

**CENTRAL TEXAS COLLEGE  
SYLLABUS FOR DSLA 0321  
WRITING II (ESL)**

**SEMESTER HOURS CREDIT: 3  
(Not Transferable)**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. This intermediate writing course is designed for speakers of languages other than English. The purpose of this course is to assist you in developing effective writing in a variety of rhetorical modes and to provide practice in essay writing.
- B. This English-as-a-Second-Language (ESL) course is required for all international students with an institutional TOEFL score between 400-520 (paper-based) or 68 (Internet-based). This course is recommended for all non-native speakers who score low on the ACCUPLACER.
- C. N/A
- D. Prerequisite(s): You MUST have the prerequisite course, DSLA 0314, Writing I (ESL), before taking this course or you must have the appropriate score on the CELT writing placement (Essay + Grammar Sections).

**II. COURSE LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to write well-developed, logical and coherent expository and persuasive essays which clearly communicate ideas to readers.

**III. INSTRUCTIONAL MATERIALS FOR STUDENTS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

#### IV. COURSE REQUIREMENTS

A. Reading Assignments:

Your instructor will assign pages in the required text as needed. Announced and unannounced quizzes will be given on any materials assigned. Teachers expect students to do all assigned homework. Sometimes it will be handed in for a grade; sometimes the teacher will simply go over it in class.

B. Portfolio and Lab:

You must complete three 3-paragraph expository essay entries, five 5-paragraph persuasive essays, a narrative essay, and one advertising advertisement. All of your writings should be maintained in your writing portfolio.

You must also complete a minimum of **16 lab hours** using *MyLabsPlus* software, either in the computer lab or through special class sessions, which meet outside of regularly scheduled class times and are assigned by your teacher. You must complete your lab hours according to the schedule provided by your instructor. Your lab deadlines are below:

**Saturday, February 28, 2015 - 8 hours completed (halfway)**

**\*Saturday, April 18, 2015 - 16 hours completed (final deadline)**

\*All 16 hours must be completed by this date. If a student fails to complete all 16 hours by this deadline, he or she will not be allowed to take the final exam.

C. Class Performance:

1. Assignments

Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day.

2. Examinations

a. Be present for all examinations. All missed exams must be cleared **BEFORE** the exam. If you have an emergency, you must have a doctor's note or a note that it has been cleared through the Director of International Student Services or site personnel in an equivalent position. Otherwise, you will receive a zero.

b. If you are late for a major exam, announced quiz, or a major presentation, you will lose 10 pts. for that grade. If you are more than 15 minutes late for a test, you will not be allowed to take the exam, and a make-up exam will be scheduled for you.

c. All make-up exams will be given on one day that will be determined by the department.

d. Cheating or any form of dishonesty will result in a zero on the exam and possible dismissal from school. Any incidents of cheating will go on your permanent school record. **All electronic devices such as cell phones and iPads must be turned off and put away out of sight while student is taking a test or in any lab.**

- e. Try not to speak in your native language. Speak English as much as possible within the classroom.

D. Class Participation:

- 1. Attendance: Unlike some other schools, CTC requires that you attend class. The CTC Catalog states that you may be administratively withdrawn from any class when your absences exceed a total of 4 class/meetings in the spring and fall semesters and 3 class/meetings in the summer.

**Students entering the classroom after class begins, leaving during class, or leaving before the class ends, disrupt the educational process. For this reason, instructors may choose to lower the student's grade for being tardy and/or leaving early an excessive number of times.**

- 2. Length of Class: Class begins on **January 20, 2015**. It ends on **May 7, 2015**. If you arrive late or leave class early, it will count against you as an absence unless it's an emergency and it has been verified with the Director of International Student Services on Central Campus or some designated authority at another site. It is your responsibility to know the dates of class and to be in attendance.

V. **EXAMINATIONS**

- A. There will be two major exams given: a midterm and a final. Each exam will include an objective part and a writing section.
- B. The final exam will be comprehensive and is in two parts: the objective final and a final essay.
- C. The final essay will be given on **April 30, 2015** and the objective final will be given on **May 7, 2015**. You are required to be here at that time. You may not take your exam early unless you are 1) being deployed overseas or 2) moving out of the area and not coming back. This is departmental policy. Emergencies may be cleared with your instructor who will make arrangements for you to take your exam on another date.

VI. **SEMESTER GRADE COMPUTATIONS**

Essays	25%
Midterm	20%
Final (essay and objective)	30%
Quizzes/Homework	15%
Completion of lab and any required lab test	<u>10%</u>
Total	100%

**To pass this course, you must have a 70% or above in your coursework.**

Your instructor will not grade your final essay. Another English instructor will assign a score using an established rubric. The following grades will be assigned for the course:

90-100	A	Superior
80-89	B	Above Average
70-79	C	Average
below 70	N	Needs to raise performance to acceptable level
	X or X (N)	Unacceptable performance due to poor attendance
	W	Withdrawal from course (by student)

## VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. Course Withdrawal: It is the student's responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who must or desires to officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The student must sign the withdrawal form.

