

**Chaminade University of Honolulu**  
**Course Outline ESL 106**  
**Spring 2002**

INSTRUCTOR: Tad Wellman

COURSE TIME: M, T, W, TH, F 9:30 – 10:30 am

COMMUNICATIONS: Office: Eiben 116  
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OFFICE HOURS: By appointment

REQUIRED TEXT: Academic Writing: Exploring Processes and Strategies.

**COURSE DESCRIPTION:**

ESL 106 provides practice in improving essential college writing skills. Students engage in writing as a process and produce short essays based on personal experiences and the experiences of others. They pay attention to content, organization, and sentence structure as they complete their writing assignments. Students interact with a variety of sources to become familiar with a range of topics, purposes and audiences. They use computers and word processing programs to produce their compositions. Students improve their language skills and learn writing strategies to help them succeed in college and the workplace.

**PREPARATION FOR FUTURE COURSES**

On completion of ESL 106 with a grade of C or better the student will be prepared for ENG 100. With instructor's recommendation, the student may be advanced to ENG 101.

**COURSE OBJECTIVES:**

1. Compose essays using a process that includes prewriting, drafting, revising and editing.
2. Compose essays that support, with appropriate examples and details, a logically developed central point, claim, opinion, or impression.
3. Consider the audience and purpose of you compositions.
4. Write sentences that are clear and free of grammatical errors by:
  - correcting fragments,
  - correcting run-on sentences,
  - using homonyms correctly,
  - using capital letters correctly,
  - using punctuation correctly,

making subjects and verbs agree,  
and using pronouns correctly.

## CLASS STRUCTURE:

### 1. Homework

Homework is due on the date indicated on the schedule. If it is not handed in fully completed on that date, your grade will be affected as outlined on the grading table below. Sometimes multiple assignments are due on one day. In such cases all work must be completed to avoid a penalty.

Work may be handed in late. In such cases the work receives an "L" mark. If a student makes up all late work by the end of the semester, two of the accumulated late homeworks will be excused. For example, if a student were missing 12 homeworks according to the grading chart they would get a "C." However, if all missing homework were handed in late, then two of these missing homeworks would be excused giving the student a "B." Note however, that according to the grading chart, if a student was missing 13 homeworks, even handing them all in late would not change the student's grade from "C" to "B."

### 2. Attendance

Attendance is very important. When you choose to miss a class, you must accept the consequences. You will be considered absent if you do not attend the class or if you are over 25 minutes late or leave over 25 minutes early. Letting me know why you were absent helps me to understand your situation. Find out from your classmates what you missed, then talk to me outside of, not during, class. All absences affect your grade according to the grading table. Absences may be excused if a note is provided from a doctor explaining why the student was unable to attend class.

The instructor reserves the right to give a student an excused absence under extreme circumstances even though no note is provided.

### 3. Tardiness

Students will be considered tardy if they miss more than five minutes of class, either at the start, in the middle or at the end of class. Three tardies are the equivalent of one absence.

### 3. Participation

Students must bring their book, pen/pencil, and notebook paper to class. Students should participate in class by actively engaging in discussion of studied texts with the instructor and each other. Complete lack of participation, inappropriate / disrespectful speech, and

inappropriate behavior will be considered equal to being absent. If necessary, the student will be asked to leave the classroom for the day. If the student refuses to do so or if behavior is otherwise overly disruptive of other students learning, the student will receive an absence for each of the other students present as well. This will lower your grade accordingly.

#### 5. Appropriate student conduct.

Students have considerable control over the classroom atmosphere. Because inappropriate behavior can seriously affect other students' behavior it is essential that students follow the following guidelines. Consideration and respect for others, this includes all classroom members, are the bases for student conduct. Lack of respect includes but is not limited to, engaging in side conversations, dozing, frequent trips to the restroom or water fountain, having children or others who are not enrolled present in the classroom, answering incoming phone or pager calls, and not turning of phones or pagers. If inappropriate behavior occurs on several occasions, I will request a private conference with you, which will result in a 1<sup>st</sup> warning. If inappropriate behavior continues to occur, I will request another private conference with you, which will result in a 2<sup>nd</sup> warning. Refer to the grading table for how warnings affect your grade. A 3<sup>rd</sup> warning will result in failure for the course. Only a request for a private conference will constitute a warning.

