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CHAMINADE UNIVERSITY OF HONOLULU

ESL 106: Writing II

Fall 2000

INSTRUCTOR: Anthony Silva

PHONE: 735-4800

OFFICE: Eiben Hall 116

EMAIL:

OFFICE HOURS: T / R 11:00 – 12:00, and by appointment

CLASS MEETING TIMES: T / R 12:30 – 2:20

F 2:00 – 2:50

REQUIRED TEXT: *Write to Be Read* (Smalzer, 1996)

REQUIRED MATERIALS: A three-ring binder notebook
College-ruled notebook filler paper
Notebook dividers
Pens and pencils

COURSE GOALS:

By the end of the course, students will be able to write organized, grammatical, academic-style essays.

COURSE OBJECTIVES:

Students will be able to:

1. write well-developed, coherent, academic-style essays of 5 – 7 pages by following the writing process (prewriting, drafting, revising, proofreading, editing).
2. write effective essay introductions which include a clear thesis statement.
3. write coherent, unified body paragraphs that each focus on one main idea and support the thesis statement.
4. write appropriate conclusions which summarize the main ideas of the essay.
5. review and / or be introduced to the main patterns of development (definition, narration, description, exemplification, comparison and contrast, classification).
6. practice the three following rhetorical patterns: comparison / contrast, cause effect, description / example; also practice either persuasion or argumentation.
7. use a variety of methods for generating ideas (freewriting, brainstorming, mind-mapping, looping).
8. incorporate outside sources of information into essays.
9. paraphrase and summarize the writing of others.
10. practice fluency by regularly writing in a journal.

COURSE CONTENT:

In this course you will do a lot of writing. You will write for yourself, you will write for your classmates, and you will write for me, the teacher. You will also practice many techniques for improving your writing, such as brainstorming ideas, drafting, proofreading, revising, etc. (I will explain these words in the course). This course will mainly be a writing workshop—a place where you come to work on and improve your

writing. In this course, you will learn how to write clear, academic-style essays. In addition to writing, we will do a lot of reading and discussing in this course.

COURSE REQUIREMENTS:

Attendance: You are expected to come to every class on time, and stay until the end. Every three times you come late will count as one absence. If you have more than three unexcused absences, your final grade will be lowered by one grade letter (for example, an *A* will become a *B*). If you have more than six unexcused absences, you cannot pass this course.

Preparation: Come to class prepared and ready to learn. Always bring your textbook, your notebook, your homework, and a pen or a pencil. If you are absent, it is your responsibility to get the assignment from a classmate or from me and hand it in on time or at the next class meeting. Late assignments will not be accepted after this (if you have a special problem, discuss it with me before the assignment is due).

Participation: You will not learn if you do not participate in class. By participate, I mean contributing to class discussions, working cooperatively with partners or in small groups, doing in-class assignments, and speaking in English as much as possible.

Writing: You must save in your notebook everything that you write for this class. This includes journals, freewriting, outlines, first drafts—everything!

Classroom Rules: Do not use cell phones or pagers in this class, and do not eat, drink, or chew gum in class.

ASSIGNMENTS / GRADING:

Assignments: You will have in-class and homework assignments almost every day. ☺ (Sometimes, you will have computer homework.) You should complete the homework before the next class begins. I will not collect all the assignments; when I do collect it, some assignments may receive a letter grade, but most will receive one of the following grades: +++ (very good), ++ (good), + (needs improvement).

Journal: You will keep a personal journal in this course. In addition to using your journal to respond to readings in the textbook, your journal will also be a place where you can write about other things—your personal life, your school life, your classes, your writing problems, etc. I will not read your journals—they are for your eyes only. However, I will check to see that you are keeping a journal, and that you continue to write in it until the end of the semester. You must write at least thirty pages, single-spaced. (Only 2 pages per week!)

Timed Writing: You will have two in-class timed writing assignments. There will be one at mid-semester (week 7 or 8) and one at the end of the semester. These timed writings will be equal to test grades.

Compositions: You will be responsible for handing in five revised compositions of four to five pages each (one for each textbook chapter that we study). I will give you feedback on the strengths and weaknesses of your compositions, and on ways to improve them. These compositions will not be graded.

Writing Portfolio: Your final grade will be based mostly on your writing portfolio. A writing portfolio is a collection of your best writing from this course, just as an artist's portfolio is a collection of his or her best artworks. From your five revised essays, you will choose three to further revise into five to seven page essays to include in your portfolio. By using a writing portfolio to evaluate your writing, I will be able to see how much you have learned about writing and how your writing has improved from the beginning to the end of this course.

EVALUATION:

Your final grade will be determined as follows:

Grades will be assigned as follows:

Attendance / Participation	10%	90 – 100%	=	A
Classwork	10%	80 – 89%	=	B
Homework	10%	70 – 79%	=	C
Journal	10%	60 – 69%	=	D
Timed Writing	20%	Below 60%	=	F
Writing Portfolio	40%			

TENTATIVE SCHEDULE:

Date	Textbook Chapter	Focus
Week 1 8/28 – 9/1	Chapter 2 (part)	Rhetorical Patterns
Weeks 2 – 3 9/4 – 9/15	Chapter 1	Topic sentence; paraphrase; description paragraphs
Weeks 4 – 5 9/18 – 9/29	Chapter 3	Parts of an essay; essay on friendship
Weeks 6 – 7 10/2 – 10/13	Chapter 4	Introductions/conclusions; comparison/contrast essay
Weeks 8 – 9 10/16 – 10/27	Chapter 5 Timed Writing (week 8)	Outside sources; cause/effect essay
Weeks 10 – 11 10/30 – 11/10	Chapter 6 OR 8	Persuasive OR argumentative essay
Weeks 12 – 13 11/6 – 11/17	-----	Portfolio Work
Weeks 14 – 15 11/27 – 12/8	----- Timed Writing (week 15)	Portfolio Work