

**SAMPLE SYLLABUS – SUBJECT TO MINOR CONTENT CHANGES BASED ON INSTRUCTOR**

**COURSE SYLLABUS**

**ESL 25: ACADEMIC READING AND WRITING**

**Class time:**

**Room:**

**Instructor:**

**E-Mail:**

**Office Hours:**

**Office:**

**COURSE DESCRIPTION**

ESL 97 Academic Reading and Writing is a 40 hour ESL composition course whose main goals are to help students develop:

- 1) Critical reading and writing skills
- 2) Ability to synthesize information from several sources into your own writing
- 3) Development and organizational strategies for common types of academic writing
- 4) Revising and editing skills

All of these will be developed in relation to academic reading and writing tasks. Emphasis will be placed on individual students' needs.

**COURSE TEXTS AND MATERIALS**

**Required:**

Porter, P. & van Dommelen, D. (2005). *Read, Write, Edit: Grammar for College Writers*. New York: Houghton Mifflin Company

**Recommended:**

Graff, G. & Birkenstein, C. (2014). *They Say / I Say*. New York: W.W. Norton & Company

A Thesaurus.

An English-English Dictionary.

**GRADING**

The final grade for this course will be based on the following:

<b>Essays:</b>	60% (two first drafts @10% each plus two final revisions @ 20% each)
<b>Discussion Board:</b>	10%
<b>Homework:</b>	15% (grammar assignments, peer feedback, presentations)
<b>Attendance/Participation:</b>	15%

**PARTICIPATION AND ATTENDANCE**

The success of the course depends upon your active participation in all class activities including completion of assigned readings, participation in class discussions and group work, and careful preparation of peer responses and other homework assignments. Missing class, arriving late, or halfhearted participation in class work is not participating fully and will negatively impact your participation/attendance grade. Late arrival to class is counted as a partial absence and will result in points being deducted from your attendance grade. **More than 2 unexcused absences will negatively impact your final course grade.**

## **CCLE COURSE WEBSITE**

The CCLE (Common Collaboration and Learning Environment) website is an integral part of this course, containing assignments, readings, discussion boards, and many class handouts and resources. To access the ESL 97 course website, logon to [my.ucla.edu](http://my.ucla.edu). Click on the course title. This should take you to CCLE.

## **CONFERENCES**

Conferences are a very important part of this course; they are your opportunity for more personal instruction on your writing.

## **PEER RESPONSE**

In addition to individual conferences, you will be reading and responding to papers written by your classmates. If you miss a peer response session in class, you will receive a 0 for the peer response activity in addition to being marked absent on that day. Your preparation for peer response is part of your graded work.

## **LATE ASSIGNMENTS**

Except in cases of illness with a doctor's note, **I will NOT accept any late assignments.** Please complete all out-of-class first and second drafts of essays and peer response forms by the beginning of the class on the due date. Since the course focuses on your writing process, all papers written for ESL 97 must go through the drafting process. For this reason, final drafts that have not been seen or commented on by the instructor will not be accepted.

## **ACADEMIC HONESTY AND PLAGIARISM**

UCLA is a community of scholars in which all members, faculty, staff and students alike, are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are evaluated on your own merits. Academic dishonesty in any form is considered unacceptable behavior and will result in formal disciplinary proceedings, usually through the Dean of Students Office.

As specified in the *UCLA Student Conduct Code*, violations or attempted violations of academic honesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions, or facilitating academic honesty. In this course, we are most concerned with two areas: plagiarism and multiple submissions. Multiple submissions means that you submit one paper (with exact or similar content) for two courses without the knowledge or consent of the instructor. This includes courses you are currently taking as well as courses you might take in another quarter.

Plagiarism, as defined by the MLA Handbook, means giving "the impression that you have written or thought something that you have, in fact, borrowed from another" (p. 5). Just a few reminders about what constitutes plagiarism:

1. Copying directly from a source without quotations or citations is plagiarism.
2. Submitting as your own part of or an entire paper produced verbatim by someone is also plagiarism. This can be either a work you have purchased or obtained in some other way.
3. Paraphrases or summaries that are too close in vocabulary and sentence structure to the author's original writing and ideas constitute plagiarism.
4. Unauthorized transfer and use of someone else's computer files as your own
5. Getting too much help with the ideas and the language of a paper which bears your name may also be considered plagiarism. Since this is a language course, getting help from friends or relatives is not permitted because these untrained editors are often unable to draw the line between "helping/teaching" and "editing/writing it for you."

