**Advanced ESL Academic Writing 1B: Spring 2025**

**Instructor:** Dr. Jeongsoo Pyo

**Office:** EL-009A

**Office Hours:** MWF1:00-3:30 pm/Th 12:00-1:30 pm, 4:00-5:00 pm/ by appointment  **E-mail:**jeongsoo.pyo@bsu.edu

**Course Description:**

This course is the second half of the advanced ESL academic writing course for ESL students. It provides foundational academic writing skills essential for writing various types of essays and research. It promotes an awareness of the interplay among purpose, audience, content, structure, and style while cultivating knowledge of academic vocabulary, collocations, grammar, and documentation. The course also develops critical reading and responding to various texts to compose summary response essays.

**Objectives:**

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

1. Understand what academic writing is in an American context.
2. Demonstrate rhetorical knowledge.
3. Engage in critical thinking, reading, and writing.
4. Use academic language such as academic vocabulary and collocations.
5. Demonstrate effective use of sentence structure, grammar, and punctuation.
6. Understand American academic conventions including plagiarism issues in academic writing.
7. Improve critical reading and writing skills through a variety of texts

**Required Textbook**: Final Draft 4. Wendy Asplin, Monica F. Jacobe, and Alan S. Kennedy, Cambridge, 2016. ISBN: 9781107495579

All other materials will be available on Canvas.

**Evaluation:**

Attendance and participation 5%

Academic Language Journal 5%

Quiz 10

Essays 20%

Essay tests 20

Writing projects 20%

Research paper 20%

**Class Requirements:**

* **Attendance and participation**: Attendance and participation are essential for constructing our interactive classroom and knowledge. Absence will be counted 10 minutes after the hour and a tardy 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 it 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 learning essay lessons, students will be required to submit them during the semester (including a cause and effect essay, a problem-solution essay, and an argumentative 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.
* **Quizzes**: Quizzes will be given to test students’ understanding of the lessons including academic vocabulary and collocations, grammar, and citations.
* **Writing projects**: Students will write three responses to texts. Students will watch videos on TED Talks and write reader responses to the texts. Guidelines will be provided later.
* **Research paper**: Students will choose a topic and conduct research. Guidelines will be provided later.

**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, which may include detention, residential groundings, and parent/principal conferences, 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.

The statement of artificial intelligence (AI) was 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 that 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.” Also, 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**

* Week 1(01/07-09) Ch.3 Cause and Effect Essays/the use of colons, semicolons, and commas

Week 2(01/14-16) Ch.3 Cause and Effect Essays

Week 3(01/21-23) Ch.3 Cause and Effect Essays/Response to a Text

**Video: Shawn Achor**

[**http://www.ted.com/talks/shawn\_achor\_the\_happy\_secret\_to\_better\_work.html**](http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work.html)

Academic language journal/Quiz/Essays/Essay tests/Writing project1

* Week 4(01/28-30) Ch. 4 Problem-Solution Essays

Week 5(02/04-02/06) Ch. 4 Problem-Solution Essays

Week 6(02/11-02/13) Ch. 4 Problem-Solution Essays/Adverbial intensifier

Video: Chimamanda Ngozi Adichie: The Danger of a Single Story

Academic language journal/Quiz/Essays/Essay tests/Writing project 2

* Week 7(02/18-20) Lesson 9 Argumentative Essays

Week 8(02/25-27) Lesson 9 Argumentative Essays

Week 9 Spring Break(03/03-09)



Week 10 (03/11-13) Argumentative Essays/Hedging

Video: Kelly McGonigal: How to make stress your friend

Academic language journal/Quiz/Essays/Essay tests/Writing project 3

* Week 11(03/18-20) Timed Essays

Week 12(03/25-27) Timed Essays

Academic language journal/Essay tests

* Week 13(04/01-04/03) Writing with research

Week 14(04/08-10) Research paper analysis 1: The Story of Bottled Water (Annie

Leonard)

Video: Emma Bryce: What Really Happens to the Plastic You Throw Away.

Week 15(04/15-17): Research paper analysis 2: a student’s example of a research paper

Week 16(04/22-24), 04/21(no class): Working on your research paper

Academic language journal

* Week 17(04/28-05/01) Wrap up/Research Paper due

If necessary, this syllabus is subject to change during the semester to better accommodate the classroom situation(s).