Course Syllabus: ESOL 0052 WRITING
World Languages, Cultures and Communications
Richland College

ESOL 0052          Section: 83505

Semester: Spring          Year: 2013

Instructor: Dionne Davis

Phone: 972-238-6140          (email) Dmdavis76@gmail.com

Days:          Time:

Classroom:


Course Materials:

IMPORTANT DATES

Date by which you must obtain texts and all class materials:

____________________________________________________

Semester Holidays: Development/Service Days---Thursday and Friday, February 21-22; Spring Break---Sunday – Sunday, March 17-25; Spring Holiday---Friday and Saturday, March 29-30

Common Prompt Dates: March 13th/14th and April 3rd/4th

Last day to drop with grade of W: Thursday, April 18th

Final Exams: May 13-16
I. INTRODUCTION

This two-credit hour course is a 1 lecture, 3-lab hour course. In this course, you will be doing a variety of learning activities. One lecture and 2 lab hours will consist of in-class activities. The third lab hour will consist of out-of-class assignments, which will be completed on eCampus. Participation and completion of all lecture and lab activities and assignments will contribute to your final grade.

II. DISTRICT COURSE DESCRIPTION

This course introduces the elements of formal paragraph structure as well as writing as a process—-inventing, drafting, revising, and editing. It emphasizes a variety of modes such as narration, description, definition, and explanation.

III. COURSE DESCRIPTION/OBJECTIVES

This course is designed to help you improve your writing skills in English. You will engage immediately in speaking and writing activities. You will get ideas for writing topics and develop your writing fluency through writing journals and quick writes. When you write journals and quick writes, you will write what you are thinking about without worrying about grammar and organization. During each step of the writing process, you will interact with students in class to get ideas and review your drafts. You will also work on your own to produce the writing drafts. Additionally, you will study grammar points that are troublesome for you.

You will study writing as a process involving:

- inventing (getting ideas)
- drafting (writing down your ideas)
- revising (making changes to clarify meaning)
- editing (correcting grammatical and syntactic mistakes)

Generally, you will spend classroom time in one of two ways:

1. LECTURE / DISCUSSION TIME - During this time your instructor will new ideas or topics to the class.

2. WORKSHOP TIME - During this time you will work together with other students in class to share your ideas about writing projects and to peer review. Sometimes you will be in pairs; sometimes you will be in small groups. You may also have individual conferences with your instructor

In addition to the work you do in class, you should plan on spending six hours each week on homework assignments. If you need extra help with the work you need to do outside of class, you can go to The Learning Center in M-216 for free tutoring.
IV. LAB REQUIREMENTS
For this course, you are required to complete six lab assignments outside of the writing class. These assignments are designed to give you extra practice to help you understand more and meet the objectives of the writing course.
During the first week of class, you will receive a lab brochure that includes basic information about the lab: the syllabus-at-a-glance, the schedule of due dates, and how to access the assignments and quizzes on eCampus. Check the dates when assignments are due; you are responsible for doing all assignments by the due dates listed in the course brochure. Some assignments may have exercises that must be done in the ESOL Lab – WH261. If you have any questions about or problems with your lab assignments, you should contact your lab instructor (contact information is in the Lab brochure).

The grade you receive after you complete all lab assignments is worth 10 percent of your lecture course grade. Failure to do your assignments and turn them in by the due dates will affect your lab grade. This will, in turn, affect your final course grade.

V. PREREQUISITES
Before signing up for this course, you should have

- Successfully completed ESL 0051/0061 and received an ESOL 0052/0062 recommendation from your instructor or
- Scored between 61-74 on the Compass Test

VI. COURSE POLICIES

A. CLASSROOM ATMOSPHERE

In ESOL 0052 you will find an informal classroom atmosphere. You will be expected to participate in group activities as well as individualized projects and assignments. You will need to share your ideas and encourage your classmates to talk as much as possible during small group sessions and class discussions. At all times, you should do your best to make other students feel relaxed and at ease. When you are given class time to complete individual assignments, occasional, quiet conversation is acceptable, but try not to disturb other students who are working.

