

**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 good paragraphs in a variety of rhetorical modes and to introduce and provide beginning practice on the essay form.
- 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), 97-183 (computer-based), or 68 (Internet-based). This course is recommended for all non-native speakers who score low on the ASSET.
- C. N/A
- D. Prerequisite(s): You MUST have the prerequisite course, DSLA 0314, Writing I (ESL), before taking this course.

**II. COURSE LEARNING OUTCOMES**

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

**08/31/09**

### III. INSTRUCTIONAL MATERIALS FOR STUDENTS

The instructional materials identified for this course are viewable through [http://www.ctcd.edu/im/im\\_main.asp](http://www.ctcd.edu/im/im_main.asp).

### IV. COURSE REQUIREMENTS

A. Reading Assignments:

Your instructor will assign pages in the required text as needed. Announced and un-announced 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. Journals and Lab:

You must complete a journal with 20 full-page entries and write and correct at least 3 in-class and 3 out-of-class paragraphs as a minimum requirement. This will count in your 10% participation grade explained in the grade computation section. You must also complete a minimum of 16 lab hours, 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, October 3, 2009 - 8 hours completed (halfway)**

**Saturday, November 21, 2009 - 16 hours completed (final deadline)**

C. Class Performance:

Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day. 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 on Central Campus or some designated authority at another site. Otherwise, you will receive a zero (0) for that test grade. 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. Try not to speak in your native language. Speak in English as much as possible.

D. Class Participation:

1. Attendance: Unlike schools in other countries, 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. The final decision rests with the instructor. Your instructor may choose to lower your grade or recommend disciplinary action for excessive tardiness.
  
2. Length of Class: Class begins on **August 31, 2009**. It ends on **December 8, 2009**. 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 here.

## 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. Reviews will be given for both exams.
  
- B. The final exam will be comprehensive and is in two parts: the objective final and two final paragraphs. The best paragraph will be selected for grading.
  
- C. The final paragraphs will be given on **December 1 and December 3, 2009** and the objective final exam will be given on **December 8, 2009**. 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 late.

## VI. SEMESTER GRADE COMPUTATIONS

|   |            |
|---|------------|
| Midterm                                     | 30%        |
| Final                                       | 40%        |
| Spelling and Preposition/Quizzes/Homework   | 15%        |
| Completion of lab and any required lab test | <u>15%</u> |
| Total                                       | 100%       |

**To pass this course, you must have a 70% or above in your coursework and get a passing mark (P) on your final paragraph.** Your teacher will not grade your final paragraph. Your paragraph will be given to a group of English teachers from the developmental department who will each give your paragraph a score. Your scores will be averaged for your final paragraph score. Off-campus sites will have to make their own arrangements for grading.

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 THEA, 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 THEA 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 due to the liability issue.
- E. American’s With Disabilities Act (ADA): Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.
- 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 can result in disciplinary action up to and including expulsion from CTC.

## VIII. COURSE OUTLINE

- A. Unit One – *Learning the Components of Writing a Simple Paragraph*
  - 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 clarity scale of 1-6, rates a 3 or better. (Synthesis)
- Given a topic you have not previously worked with, you will be able to create at least 2 or more smaller details, explanations, anecdotes, or other pieces of evidence/data to clearly support each general detail (a total of 6 or more). (Synthesis)
- Given a topic you have never worked with, you will be able to organize the topic and details into a narrative pattern that, when rated on a holistic scale of 1-6, rates a 3 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 in a journal and utilize those steps to write and correct journal entries outside of class. (C5-7, F2, F7-12)
- d. Practice the 7 steps of the writing process.

## 3. Equipment and Materials

- a. Overhead projector
- b. Instructor prepared transparencies for editing exercises
- c. Instructor prepared handouts
- d. mywritinglab software

## 4. Audio-Visual Aids

- a. mywritinglab

## 5. 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 1<sup>st</sup> draft/conclusion
  - (4) Unity
  - (5) Coherence
  - (6) Peer Review
  
- c. Chapter 19: *Narrative*
  - (1) Identifying and writing topic sentences.
  - (2) Organizing ideas by sequence.
  - (3) Making details specific

B. Unit Two: *Creating Effective Sentences*

1. Learning Outcomes

- Given simple, compound, and complex sentence patterns, you will be able to create 3 sentences in each pattern correctly. (Synthesis)
- Given 10 simple, compound, and complex sentence patterns, you will be able to combine patterns to produce at least 7 correct combinations. (Evaluation)
- Given a paragraph with at least 30 mistakes, 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) (Evaluation)

- Given 3 sentences, each demonstrating the following grammatical items in isolation, you will be able to select the correct use of each with 75% accuracy: verbals, other/another, say/tell, neither/either, would/will, reflexive/subject/object pronouns, and objective complements on a written test. (C5-7) (Recognize/Application)
- Given a computer in the computer lab, you will be able to operate it efficiently to access 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

- Join sentences with conjunctions. (F2, F7, F10-12)
- Punctuate compound sentences. (F2, F7, F12)
- Edit sentences to identify and correct structural, grammatical, and punctuation errors. (F12)

3. Equipment and Materials

- Overhead projector
- Instructor prepared transparencies for editing exercises
- Instructor prepared handouts
- Computer/mywritinglab software

4. Audio-visual Aids

- mywritinglab

5. Lesson Outline

- Chapter 6: *Joining Sentences Through Coordination.*
  - Exercises 1-8
- Chapter 9: *Repairing Run-ons and Correcting Comma Splices.*
  - Identifying and finding fragments
  - Identifying and finding verbals and verbal phrases
  - Changing fragments into sentences
  - Identifying and finding run-ons
  - Changing run-ons into legal sentences
- Chapter 27: *Punctuating Sentences*
  - Commas
  - Semicolon
  - Colon
  - Dash
  - 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 practice topics, you will be able to practice and improve your individual vocabulary level and sentence level errors by keeping a journal and making 90% of the corrections by the pre-determined deadline. (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 journal every week and complete corrections
- b. Chapter 29: *Writing the Right Word*
  - (1) Sound-alikes
  - (2) Confused words

D. Unit Four: Creating Paragraphs

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

1. Learning Outcomes

- Given an unrehearsed topic and two hours, you will be able to write one well-developed and coherent persuasive paragraph, which, when rated on a holistic scale of 1-6, scores a 3 or better. (C1, C5-7, C15-17, F2, F7-12, F16) (Evaluation)

2. Learning Activities
  - a. Brainstorm and negotiate ideas alone or with group. (C9-14, F13-17)
  - b. Compose topic sentences. (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 paragraph or 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
5. Lesson Outline
  - a. Persuasive paragraph - worksheets
    - (1) Identifying issues and creating topic sentence
    - (2) Making a case to support your argument
    - (3) Making details specific