

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**

**Revised: Spring 05**

**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 Course Materials:**

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

Folse, et. al. *Blueprints 2: Composition Skills for Academic Writing*. 1st ed. Boston: Houghton, 2003.

*Longman Dictionary of English Language*. Longman, 2000.

*Newsweek Magazine*

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Orientation to course and computers Introduction to essay writing (Topic Selection; Thesis Statement; Outlining; Introductions; Conclusions)
2-3	Example Essay and Summary Writing; <i>Newsweek</i> introduction
4	Process Essay; Summary of <i>Newsweek</i> Article
5	Idioms; Comparison/Contrast Essay

6	Finish Comparison/Contrast Writing; Second Summary
7	Description Essay; Newsweek Writing Assignment
8-10	Research paper
11-12	Cause/Effect Essay; Business Letter
13-14	Argumentation Essay; Letter to Editor of <i>Newsweek</i>
15	Final Exam

## II. Course Objectives\*:

- A. Produce clear writing through a process and use effective strategies for writing a variety of multi-paragraph compositions and reports, keeping in mind the writer' s goals and the reader' s needs. I.1, 2, 3, 4, 5, 7; II. 6
- B. Employ standard mechanical and grammatical conventions in written composition at the essay level through revision and error correction. I. 3, 4, 5
- C. Proofread carefully and accurately. I. 5
- D. Use logic in developing topics for written composition. I. 1, 6
- E. Demonstrate effective oral communication skills in both formal and informal situations. I. 1, 3, 4, 7
- F. Demonstrate familiarity with secondary research through examination of a topic relevant to today' s world. I. 6, 7; II. 6; VII. 3, 4, 5, 6
- G. Quote/paraphrase effectively from research sources. I. 3, 6
- H. Understand principles of the development and use of the English language and transfer learning to ENGL 1010 and ENGL 1020. I. 1

\*Roman numerals after course objectives reference TBR's general education goals.

## III. Instructional Processes\*:

Students will:

1. Collaborate in pairs for peer review of first drafts to analyze audience, message, effectiveness, clarity, and development of ideas. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
2. Read and evaluate sample essays and participate in class discussion. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
3. Write analytical, expository, descriptive, and persuasive essays using word processing software. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy.*
4. Analyze sample business documents and write a business document using word processing software. *Communication 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, 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, Technological Literacy Outcome, Humanities and/or Fine Arts 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, Social/Behavioral Sciences Outcome, Transitional Strategy, Active Learning Strategy.*
8. Develop oral presentation skills to present individual and group information from discussion activities and research. *Communication Outcome, Transitional Strategy, Active Learning Strategy.*
9. Develop understanding of the English language by watching and discussing film on history of the English language. *Communication Outcome, Humanities and/or Fine Arts Outcome, History Outcome, Transitional Strategy, Active Learning 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. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

\*Strategies and outcomes listed after instructional processes reference TBR' 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. Use a process approach to writing. A, B, C, D, E
2. Analyze audience. A, D
3. Gather information from primary and secondary sources and write from the research, summarizing accurately and citing sources properly. A, B, C, D, F, G
4. Write appropriately for different occasions, audiences, and purposes. A, B, C, D, E
5. Write standard English sentences with correct sentence structure; verb forms; punctuation, capitalization, possessives, plural forms, and other matters of mechanics, word choice, and spelling. A, B, C, H
6. Improve one' s own writing by restructuring, correcting errors, and rewriting. C
7. Draw reasonable conclusions from information found in various sources, whether written, spoken, or displayed in tables and graphs, and defend one' s conclusions. D, E
8. Contribute to classroom discussion in a way that is readily understood by listeners. E

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

## V. Evaluation:

### A. Testing Procedures: 20% of grade

20%: Tests

### 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:

Within the limits outlined above, the instructor is free to set individual performance standards in rewarding for revisions, folder submission, absenteeism, etc. Each instructor will adhere to the College attendance policy and the policy on academic dishonesty as described below.

### 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 Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus, a student who misses more than 25 percent of class meetings fails the course. Therefore,

any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the “Mitigating Circumstances” provision as described in the *PSTCC Catalog*.

### B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. According to the PSTCC 2004-2006 Catalog & Handbook, prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented

as one's own work

- Taking an exam for another student
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor
- Any of the above occurring within the Web or distance-learning environment. (62-63)

C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

D. Other Policies:

Correction and Return of Essay Assignments:

The instructor will mark essays with numbers/letters from the ESL Grammar Guide, provided by the instructor, and with instructor comments. Students must make all corrections according to instructor's directions before the grade on an essay is final. Students will keep essays, revisions, and corrections in a folder throughout the semester, and the instructor will collect the folders at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.