**ESL Composition 1: Fall 2023**

**Instructor:** Dr. Jeongsoo Pyo

**Office:** EL-009A

**Office Hours:** TWF 9:00-12:00/T 4:00-5:00 **E-mail:**jeongsoo.pyo@bsu.edu

**Course Description:**

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

**Objectives:**

By the end of this course, the student will be expected to be able 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, collocations, and phrases.
5. Demonstrate effective use of structure, grammar, punctuation, and spelling.
6. Understand 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.

ISBN: 9781107495579

# All other materials will be available on Canvas.

Additional Materials:

* A notebook for notes
* Two folders for keeping your written work and submitting your homework.

**Evaluation:**

1. Attendance and classroom participation 10 %

2. Essays (seven) 50%

3. Midterm test 20%

4. Quiz (six) 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.
* Homework (HW). Homework will be assigned on the syllabus with the due date. Some assignments will be necessary as preparation for the next class and may not be collected for points.
* Mid-Term Test: The mid-term test will be in the form of summary-response essays.
* Seven essays: After students learn each essay lesson, they are required to submit a total seven essays during the semester (including a summary-response essay, an academic essay, a narrative essay, a cause-and-effect essay, a comparison and contrast essay, a problem-solution essay, and an argumentative essay. 3-4 pages, double-spaced, times new roman).
* Quizzes: six quizzes will be given to check students’ understanding of essays including vocabulary, grammar, avoiding plagiarism, or writing a prompt 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.

