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## ESL 103 - Writing II Spring 1998

**Instructor:** PATRICIA CARD  
**Office:** Eiben 124  
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### **COURSE GOAL:**

To provide further intensive instruction and practice in developing expository writing skills.

### **COURSE OBJECTIVES:**

The aim of this course is to improve your writing skills. In order to do this, the following skills will be introduced and practiced in this class:

1. Generating ideas about a topic by brainstorming, freewriting, looping, clustering, mapping, and listing ideas.
2. Organizing main ideas and supporting details.
3. Recognizing and producing major rhetorical patterns for successful writing such as, comparison/contrast or cause/effect.
4. Evaluating and making suggestions for improving your own writing and the writing of other students in class. (Revising for content and organization, reworking for diction, editing for grammatical form, and proofreading for mechanics such as, spelling, capitalization, etc.
5. Summarizing information in order to practice identifying the guiding idea or thesis of a paragraph or essay.
6. Practicing writing fluency by writing for 10 minutes daily in a journal.

### **TEXTBOOK:**

Mastering Writing Essentials by Andrew Macdonald and Gina Macdonald, Prentice Hall Inc ,1996.

A Writer's Reference by Diana Hacker. St. Martin's Press.

Longman Dictionary of Contemporary English

### COURSE MATERIALS:

A **3-ring binder with dividers** for classwork, homework, and drafts. You must keep all of the assignments/drafts related to each of the essays as these will be handed in when you hand in the final draft.

A supply of standardized, **college-ruled filler paper**. Classwork and homework assignments (including drafts of the essays) will all be done on this type of paper - unless you are typing them. At least two different colored pens for correction since you will be responsible for providing feedback to at least two classmates each time we do in-class editing.

A **journal** which will be collected weekly. You will be expected to make a 10 minute daily entry.

### FINAL GRADES:

Your final grade in this course will depend on how well you fulfill the Course Requirements.

1.	Attendance	5%
	Your attendance grade will be determined as follows:	
	0-3 absence	A
	4 absences	B
	5 absences	C
	6-7 absences	D
	7 + absences	F
2.	Classwork/Participation	20%
3.	Homework	15%
4.	Essays	40%
5.	In-Class Essays	20%

### PROGRESS REPORTS AND DEFICIENCY REPORTS

**Progress Reports:** Three times during the semester I will give you detailed reports and grades. These will be given during Week 6, Week 11, and Final Exam Week. The purpose of the first 2 reports (Week 6 and Week 11) is to let you know how you are doing and in what areas you can improve.

**Deficiency Reports:** If you receive a grade of D or F on either of the first 2 Progress Reports, it will be submitted to the Academic Advising Office. You will then receive a Deficiency Report from Chaminade University. Students who receive Deficiency Reports will be called in for a discussion of their work and their future at CUH. All faculty members are required to report students who are deficient.

### **COURSE CONTENT:**

You will practice brainstorming, freewriting, looping, clustering, mapping, and listing ideas. You will draft, revise, and edit academic essays, both in and out of class. You will practice writing fluency by keeping a journal in which you write for 10 minutes Monday through Friday. The journal will be turned in on Friday and returned to you on Monday.

The course is designed as a student-centered writing workshop facilitated by the instructor. There will be extensive in-class writing, completed as group, pair, and individual projects. Summarizing and referencing are introduced. Be prepared to discuss, question, problem-solve and write every day.

You will read your writing and your classmates' writing and make suggestions for improving it. You will rewrite drafts several times before handing in the final assignment. You will edit and proofread, your own writing and your classmates' writing.

### **COURSE REQUIREMENTS:**

1. **Attendance** - You are expected to attend each class. You must be on time so that you will be able to profit from the in-class activities which will begin promptly. These class activities are designed to guide you through the writing *process* and help you produce the very best *product* that you can.
2. **Participation** - You are expected to actively participate during class. This means 1) you are prepared for class, 2) you contribute to class discussions, 3) you complete assigned homework on time, 4) you work with your classmates in small groups and partner work, 5) you tell me when you are having problems and ask for help when you need it, and 6) you use English in class at all times. (Remember, in order to fulfill these requirements, you need to be in class.)
3. **Class assignments** - You are expected to complete all assignments on time. They contribute to successful performance on the essay to which they relate. (If a special problem comes up, please discuss it with me before the assignment is due.) If you are absent, you are still responsible for completing the assignment. You must come see me before the next class. Some assignments will receive a letter grade. Others will receive one of the following grades: V+, V, V- (Excellent, Good, Needs Improvement).

**ESL 103 Writing II**  
**A Tentative Course Outline - Spring 1998**

**Week 1**

Monday	1/12	Introductions
Tuesday	1/13	Diagnostic pre-test
Wednesday	1/14	The journal
Thursday	1/15	Writing sample
Friday	1/16	Spiritual Convocation - 11:00 am.