- Feel free to ask questions and participate in class discussions
- Respect opinions from classmates and the instructor
- Work cooperatively with other students

B. ATTENDANCE POLICY

You are expected to attend each class period in order to receive the individual attention peer/instructor interaction the course is designed to give. Group work is an important part of ESOL 0052. If you are absent, you will cause many problems for your instructor and for other students in the class. Many assignments (quick-writes, dictations, peer reviews, group discussions, etc.) cannot be made-up. If you are absent from class, you may not be able to get a grade for missed assignments.

Excessive absences may result in a failing course grade if you miss critical assignments. “Excessive absences” means:
- Three absences during a summer session
- Four absences in a class that meets two times a week
- Six absences in a class that meets three times a week

If you have excessive absences, consult your instructor to determine whether you wish to drop the course or receive a lowered course grade.

Sometimes it may be necessary for you to miss an occasional class due to illness or for business or personal reasons. If possible, notify your instructor ahead of time or leave a message for him/her at the office number listed on the first page. When you return to class after being absent, it is your responsibility to check with classmates, or your instructor to find out what assignments you have missed and to request handouts, which may have been given during your absence. It is always a good idea to exchange telephone numbers with a classmate, so you can give each other homework assignments if one of you misses class.

C. ACADEMIC HONESTY

Cheating is considered to be a serious offense at Richland College. Students who are caught cheating may be expelled from the college. If you are caught cheating in this class, you will receive an F for this course.

Academic dishonesty includes cheating on tests, plagiarism, and collusion. Cheating includes copying from another student’s test or paper, using materials not authorized, collaborating with or seeking aid from another student during a test. Plagiarism is the obtaining by any means another student’s work and the unacknowledged inclusion of it in one’s own writing. It is also including information from a source (e.g. an Internet article) without giving credit to the source. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

VII. COURSE WITHDRAWAL PROCEDURES

Sometimes, for business or personal reasons, people can’t finish a course they start. If this happens to you, be sure to officially drop this course.

TO DROP A COURSE, YOU MUST FILL OUT A FORM IN THE MULTICULTURAL CENTER, instead of the Admissions Office. If you stop coming to class and don’t drop the course, your instructor will be forced to give a grade. Every semester, many students get grades of "F" because they did not fill out the form to drop their courses.

ONLY YOU HAVE THE AUTHORITY TO DROP THIS COURSE. YOUR INSTRUCTOR CAN NOT DROP FOR YOU. IF YOU STOP COMING TO CLASS AND DO NOT DROP THE COURSE, YOU WILL GET A GRADE OF “F”.

VIII. COURSE GRADE REQUIREMENTS

Your final course grade will be determined both by the amount of work you complete and by your writing and grammar proficiency at the end of the course.

- 60% COMPOSITION AVERAGE
- 20% PORTFOLIO/EXIT PROCEDURE AVERAGE
10% DAILY ASSIGNMENTS/JOURNAL WRITING
10% LAB LESSON AVERAGE

NOTE: You must earn an overall grade of \( \geq 74.5 \) to move on to the next level.

*IX. NEW GRADING SCALE FOR WRITING
The school has eliminated the use of Egrade for all developmental courses. Because of this, the new grading scale listed below will now be used. Please review this new grading scale very carefully.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5 - 100</td>
</tr>
<tr>
<td>B</td>
<td>79.5 - 89.4</td>
</tr>
<tr>
<td>C</td>
<td>74.5 - 79.4</td>
</tr>
<tr>
<td>D</td>
<td>59.5 - 74.4</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.5</td>
</tr>
</tbody>
</table>

**In order to exit to the next level of writing, students must earn a number grade of 74.5 or higher in writing. At the same time, students must also earn 74.5 or higher in grammar in order to move on to the next level in Writing and Grammar.**

X. A WORD ABOUT PORTFOLIOS
Portfolio assessment involves two parts within our program:

1. The Working Portfolio-- you will keep all of your work in a folder throughout the semester. Your final drafts and peer review questions will be included in the working portfolio.

