing a presentation, taking a test, to name a few) and show how you used it. 5. Express your thoughts and reflections on your new academic language.

* **Essays**: After students learn each essay lesson, they are required to submit a total five essays during the semester (including a summary essay, a summary-response essay, an academic essay, a narrative essay, a cause-and-effect essay, 3-4 pages, double-spaced, Times New Roman 12pt font).
* **Essay Tests**: After students learn each essay lesson, they are required to take an essay test (total 5).
* **Quizzes**: Quizzes will be given to check students’ understanding of essays including vocabulary, grammar, or avoiding plagiarism after they finish each lesson.

**Grading Scale:**

93 – 100+% = A 77 – 79% = C+

90 – 92% = A- 73 – 76% = C

87 – 89% = B+ 70 – 72% = C-

83 – 86% = B 50 – 69% = D\*

80 – 82% = B-

**Unexcused Absence Policy*:*** It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academy Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is NOT determined by the instructor.Although all absences, both excused and unexcused, are tracked within the Office of Academic Affairs, instructors of each class are free to use discretion with a student’s first three unexcused absences. Four or more unexcused absences in any class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.

**Penalty Policy for Unexcused Absences:**A student may make up all work that is missed during the ***first three unexcused absences.*** No make-up tests or quizzes will be given for students who miss four or more classes due to an unexcused absence**.** Make-up work must be completed within two school days of the absence.Students who miss four or more classes due to an unexcused absence may submit homework for half credit though no homework will be accepted beyond two school days of the missed class period.

**Make-up Policy for Excused Absences*:*** All tests, quizzes, and homework may be made up from an excused absence. Tests and quizzes must be taken within 5 school days after the excused absence unless there are extenuating circumstances. The same applies to missed homework. Students should expect to take a different version of the test or quiz than the one given to the class during the original test date.

**A word on plagiarism.**  Plagiarism is passing off someone else’s ideas and information as your own. Never copy a paragraph, a section of information, or an entire essay and paste it into your paper. Also, the use of electronic translators constitutes an act of plagiarism. Copying someone else’s work is a crime. It is stealing intellectual information. To be on the safe side, always put ideas into your own words and cite the source where you find it. In addition, never allow someone else to write a paper for you, and never turn in someone else’s paper as your own. The penalties are severe.

Also, the statement of artificial intelligence (AI) should be added. “The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI and ask them any questions you may have about the use of AI in their course.” Moreover, the use of AI in class, for a discussion, quiz or other activity (such as writing an essay) will result in a charge of academic dishonesty. In the case of essay assignments, the penalties for the use of AI are severe.

**Importance of diversity and inclusion**:Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome by valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>

**Course Syllabus**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Sentence types and Sentence problems** | | | |
| 08/13(T)-15(Th) | Overview of course and assessment of academic writing skills |  |  |
| 08/20-22 | Sentence types:  Compound sentences/Complex sentences/Compound-Complex sentences  Various kinds of sentences |  |  |
| 08/27-29 | Sentence problems:  Sentence fragments/Comma splices/Run on sentences/Choppy sentences/Stringy sentences  **Quiz** |  | Academic language journal #1(T) |
| **2. Summary Essays** | | | |
| 09/05  (09/03 No class) | Summary Essays/the use of colons, semicolons, and commas/sentence variety |  | ALJ#2(T) |
| 09/10-12 | Summary Essays/the use of colons, semicolons, and commas/sentence variety  **Quiz/**  **Summary Essay test** |  | **Summary-essays due**  The Wider Culture: Identity as a Key to Learning English Composition  ALJ#3(T) |
| **3. Summary- Response Essays** | | | |
| 09/17-19 | Ch.6 Summary-Response Essays | -Brainstorming and academic language  - M. Tartakovsky, “Overcoming Information Overload” | ALJ#4(T) |
| 09/24-26 | Analysis of the essay  Structure of the essay  Grammar  Plagiarism |  | -Brainstorming sheet (use the chart of p.179) +Your essay outline (p.209-210) due  **Summary-response essays due**  ALJ#5(T) |
| 10/01-03 | **Quiz/SR essay test** |  |  |
| 10/8 (no class) | Fall Break |  | 호박 일러스트 이미지 |
|  | 2 | **4. Unity and Coherence** |  |
| 10/10 | Unity/Coherence |  | ALJ#6(T) |
|  |  | **5. Academic Essays** |  |
| 10/15-17 | **Quiz**  Ch1. Academic essays |  | ALJ(#7T) |
| 10/22-24 | Analysis of the essay  Structure of the essay |  | Outline due for your academic essays(p.44)+brainstorming(p.42)  ALJ#8(T) |
| 10/29-31 | Writing skills/ grammar/Citation |  | ALJ#9(T) |
| **6. Narrative Essays** | | | |
| 11/05-07 | **Quiz/Academic essays test**  Ch. 2 Narrative Essays  Analysis of the essay  Structure of the essay |  | **Academic essays due**  ALJ#10(T) |
| 11/12-14 | Writing skills/grammar |  |  |
| **7. Cause and Effect Essays** | | | |
| 11/19-21 | **Quiz/Narrative essays test**  Ch.3 Cause and Effect Essays  Analysis of the essay |  | **Narrative Essays due**  Outline due for your cause and effect essays (p.77) and brainstorming(p.75)  ALJ#11(T) |
| 11/26-28 | Thanksgiving break |  | 17,300개 이상의 Thanksgiving Day 일러스트, Royalty-Free 벡터 그래픽 및 클립 아트 - iStock |
| 12/03-05 | Structure of the essay |  | ALJ#12 (T) |
| 12/10-12 | Writing skills/grammar/**Quiz/CE essays test** |  | **Cause and effect essays due** |

This syllabus is subject to change during the semester if necessary to better accommodate the classroom situation(s).