#### 4. Essays

You will hand in 5 finished essays of 2- 4 pages length for grading. Dates by which you must hand in these 5 essays are indicated on the schedule. Essays can be handed in for grading prior to these dates. If essays are not handed on or before the date given they will receive a half grade reduction.

You have the option of choosing which of your essays you wish to be graded on. At any point in the semester you may hand in the essays you are working on for a grade and feedback or just for feedback. When handing in work please mark it either "grade," for grade and feedback, or "feedback." Once you receive a grade for an essay you have the opportunity to rewrite that essay for a higher grade up to three times. Final submissions are due on the last day. Therefore it is in your interest to hand in your essays for grading as soon as possible so you will have time to rewrite them for higher grades if you feel like it.

**All essays handed in for grading must be accompanied by prewriting, and at least one rough draft showing development from rough draft to the draft being handed in for grading.** When resubmitting an already submitted essay for a higher grade the resubmission **must** be accompanied by the previously graded draft.

Essays will be graded on the following points.

- A) Turning in drafts, etc. on time
- B) Evidence of revision that responds to instructor and student suggestions
- C) Incorporation of principles studied

- D) Ease of reading
- E) Quality and appropriateness of thesis
- F) Presence of support for thesis
- G) Professionalism of final draft.
- H) Presence of recurring grammatical errors.

Plagiarism is unacceptable and may result in failure for the course. Review the student catalogue for a definition of plagiarism. I can spot plagiarized work. If I need to make a subjective judgment of a plagiarized essay without having the actual plagiarized material in my hand I will. Do not have anyone write an essay for you or write part of it or improve your sentences. This will detract from your learning and will result in an F for the essay and possibly failure for the entire course. I am not looking for perfect essays with absolutely no errors so plagiarism is unnecessary and it should never be considered necessary under any circumstances.

### GRADING POLICY

Your final grade is based on the items in the table below that earn the lowest grade in any column. For example, a student who earns 800 points, the B level, but was absent 9 times will earn a C.

<b>Requirement</b>	<b>A Excellent Achievement</b>	<b>B Above- Average Achievement</b>	<b>C Average Achievement</b>	<b>D Minimal Passing Achievement</b>	<b>F* Less than Minimal Passing Achievement</b>
Points Earned	900-1050	800-899	700-799	600-699	599 or below
Absences	6 limit	8 limit	11 limit	13 limit	13+
Missing or late homework	8 limit	10 limit	12 limit	14 limit	15+
Appropriate Student Conduct	No Warnings	One Warning	One Warning	Two Warnings	Three Warnings

Participation                      1-100 points  
 5 Essays                            1-750 points  
 Journal                              1-200 points

Total possible                      1050 points

### MEETING STUDENT NEEDS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the appropriate office as soon as possible to ensure that such accommodations are implemented in a timely fashion.

SCHEDULE		Text Pages
M 1/14	Introduction	
T 1/15	Introduction of Syllabus	
W 1/16	Writing Assessment	1-7 (WA 1.1 in class)
TH 1/17	Writing Overview	7 (Class discussion)
F 1/18	Read <u>Bury my Heart</u>	8 (WA 1.2 paper due 1/24)
M 1/21	<b>No Class</b>	
T 1/22	First Drafts	8-10 (WA 1.2 1 <sup>st</sup> draft 3 copies) (Feedback in class)
W 1/23	Second Draft	10-11 (WA 1.2 2 <sup>nd</sup> draft 3 copies) (Feedback in class)
TH 1/24	Final Draft	11-12 ( <b>WA 1.2 final</b> 3 copies)
F 1/25	Getting Ideas	16-26 (WP Freewriting, listing, WH questions) (Journal Suggestions)
M 1/28		26-33 (WP Clusters, Looping, Cubing, Outlining)
T 1/29	Invention Techniques	34-35 (Journal Suggestions, 1 reading)
W 1/30		35, 36 (WA 2.2 Choose at home, discuss in class)
TH 1/31	Preparing for a Draft	39-45 (Ex 1, 2, 3)