2. The Evaluative Portfolio-- You will be asked to select one in-class writing paragraph and one process paragraph for evaluation. This evaluative portfolio will be compiled during the semester. It will be evaluated by a team of reviewers, and you will receive feedback on the evaluation during the week of final exams.

XI. COURSE RECOMMENDATIONS
Following the portfolio evaluation process, you will receive a course recommendation from your instructor. The course recommendation suggests the next level writing and grammar courses for which you should register. Possible recommendations include:

- REPEAT ESOL 0052/0062
- TAKE ESOL 0053/0063

XII. SPECIAL POLICIES

ADA Statement--If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Richland College Disability Services Office.

Financial Aid—If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.
Religious Holidays—Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog Student Obligations section.

Cellphone Protocol—Cellphones should be turned off completely during class (no ringing, no vibration, and out of sight.) This policy is necessary due to the disruptive nature of cellphones.

Food & Drink Policy—Food and drink are prohibited in Richland classrooms and labs unless otherwise specified by a faculty member. Please ask your instructor about his/her policy.

Campus Emergency Operation Plan—To help ensure your safety on campus, please watch this video on keeping safe in a campus emergency at the following address:

   http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv"

Obtaining Final Course Grades Using eConnect—Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Texas Success Initiative (TSI) Requirements—The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office in T170T or T170S (phone no. 972-238-6115 or 971-238-3787) or at http://www.rlc.dcccd.edu/regi/resource/tsi.htm

Richland College’s Quality Enhancement Plan ~ Learning to Learn: Developing Learning Power—Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto http://www.richlandcollege.edu/qep2013/.

Academic Progress—Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

XIII. CONTINGENCY PLAN STATEMENT—

In the event that the college has to temporarily close, students should contact their instructor via email for further information and instructions. At that time, instructors will communicate with students the following information via email:

   a) Length of campus closing (if known),
   b) Information about where and how to access assignments,
c) Reminder to check website, news, hotlines, etc. for college information.

Instructors will post assignments and assigned reading via either eCampus or email.

XIV. PARTING THOUGHTS

Now that you have read over these guidelines for the course, please remember to—

* feel free to ask questions and participate in class discussions
* respect the opinions of classmates and the instructor
* work cooperatively with other students.

ENJOY YOUR WRITING AND HAVE A GREAT SEMESTER!

<table>
<thead>
<tr>
<th>Wk</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of students, diagnostic writing sample, course syllabus</td>
</tr>
<tr>
<td>Unit</td>
<td>Task</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>Review</td>
</tr>
</tbody>
</table>
| 2    | Unit 2—Developing Ideas for Writing a Paragraph  
Unit 3—The Topic Sentence |
| 3    | Appendix 1—Understanding the Writing Process: Seven Steps  
Begin Unit 10—Narration Paragraphs |
| 4    | Write first process paragraph (Narration) using inventing, drafting, revising, and editing.  
[Lab 1] |
| 5    | Write first In-class paragraph (Narration).  
Begin Unit 8—Descriptive Paragraph |
| 6    | Begin Descriptive Process Paragraph  
[Lab 2] |
| 7    | Complete Descriptive Process Paragraph  
Prepare for Descriptive In-class Paragraph |
| 8    | COMMON PROMPT I (Description)  
Begin Unit 7—Process Analysis Paragraphs (Explanation)  
[Lab 3] |
| 9    | Explanation Process Paragraph |
| 10   | Complete Explanation Process Paragraph  
COMMON PROMPT II (Explanation)  
[Lab 4] |
| 11   | Begin Unit 9—Opinion Paragraphs:  
• Select writings for portfolio folders and turn in. |
| 12   | Complete Opinion Process Paragraph  
[Lab 5] |
| 13   | Turn in Opinion Process Paragraph  
Write fourth In-class Paragraph (Opinion) |
| 14   | Begin Unit 11—Paragraphs in an Essay: Putting It All Together  
Begin writing a five-paragraph essay  
[Lab 6] |
| 15   | Complete the five-paragraph essay. |
| 16   | Finals Week: End-of-course Advisement |