CTC Form 59 will be accepted at any time prior to Friday of the 12<sup>th</sup> week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is

10-week session	Friday of the 7 <sup>th</sup> week
8-week session	Friday of the 6 <sup>th</sup> week
6-week session	Friday of the 4 <sup>th</sup> week
5-week session	Friday of the 3 <sup>rd</sup> week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "N" or "XN" for nonattendance.

If you have been placed in a DSLA course due to ACCUPLACER, TOEFL, or other college placement tests and you are taking other college-level courses, you will not be allowed to withdraw from the developmental course. Also, even though you may pass the ACCUPLACER during the semester, you must remain in the developmental course for the remaining semester. If you withdraw under these conditions, the college may totally withdraw you from your program.

- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.
- C. Incomplete Grade: The College catalog states, “an incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. Prior approval from the instructor is required before the grade of “XN” for Incomplete is recorded.
- D. Cellular Phones, Beepers, and Children: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Children are not allowed to sit in class or any labs due to the liability issue.
- E. Americans With Disabilities Act (ADA): The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to behave in the classroom with politeness, courtesy, and respect toward the instructor and other students in the room. Failure to act with civility may result in disciplinary action up to and including expulsion from CTC.

## VIII. COURSE OUTLINE

- A. Unit One – *Learning the Components of Writing Simple Paragraphs*
1. Learning Outcomes
    - Given a topic you have not previously worked with, you will be able to demonstrate the use of brainstorming, mapping or other prewriting skills to organize ideas into at least 3 general details that clearly relate to your topic sentence. (C1, C6, C17, F7, F9, F11-12) (Application)
    - Given 5 passages, you will be able to recognize topic sentences, supporting details, and concluding statements with 75% accuracy. (C5-7, F2, F7, F11) (Comprehension)
    - Given a general topic you have not previously worked with, you will be able to expand the topic to a topic sentence that includes a clear controlling idea

and that, when rated on a combined holistic scale of 1-8, rates a 5 or better. (Synthesis)

- Given a topic you have not previously worked with, you will be able to create at least 2 or more subordinate details, explanations, anecdotes, or other pieces of evidence/data to clearly support each general detail. (Synthesis)
- Given a topic you have never worked with, you will be able to organize the topic and details into an expository pattern that, when rated on a combined holistic scale of 1-8, rates a 5 or better. (C5-7, F2, F7-10) (Synthesis)

## 2. Learning Activities

- Identify purpose.
- Practice brainstorming and organizing using clustering and outlining. (C5-7, C9, C12-14, F2, F7-12)
- Identify the steps for freewriting and practice those steps. (C5-7, F2, F7-12)
- Practice the 6 steps of the writing process.

## 3. Equipment and Materials

- Overhead projector
- Instructor prepared transparencies for editing exercises
- Instructor prepared handouts
- MyLabsPlus software

## 4. Audio-Visual Aids

- MyLabsPlus

## 5. Lesson Outline

- Chapter 2: *The Writing Process: Laying the Foundation*
  - Subject/Purpose/Audience
    - Ex 1, pp 9
    - Ex 3, pp 10
  - Brainstorming/Clustering/Freewriting
  - Organizing
  - Revising
  - Editing
    - Ex 7, pp 16 on the Expository paragraph
    - Ex 9, pp 19 on the Expository paragraph
- Chapter 3: *Writing a Powerful Paragraph: Building the Foundation - Review*
  - Narrowing/Making a point/Expressing an opinion/attitude
  - Generating, selecting, organizing, developing ideas

- (3) Writing a 1<sup>st</sup> draft/conclusion
- (4) Unity
- (5) Coherence
- (6) Peer Review
- (7) Using Articles
- (8) Using Pronouns
- (9) Using Capitalization

c. Chapter 4: *Writing an Effective Essay: Building a Larger Structure*

- (1) Identifying issues and creating a thesis statement
- (2) Making a case to support your agreement
- (3) Making details specific
- (4) Editing
- (5) Independent and dependent clauses

d. Chapter 12: *Using Pronouns* - Review

- (1) Personal pronoun usage
  - (a) Ex 1, pp 156
  - (b) Ex 2, pp 156
- (2) Compose sentences focusing on pronoun agreement
- (3) Collective nouns
- (4) Pronoun bias
- (5) Reflexive pronouns
- (6) Demonstrative pronouns
- (7) Relative pronouns

B. Unit Two: *Creating Effective Sentences*

1. Learning Outcomes

- Given simple, compound, and complex sentence patterns, you will be able to identify sentences in each pattern correctly with 70% accuracy. (Evaluation)
- Given simple, compound, and complex sentence patterns, you will be able to create sentences in each pattern correctly with 70% accuracy. (Synthesis)
- Given a paragraph with multiple errors, you will be able to edit/revise the paragraph with 75% accuracy and demonstrate consistent good editing in your own work. (C5-7, C9-10, C12-14, F2, F11) (Comprehension/Application/Evaluation)
- Given a computer in the computer lab, you will be able to access the Mylabsplus software in order to practice and reinforce grammar skills and finish the prescribed work by the pre-published deadlines. (C18-20) (Application)

