

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

COMPOSITION PRACTICE FOR NON-NATIVE SPEAKERS
ENGL 1330 (formerly ENG 1330)

Class Hours: 5.0

Credit Hours: 5.0

Laboratory Hours: 0.0

**Date Revised: Spring
00**

Catalog Course Description:

Intensive practice in composition organization and development. A student may be admitted to this course by passing a comprehensive ESL placement test, which includes reading, writing, vocabulary, and grammar. The course may be taken before or with ENGL 1010 but does not substitute for ENGL 1010.

Entry Level Standards:

None

Prerequisites:

The student must achieve a score of 75 on the Michigan Test of English Language Proficiency and must complete an ESL writing sample which demonstrates the ability to perform at the college level as an ESL writer.

Textbook(s) and Other Reference Materials Basic to the Course:

Azar, Betty Schramper. *Understanding and Using English Grammar*. 3rd ed. NJ: Prentice Hall Regents, 1999.

Scull, Sharon. *Critical Reading & Writing for Advanced ESL Students*. NJ: Prentice Hall Regents, 1987.

Longman Dictionary of English Language & Culture. Essex, England: Longman Group UK Limited, 1992.

Newsweek Magazine.

I. Week/Unit/Topic Basis:

Week	Topic
1	Orientation to course, computers and Biography
2-3	Introduction to Essay Writing (Topic Selection; Thesis Statement; Outline; Introduction, Conclusion, Descriptive Writing)
4-5	Essay writing/Example essay/Summary writing
6	Summary writing/Comparison-Contrast Essay Writing
7-8	Cause-Effect Essay Writing

9-10	Research paper
11	Research paper
12-13	Persuasive Writing
14-15	Process Writing
16	Evaluation/Progress Report/Final Examination

II. Course Objectives*:

- A. Use effective strategies for writing a variety of multi-paragraph compositions and reports. I.3
- B. Employ standard mechanical and grammatical conventions in written composition at the essay level through revision and error correction. I.3
- C. Proofread carefully and accurately. I.3
- D. Use logic in developing topics for written composition. I.3, III.2
- E. Demonstrate effective oral communication skills in both formal and informal situations. I.3, I.4
- F. Understand principles of the development and use of the English language and transfer learning to ENGL 1010 and ENGL 1020. I.3, I.4, I.5

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Read assigned essays and participate in class discussion. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy*
2. Write organized analytical and expository essays using word processing software. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Active Learning Strategy*
3. Collaborate in teams to develop a research project. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
4. Analyze sample business documents and write one using word processing software. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop skills in recognition of grammar appropriateness, applying them in both oral and written work. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
6. Develop research skills using traditional library sources, literary databases, news magazines, and Internet to find information pertinent to writing topics. *Communication*

Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

7. Develop skills in quoting, paraphrasing, and documenting source material responsibly and effectively in analytical and expository writing. *Communication Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
8. Develop oral presentation skills to present individual and group information from discussion activities and research. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
9. View films, conduct interview, and/or listen to guest speakers when possible to discover the importance of effective written and oral communication in the professional world. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*
10. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Conceive ideas about a topic for the purpose of writing. A
2. Organize, select, and relate ideas to develop them into coherent paragraphs. A
3. Vary writing style, including vocabulary and sentence structure, for different readers and purposes. A
4. Gather information from primary and secondary sources and write a report using this research and summarize accurately and cite sources properly. A
5. Recognize that writing is a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting, arranging paragraphs in an appropriate order and building transitions between them, and revising what has been written. A
6. Write as a way of discovering and clarifying ideas. A
7. Write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, exemplifying). A
8. Write standard English sentences with correct sentence structure; verb forms; punctuation, capitalization, possessives, plural forms, and other matters of mechanics, word choice, and spelling. B
9. Demonstrate skill and assurance in using the conventions of standard written English. B

10. Improve one's own writing by restructuring, correcting errors, and rewriting. C
11. Organize, select, and relate ideas and outline and develop them in coherent paragraphs. D
12. Identify and formulate problems, as well as propose and evaluate ways to solve them. D
13. Draw reasonable conclusions from information found in various sources, whether written, spoken, or displayed in tables and graphs, and defend one's conclusions. D
14. Contribute to classroom discussions in a way that is readily understood by listeners—that is, succinct and to the point. E
15. Present an opinion persuasively. E
16. Recognize the intention of a speaker and be aware of the techniques a speaker is using to affect an audience. E
17. Recognize that English, like very other language, operates according to grammatical systems and patterns of usage. F
18. Recognize that English has several levels of usage; and, consequently, the language appropriate in some situations may not be appropriate in others. F
19. Recognize that English words, like those of other languages, gather meaning from their context and carry connotation. F

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 20% of grade

20%: Quizzes

B. Laboratory Expectations:

N/A

C. Field Work: 80% of grade

60%: In-class Essay Writing

20%: Out-of-class Essay Writing

D. Other Evaluation Methods:

N/A

E. Grading Scale:

A = 940-1000

B+ = 890-939

B = 840-889

C = 740-789

C+ = 790-839

D = 700-739

F = below 700

VI. Policies:

A. Attendance/Tardy Policy:

Students whose cumulative absences, regardless of the reason, total more than ten percent of the regular class meetings will be penalized 15 points per class hour absence over ten percent, deducted from the final grade. Students whose cumulative absences, regardless of the reason, total more than twenty-five percent of the regular class meetings will fail the course.

Each student will have four unpenalized tardies. Each tardy over four will have five points deducted per tardy from the final grade. Students who leave class early without permission will also be counted tardy.

B. Academic Dishonesty:

Academic dishonesty in any form (e.g., plagiarism, collusion, cheating, etc.) will not be tolerated. Any student who engages in an act of academic dishonesty will be promptly dismissed from the course with a final grade of F.