The course is designed to help you avoid unintentional plagiarism. In your papers for the course, we will practice giving proper credit in citations and bibliographies as well as practicing skills associated with summarizing and paraphrasing.

**Summer 2015: ESL 97A Academic Reading and Writing**

***Tentative Schedule***

<p><b>Week 1</b> <b>Day 1</b></p>	<p><b>Day 2</b></p>
<p>SIS Course and student introductions Paced and timed reading diagnostic Reading and writing diagnostic</p> <p>HW: Self-introduction on CCLE</p>	<p>Paced and timed readings #1 Reading: "Webaholics" Reading skills: Rate flexibility and purpose; annotating</p> <p>RWE: Sentence structure 2.1 Writing skill: Summarizing</p> <p>HW: Complete a reading response for "Generation Myth"</p>
<p><b>Week 2</b> <b>Day 1</b></p>	<p><b>Day 2</b></p>
<p>Paced and timed readings #2 Reading: "Generational Myth" Reading skills: Previewing; main idea; during and after reading</p> <p>RWE: Subject-verb agreement 2.2 Writing skill: Paraphrasing</p> <p>HW: Complete a reading response for "Online Literacy"</p>	<p>Paced and timed readings #3 Reading: "Online Literacy" Reading skills: Skimming; vocabulary-using context clues</p> <p>RWE: Verb tense with readings 2.3 Writing skill: Quoting</p> <p>HW: Finish Essay #1, D #1</p>
<p><b>Week 3</b> <b>Day 1</b></p>	<p><b>Day 2 / Conferences</b></p>
<p>*Essay #1, D #1 Due</p> <p>Paced and timed readings #4 Reading: Reading skills: scanning; patterns of organization</p> <p>RWE: Verb tense for generalizations and hedging 3.1 &amp; 3.2 Writing skill: Citation</p> <p>HW: Complete a reading response for "Is Google Making us Stupid?"</p>	<p>Paced and timed readings #5 Reading: "Is Google Making us Stupid?" Reading skills: Schema activation; note-taking</p> <p>RWE: Verb tense in academic writing 4.4 Writing skill: Paragraphing</p> <p>HW: Complete a reading response for "Online Literacy"</p>

<b>Week 4</b> <b>Day 1</b>	<b>Day 2</b>
<p>Paced and timed readings #6  Reading: "Online Literacy"  Reading skills: Predicting; inference</p> <p>RWE: Active vs. Passive 4.1  Writing skill: Transitions</p> <p>HW: Finish Essay #1, D #2</p>	<p>*Essay #1, D #2 Due</p> <p>Paced and timed readings #7  Reading skills: Preventing regression; point of view</p> <p>RWE: Joining words 5.1  Writing skill: Thesis statements</p> <p>HW: Complete a reading response for "Plagiarism Lines Blur"</p>
<b>Week 5</b> <b>Day 1</b>	<b>Day 2 / Conferences</b>
<p>Paced and timed readings #8  Reading: "Plagiarism Lines Blur"  Reading skills: Expanding fixations; critical thinking</p> <p>RWE: Parallelism 5.2  Writing skill: Counterargument &amp; Refutation</p> <p>HW: Finish Essay #2, D #1</p>	<p>*Essay #2, D #1 Due</p> <p>Paced and timed readings #9  Reading: "When Student's Words Go Viral"  Reading skills: Return sweep; evaluation</p> <p>RWE: Relative clauses 6.1  Writing skill: Titles and introductions</p> <p>HW: Complete a reading response for "When Student's Words Go Viral"</p>
<b>Week 6</b> <b>Day 1</b>	<b>Day 2</b>
<p>Paced and timed readings #10  Reading skills: Pen as pacer; graphic illustrations</p> <p>RWE: Articles and noun forms 1.1 &amp; 4.2  Writing skill: Conclusions</p> <p>HW: Finish Essay #2, D #2</p>	<p>*Essay #2, D #2 Due</p> <p>Paced and timed reading post-test  Debate Project</p> <p>HW: Complete the online course evaluation</p>