**Week 2**

<b>Monday</b>	<b>1/19</b>	<b>Martin Luther King Day - Holiday</b>
Tuesday	1/20	Chapter 2 - Generating Ideas
Wednesday	1/21	Chapter 13 - Defining
Thursday	1/22	
Friday	1/23	

**Week 3**

Monday	1/26	<b>Essay #1 Draft #1 Due</b> - Defining Peerfeedback
Tuesday	1/27	Peerfeedback/ Conferencing
Wednesday	1/28	<b>Essay #1 Draft #2 Due</b>
Thursday	1/29	Editing
Friday	1/30	Editing

**Week 4**

Monday	2/2	<b>Essay #1 Final Draft Due - Definition Paper</b>
Tuesday	2/3	Pre-Writing/ Brainstorming Chapter 3 Organizing Your Materials
Wednesday	2/4	<b>In-Class Essay #1 Draft #1</b> "A Tailored Biography"

Thursday	2/5	<b>In-Class Essay #1- Draft 2</b>
Friday	2/6	<b>In-Class Essay #1- Final Draft</b>
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<b><u>Week 5</u></b>		
Monday	2/9	Begin Essay #2 - Using Examples - Chapter 12
Tuesday	2/10	Chapter 4 - Understanding Basic Paragraph Forms
Wednesday	2/11	Chapter 3 - Organizing Your Materials
Thursday	2/12	Statistics - Chapter 12
Friday	2/13	Transitions/Connectives - Chapter 12 Choosing your topic.
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<b><u>Week 6</u></b>		
Monday	2/16	<b>Presidents' Day - Holiday</b>
Tuesday	2/17	Chapter 8 - Revision at the Sentence Level
Wednesday	2/18	Thesis Statements & Topic Sentences Chapter 4 Understanding Basic Paragraph Forms
Thursday	2/19	
Friday	2/20	<b>Essay #2 Draft 1 Due - Exemplification Paper (Progress Report)</b>
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<b><u>Week 7</u></b>		
Monday	2/23	Sentence Combining Chapter 8 - Revision at the Sentence Level
Tuesday	2/24	Conferencing
Wednesday	2/25	General vs Specific: nouns and adjectives Chapter 8
Thursday	2/26	Sequence of adjectives
Friday	2/27	Specific/Concrete verbs
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**Week 8**

Monday	3/2	
Tuesday	3/3	Sentence patterns
Wednesday	3/4	Peer feedback - Preciseness
Thursday	3/5	Conciseness/Preciseness
Friday	3/6	Conciseness/Preciseness

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**Week 9**

Monday	3/9	<b>Essay #2 - Draft #2 Due</b> Peer Editing
Tuesday	3/10	<b>Essay #2 - Final Draft Due - Exemplification</b> Begin Brainstorming for In-Class Paper Chapter 10 - Using Process Analysis
Wednesday	3/11	Process Developmental Frame
Thursday	3/12	Voice and Audience
Friday	3/13	Hands-on activity on "How to" Organizing a process paper - Chapter

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**Week 10**

Monday	3/16	<b>TESOL Convention Week</b>
Tuesday	3/17	<b>In-Class Essay #2 - Draft 1 - Process Paper</b>
Wednesday	3/18	<b>In-Class Essay #2 - Draft 2</b>
Thursday	3/19	<b>In-Class Essay #2 - Final draft Process</b>
Friday	3/20	

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**Week 11**

3/23-27      **Spring Recess**

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**Week 12**

Monday	3/30	Begin Comparing/Contrasting - Chapter 14
Tuesday	3/31	

Wednesday	4/1	<b>Essay #3 Draft #1 Due - Comparison/Contrast</b>
Thursday	4/2	Peer feedback/ Conferencing
Friday	4/3	Peer feedback/ Conferencing (Progress Report)

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**Week 13**

Monday	4/6	<b>Essay #3 Draft 2 Due</b>
Tuesday	4/7	
Wednesday	4/8	Editing
Thursday	4/9	Beginning of Pre-registration for Spring 98 <b>Essay #3 Final Draft - Comparison/Contrast</b>
<b>Friday</b>	<b>4/10</b>	<b>Good Friday - Holiday</b>

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**Week 14**

Monday	4/13	Begin Essay #4 Using Analogy - Chapter 16
Tuesday	4/14	
Wednesday	4/15	
Thursday	4/16	
Friday	4/17	<b>Essay #4 Draft #1 Due - Analogy</b>

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**Week 15**

Monday	4/20	Peerfeedback/ Conferencing
Tuesday	4/21	Peerfeedback/ Conferencing
Wednesday	4/22	<b>Essay #4 Draft #2 Due</b>
Thursday	4/23	
Friday	4/24	

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**Week 16**

Monday	4/27	<b>Essay #4 Final Draft Due - Analogy</b>
Tuesday	4/28	<b>In-Class Essay #3- Draft 1 - Students' Choice</b>

Wednesday	4/29	<b>In-Class Essay #3- Draft 2</b>
Thursday	4/30	<b>In-Class Essay #3- Final Draft</b>
Friday	5/1	<b>Last day of instruction</b> Achievement Post-Test

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