F 2/1	Purpose	45-47 (Ex 4, 5)
M 2/4	Purpose	47-51 (Ex 6)
T 2/5		51-56 (Ex 7,8)
W 2/6		56-57 (WA 3.1 in class)
TH 2/7	Writing a First Draft	59 (WA 4.1, Reading)
F 2/8		60-62 (WA 4.1)
M 2/11		62-66 (WA 4.1 1 <sup>st</sup> draft, Self-analysis)
T 2/12	Getting Feedback	66-71 (Practice response in class)
W 2/13		72-74 (Peer response in class)
TH 2/14	Main Ideas	75-83 (Journal, Ex 1, Ex 2, Ex 3)
F 2/15		
M 2/18	<b>No Class</b>	
T 2/19		85-87 (WA 5.1, Peer response in class)
W 2/20		97-103 Page 1-3 choose 1
TH 2/21		88-89 (WA 5.1 Draft Revision)
F 2/22		89-92 (WA 5.2 w/ partner)
M 2/25		92-93 (Analyzing data, in class)
T 2/26		93-94 (Arranging data, in Class)

W 2/27		94-97 (Readings, Draft WA 5.2) (Peer Response, in class)
TH 2/28		97 (WA 5.2 Revision)
F 3/1	<b>Hand in at least One Essay Written so far for a Grade by this Date</b>	
M 3/4	Developing, Shaping Ideas	98-103 (Journal, 2 Readings, Ex 1, Ex 2, Ex 3, Ex 4)
T 3/5		103-108 (Ex 5, Ex 6)
W 3/6		108-112 (Ex 7, Ex 8)
TH 3/7		112-114 (Ex 9)
F 3/8		114-116 (WA 6.1 116)
M 3/11		116-118 (WA 6.1 Draft, Peer Response, in class)
T 3/12		118-120 (WA 6.1 Revision, WA 6.2 in class)
W 3/13		120 (WA 6.2 draft, Peer Review. In class)
TH 3/14		120 (WA 6.2 Revision)
F 3/15	Beginning and Ending Drafts	124-130 (Ex 1, Ex 2, Ex 3)
M 3/18		130-137 (Ex 4)
T 3/19		137-138 (Ex 5, 6, 7)
W 3/20	<b>Hand in at least One More Essay Written so far for a Grade by this Date</b>	
TH 3/21	Revising	140-147 (Ex 1, Ex 2)
F 3/22		147-150 (Ex 3)
M 3/25		
W 3/27		

F 3/29	<b>No Class</b>	
M 4/1		150-152 (WA 8.1)
T 4/2	Polishing Revised Drafts	153- 157 (Journal, Ex 1)
W 4/3		157- 159 (Ex 2, 3)
TH 4/4		160-165 (Ex 4, Ex 5)
F 4/5		165-166 (Ex 6)
M 4/8	Editing	166- 168 (Ex 7)
T 4/9		168-169 (Ex 8)
W 4/10		169-170 (WA 9.1)
TH 4/11		170 (WA 9.1 cont.)
F 4/12		171- 172 (WA 9.2)
M 4/15		172-173 (WA 9.2 Draft, Self Analysis)
T 4/16		173-176
W 4/17		176-178 (Ex 10)
TH 4/18		178 (WA 9.2 Peer response)
F 4/19		179 (WA 9.2 Revision)
M 4/22	<b>Hand in at least One More Essay Written so far for a Grade by this Date</b>	
T 4/23	Analyzing Issues	216-220 (Journal, Ex 1)
W 4/24		221-222 (WA 12.1)
TH 4/25	<b>No Class</b>	
F 4/26	<b>No Class</b>	
M 4/29		222-223 (WA 12.1 Draft,