**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**

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| --- | --- | --- | --- |
| **1. Summary-Response Essays** | | | |
| 08/14 |  | Overview of course |  |
| 08/15 | Ch. 6 Summary-Response Essays | -Brainstorming and academic language  -\*Introduction: Entering the Conversation | Assigned reading |
| 08/16 |  | M. Tartakovsky, “Overcoming Information Overload” | Assigned reading |
| 08/18-22 | Analysis of the essay | -Steven Rosenbaum, “Stop Knocking Curation”  -Summary-Response Essay for “Stop Knocking Curation” | Assigned reading  Fill out the essay outline (p188-189) |
| 08/23 | Structure of the essay | \*2. “Her Point Is”: The Art of Summarizing | Assigned reading |
| 08/25 | Structure of the essay | \*4. “Yes/No/Okay, But”: Three Ways to Respond | Assigned reading |
| 08/28 | Structure of the essay | \*5. “And Yet”: Distinguishing What You Say from What They Say | -Brainstorming sheet (use the chart of p.179) +Your essay outline (p.209-210) due  -Assigned reading |
| 08/29-30 | Grammar skills | Language for summarizing, neutral language/ avoiding overuse of keywords/ noun clauses |  |
| 09/01 | Plagiarism | -How to use a note-taking system to avoid plagiarism |  |
| 09/04-05 | Labor Day weekend |  |  |
| 09/06 | **Quiz** |  |  |
| **2. Academic Essays** | | | |
| 09/08 | Ch.1 Academic Essays | Brainstorming and academic language | **Summary-response essays due** (use the self-editing review p.275) |
| 09/11 |  | Scott Harris, Buy Nothing Day | assigned reading |
| 09/12 | Analysis of the essay | The essay, “The Benefits of Online Shopping” | -assigned reading  -fill out the essay outline(p.23) |
| 09/13-15 | Structure of the essay | pp.24-31 | Outline due for your academic essays (p.44)+brainstorming (p.42) |
| 09/18-19 | Writing skills and grammar | Thesis statements/gerunds and infinitives |  |
| 09/20 | Citation | \*3. “As He Himself Puts It”: The Art of Quoting | Assigned reading |
| 09/22 | **Quiz** |  |  |
| **3. Narrative Essays** | | | |
| 09/25 | Ch. 2 Narrative Essays | Brainstorming and academic language | **Academic essays due** (self-editing review p.270) |
| 09/26 |  | Robert Kosi Tette, “An Immigrant’s Silent Struggle” | Assigned reading |
| 09/27 | Analysis of the essay | The essay, “How I Became a Mexican American” | Assigned reading+Outline(pp.57-58) |
| 09/29-10/02 | Structure of the essay | pp.58-65 | Outline due for your narrative essays (p.77) and brainstorming(p.75) |
| 10/03 | Writing skills and grammar | Parallel structure, sentence variety, past tense forms |  |
| 10/04 | Citation | How to choose a quotation |  |
| 10/06 | **Midterm test** |  |  |
| 10/09-10 | Fall break |  |  |
| **4. Cause and Effect Essays** | | | |
| 10/11 | Ch. 3 Cause and Effect Essays | Brainstorming and academic language | **Narrative essays due** (self-editing review p.271) |
| 10/13 |  | Nancy Darling, “Moving is Tough for Kids” | Assigned reading |
| 10/16 | Analysis of the essay | The essay, Rural Communities Left Behind | Assigned reading with essay outline (p.109)  Outline for cause and effect essays (pp.109-110)+brainstorming(pp.106-107) |
| 10/17-20 | Structure of the essay | pp.89-96 |  |
| 10/23 | Writing skills and grammar | Paraphrasing/ fragments/ comma splices/run-on sentences |  |
| 10/24 | Plagiarism | pp.104-105, p.108 |  |
| 10/25 | **Quiz** |  |  |
| **5. Comparison and Contrast Essays** | | | |
| 10/27 | Ch. 4 Comparison and Contrast Essays | Brainstorming and academic language | **Cause and effect essays due** (self-editing review p.272) |
| 10/30 |  | Robert Gottlieb, “The Cost of a Global Food Chain” | Assigned reading |
| 10/31 | Analysis of the essay | The essay, “The Naturally Inferior Choice” | Assigned reading+essay outline (pp.121-122) |
| 11/01-03 | Structure of the essay | pp.122-129 | Outline due for your essay (p. 141) +brainstorming(p.139) |
| 11/06-07 | Writing skills and grammar | Words related to similarities and differences, coherence, appositives |  |
| 11/08 | Plagiarism | Criteria for evaluating a source |  |
| 11/10 | **Quiz** |  |  |
| **6. Problem-Solution Essays** | | | |
| 11/13 | Ch.5 Problem-Solution Essays | Brainstorming and Academic language | **Comparison-contrast essays due** (self-editing review p.273) |
| 11/14 |  | Britt Peterson, “The Psychology Behind Cyberchondria” | Assigned reading |
| 11/15 | Analysis of the essay | The essay, “Social Media, Consumers, and Health Care”  Analysis of the essay | Assigned reading+outline (pp.153-154) |
| 11/17 | Structure of the essay | pp.154-163 | Outline due for your essay (pp.174-175)+brainstorming(p.172) |
| 11/20-23 | Thanksgiving break |  |  |
| 11/27 | Structure of the essay | pp.154-163 |  |
| 11/28 | Writing skills and grammar | Summarizing/refuting /It…constructions |  |
| 11/29 | **Quiz** |  |  |
| **7. Argumentative Essays** | | | |
| 12/01 | Ch.7 Argumentative Essays | Brainstorming and academic vocabulary | **Problem-solution Essays due** (self-editing review p.274) |
| 12/04 |  | Dawn Branley, “Dunbar’s number” | Assigned reading |
| 12/05 | Analysis of the essay | The essay, “Why Girds Should Learn Alone: | Assigned reading+outline (pp.223-224) |
| 12/06-08 | Structure of the essay | pp.224-235 | Outline due for your argumentative essays(pp.247-248)+brainstorming(p.245) |
| 12/11-12 | Writing skills and grammar | Audience and appeal/language for counterarguments and refutation |  |
| 12/13 | Citation | how to cite graphs and charts |  |
| 12/15 | **Quiz** |  | **Argumentative essays due** (self- editing review p.276) |