**Advanced ESL Academic Writing 1A: Fall 2025**

**Instructor:** Dr. Jeongsoo Pyo

**Office:** EL-009A

**Office Hours:**MWF10:00-11:30am/3:00-4:00pm, Th12:00-2:00pm, and by appointment **Email:**jeongsoo.pyo@bsu.edu

**Course Description:**

This course is the first in a series of two academic writing classes. It emphasizes academic writing skills for students whose first language is not English. The course covers essential foundational skills for writing sentences, paragraphs, and essays. It also enhances skills for critically reading, writing, and responding to various texts to help students craft different academic essays. Additionally, it encourages awareness of the relationship among purpose, audience, content, structure, and style while introducing methods of documentation.

**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 25% (including sentence types and sentence problems test)

5. Quiz 20%

**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 give students the opportunity to become aware of academic language and practice using it in their writing. As students encounter various academic languages, such as academic vocabulary, collocations, and phrases across different subject classes, understanding academic language becomes essential. Students can select three academic languages they are unfamiliar with for a language log, write one journal entry in those languages, and submit three language logs to the Campus every Tuesday. The forms are available on Canvas. Specific guidelines will be provided.

1. Choose your new academic language. Highlight and identify the section where you found your new academic language. Write down your academic vocabulary, collocations, or phrases along with their meanings and sources. Use your new academic language in class—such as writing an essay, giving a presentation, or taking a test—and demonstrate how you have used or plan to use it. Finally, share your thoughts and reflections on your experience with your new academic language.

* **Essays:** After students complete each essay lesson, they are required to submit four essays throughout the semester, including a summary essay, a summary-response essay, an academic essay, and a narrative essay. Each essay should be 3-4 pages long, double-spaced, in Times New Roman 12pt font.
* **Essay Tests**: After students learn each essay lesson, they are required to take an essay test.
* **Quizzes**: Quizzes will be given to check students’ understanding of vocabulary, grammar, writing skills, and the use of others’ work and ideas 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's 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 to 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** | | | |
| 08/12(T)-14(Th) | Overview of the course and assessment of academic writing skills |  |  |
| 08/19-21 | Sentence types:  Compound sentences/Complex sentences/Compound-Complex sentences  Various kinds of sentences |  |  |
| 08/26-28 | Sentence problems:  Sentence fragments/Comma splices/Run-on sentences/Choppy sentences/Stringy sentences  **Tests** |  | Academic language journal #1(T) |
| **2. Summary Essays** | | | |
| 09/04-09  (09/02 No class) | Summary Essays/the use of colons, semicolons, and commas/sentence variety |  | ALJ#2(T) |
| 09/11-18 | 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** | | | |
| 09/23-25 | Ch.6 Summary-Response Essays | -Brainstorming and academic language  - M. Tartakovsky, “Overcoming Information Overload” | ALJ#4(T) |
| 09/30-10/02 | Analysis of the essay  Structure of the essay  Grammar  Plagiarism |  | -Brainstorming sheet (use the chart p.179) +Your essay outline (p.209-210) due  **Summary-response essays due**  ALJ#5(T) |
| 10/07  (no class) | Fall Break |  | 호박 일러스트 이미지 |
| 10/9-14 | **Quiz/SR essay test** |  | ALJ#6(T) |
|  | 2 | **4. Unity and Coherence** |  |
| 10/16 | Unity/Coherence |  |  |
|  |  | **5. Academic Essays** |  |
| 10/21-23 | **Quiz**  Ch1. Academic essays |  | ALJ(#7T) |
| 10/28-30 | Analysis of the essay  Structure of the essay |  | Outline due for your academic essays(p.44)+brainstorming(p.42)  ALJ#8(T) |
| 11/04-06 | Writing skills/ grammar/Citation |  | ALJ#9(T) |
| 11/11-13 | **Quiz/Academic essays test** |  |  |
| **6. Narrative Essays** | | | |
| 11/18-020 | Ch. 2 Narrative Essays  Analysis of the essay  Structure of the essay |  | **Academic essays due**  ALJ#10(T) |
| 11/25-27  (No class) | Thanksgiving break |  | 17,300개 이상의 Thanksgiving Day 일러스트, Royalty-Free 벡터 그래픽 및 클립 아트 - iStock |
| 12/02-04 | Writing skills/grammar |  |  |
| 12/09-11 | Quiz/Test/Wrap-up |  | **Narrative essays due** |

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