

**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. 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

Required: Set of earphones for personal use in lab.

IV. COURSE REQUIREMENTS

- A. Classes are 16 weeks during the fall and spring semesters and 10 weeks for the summer.
- B. Assignments are given to students by instructor daily. Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day.
- C. Try not to speak in your native language. Speak English as much as possible within the classroom.
- D. If the student is absent from class, it is his or her responsibility to contact his or her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.
- E. 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.
- F. Every student must complete a minimum of 16 hours in the Developmental Studies computer lab before the final deadline. Students will be given three deadlines throughout the term to monitor progression of the lab hour requirement.

All 16 hours MUST BE COMPLETED by the final deadline. If a student fails to complete all 16 hours by the final deadline, he or she will receive a grade of zero (0) on the final examination.
- G. You must maintain a writing portfolio. This portfolio will contain all the writing assignments from this term.

V. EXAMINATIONS

- A. Periodic examinations will be given during the course in order to evaluate a student's progress. There will be two major exams given: a midterm and a final (which includes an objective test and writing portion).

Failure to take the final examination for the course will result in a grade of zero, 0, to be posted for that examination. Students may not "retake" any exam. No "early" finals, take-home or open-book examinations will be administered. No examination grades will be dropped.
- B. **If you miss an exam, and have an excused absence, your instructor will arrange a make-up at his/her discretion. Said make-up may involve counting the next exam as a 200 point exam.**

If you miss an exam, and do not have an excused absence then a make-up exam will be granted only at the discretion of the instructor. The make-up exam, if granted, will be given by appointment only.

- C. 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.**
- D. Class exams will be returned to students within three class periods after the exam is administered.
- E. The instructor may require students to use a Bluebook/Scantron for each examination. Bluebooks/Scantrons are available in the Campus Bookstore.
- F. The final exam will be given on **the last day of class**. You are required to be here at that time.

VI. SEMESTER GRADE COMPUTATIONS

To receive a passing grade of “A,” “B,” or “C” in this course, each student must complete all requirements and assignments, and earn a weighted average of 70% or above derived from the periodic/unit examinations, homework, assessments and the comprehensive final examination. The My Labs assignments will determine 15%, in class writing assignments will determine 20%, homework and quizzes will combine to determine 15%, the midterm examination will determine 20%, and the final examination will determine 30% of the final average.

Final grades will follow the grade designation for developmental courses below:

- “A” – Weighted average of 90 – 100%
- “B” - Weighted average of 80 – 90%
- “C” - Weighted average of 70 – 79%
- “D” – Weighted average of 60 – 69%
- “F” – Weighted average of 0 – 59%
- “W” - Withdrawal from course (initiated by student)

Students may receive their grades through:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (online) Registration/Grades by computer are listed in the schedule bulletin.

Grades will not be posted.

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 Form59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday for the 12th week of classes during the 16-week fall and spring semesters. The deadline for a 10 week session is Friday of 7th week.

A student who officially withdraws will be awarded the grade of “W” provided the student’s academic performance is satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

If you have been placed in a DSLA course due to the CELT, TSIA, 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 TSIA or TOEFL 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 the program.

- B. 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 due to the liability issue.
- C. 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 for further information. Reasonable accommodations will be given in accordance with federal and state laws through the DSS office.
- D. 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 can result in disciplinary action up to and including expulsion from CTC.
- E. Office Hours: Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

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

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

3. Equipment and Materials

- a. Computer Lab
- b. Instructor prepared handouts

4. Lesson Outline

- a. Chapter 2: *The Writing Process: Laying the Foundation*
 - (1) Subject/Purpose/Audience
 - (a) Ex 1, pp 9
 - (b) Ex 3, pp 10
 - (2) Brainstorming/Clustering/Freewriting
 - (3) Organizing

- (4) Revising
- (5) Editing
 - (a) Ex 7, pp 16 on the Expository paragraph
 - (b) Ex 9, pp 19 on the Expository paragraph

- b. Chapter 3: *Writing a Powerful Paragraph: Building the Foundation* - Review
 - (1) Narrowing/Making a point/Expressing an opinion/attitude
 - (2) Generating, selecting, organizing, developing ideas
 - (3) Writing a 1st 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. Computer Lab
 - b. Instructor prepared handouts
 4. 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. Computer Lab
 - b. Instructor prepared handouts

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.