2. Learning Activities
  - a. Join sentences with conjunctions. (F2, F7, F10-12)
  - b. Punctuate compound sentences. (F2, F7, F12)
  - c. Edit sentences to identify and correct structural, grammatical, and punctuation errors. (F12)
3. Equipment and Materials
  - a. Overhead projector
  - b. Instructor prepared transparencies for editing exercises
  - c. Instructor prepared handouts
  - d. MyLabsPlus software
4. Audio-visual Aids
  - a. MyLabsPlus
5. Lesson Outline
  - a. Chapter 6: *Joining Sentences Through Coordination*.
    - (1) Exercises 1-8
  - b. Chapter 9: *Repairing Run-ons and Correcting Comma Splices*.
    - (1) Identifying and editing fragments
    - (2) Identifying and editing comma splices
    - (3) Identifying and editing run-on sentences
    - (4) Editing paragraphs
  - c. Chapter 27: *Punctuating Sentences*
    - (1) Commas
    - (2) Semicolon
    - (3) Colon
    - (4) Dash
    - (5) Quotation Marks
  - d. Chapters 11 and 30: *Using Past Tense and Past Participle and Keeping Verbs in Order*
    - (1) Phrasal Verbs
    - (2) Double negatives

C. Unit Three: *Understanding the Power of Words*

1. Learning Outcomes
  - Given assigned topics, you will be able to practice and improve your vocabulary and sentence constructions by writing. (F13, F14, F16, F7-12) (Application)
2. Learning Activities
  - a. Eliminate wordiness (F2)
  - b. Use appropriate language for a specific context (C7)
  - c. Differentiate between words that sound alike (C5)
  - d. Differentiate between words that look almost alike (C5)
  - e. Use lay/lie, sit/set, raise/rise correctly (F11)



3. Equipment and Materials
  - a. Instructor prepared handouts
  - b. Computer lab (C8)
4. Lesson Outline
  - a. Hand in the writing assignments each due date.
  - b. Chapter 29: *Writing the Right Word*
    - (1) Sound-alikes
    - (2) Say-tell/ Negatives
    - (3) Easily-confused words

D. Unit Four: Creating Essays

(\* This unit runs concurrently with the previous units so that students are writing for the length of the course while they are working with grammar skills.)

1. Learning Outcomes

- Given an unrehearsed topic, you will be able to write one well-developed and coherent expository five-paragraph essay, which, when rated on a combined holistic scale of 1-8, scores a 5 or better within the classroom setting. (Evaluation, Synthesis)
- Given an unrehearsed topic and two hours, you will be able to write one well-developed and coherent five-paragraph persuasive essay with a combined score of 5 or above on a holistic scale of 1-8. (C1, C5-7, C15-17, F2, F7-12, F16) (Evaluation, Synthesis).

2. Learning Activities

- a. Brainstorm and negotiate ideas individually or with a group.(C9-14, F13-17)
- b. Compose topic sentences and thesis statements. (F2, F7-12)
- c. Create outlines and supporting details about topics. (C5-8, F2, F7-12)
- d. Compose concluding statements. (F12)
- e. Combine all elements to make a cohesive essay. (C1, C5-8, F2, F7-12)

3. Equipment and Materials

- a. Overhead projector
- b. Instructor prepared transparencies for editing exercises
- c. Instructor prepared handouts
- d. Computer (C19)

4. Audio-visual Aids

None

**DSLA 0321 Suggested Schedule of Instruction for Fall and Spring**  
(Instructors must adapt this to 10-week schedule in Summer)

Week #	Grammar Skills	Essay Form
1	Pre-course Skills Test; Writing sample	----
2	Chpt 2 Review/Brainstorming/Essay Intro/Discuss Mywritinglabsplus	Expository 3-paragr. essay
3	Chpt 3/Chpt 4	Expository 3-paragr. essay
4	Chpt 6	Expository 4-paragr. essay
5	Chpt 9/ Review/Practice test	Narrative 5-paragr. essay
6	Midterm Exam/Lab hour check	----
7	Review Exam/Work on writing an informative ad	Advertisement
8	Discuss elements of persuasive essay/Chpt 11	Persuasive 5-paragr. essay
9	Chpt 12	Persuasive 5-paragr. essay
10	Chpt 27	Persuasive 5-paragr. essay
11	Chpt 29	Persuasive 5-paragr. essay
12	Chpt 30	Persuasive 5-paragr. essay
13	Open for individual topics or additional text chapters as needed	
14	Final Essay – 2 hours in-class writing	
15	Practice Test/Post-course Skills Test	----
16	Objective Final	----

This is only a **suggested** schedule. You may modify topics after you have taught the course once or twice, but it is advised that you follow this schedule if it is the first time you have taught Writing II.