SMC -- Winter 2009 -- ESL 21B - English Fundamentals 2 ("Intermediate Composition")
MTWTh 10:15-12:20 -- Room: LS 105 -- SECTION 1705 -- Armstrong

Instructor: Piers Armstrong. Email: <armstrong_piers@smc.edu>. Office Hours: T. 12:30-13:30 at LV125

This syllabus is a course contract. Read it in detail. If the class schedule is a separate document, read that too. Questions? Ask in class, early in the term.

CATALOG DESCRIPTION: ESL 21B is the second part of a two part course, ESL 21A, B. It continues the emphasis of essay writing, editing of grammar and mechanical errors, reading, and critical thinking. *ESL 11B, 21A, 21B, and 25 combined: maximum credit 8 units.

Prerequisites: completion of ESL 21A with a C grade or credit equivalency. See also "support courses" below.

COURSE OBJECTIVES - general:
ESL 21B is an intermediate composition course and the completion of ESL 21A designed to help international students organize, compose, and edit effectively in English. In many cases, this course is a critical bridge to English I; therefore, the curriculum will emphasize a careful reading of texts and a more self-demanding approach to the content of essays and journal writing. Students will begin to recognize inference and appreciate nuances of writing styles. Students will also be expected to use various sources to support personal ideas, opinions, and generalizations. Outside sources will be referenced in MLA style (for more information, see below).

COURSE OBJECTIVES - specific skills:
- Construct and revise a variety of paragraphs within essays
- Plan, compose, and revise multi-paragraph essays by synthesizing readings and lectures
- Organize and formulate essays under time constraints
- Demonstrate effective word choice (appropriate, varied, and idiomatic)
- Apply linking and transitional elements throughout a multi-paragraph essay
- Inventory sections of a text before reading
- Differentiate main ideas and details in college-level texts
- Analyze a text for evidence of the writer's audience, purpose, bias, tone, and register
- Recognize connotative and denotative meanings of academic vocabulary
- Identify inferential and explicit information
- Annotate texts for specific purposes
- Successfully manipulate all verb tenses/forms; all independent and dependent clause types; articles; word forms
- Process information from texts (written, spoken, etc.) and execute critical thinking constructively in groups
- Propose and illustrate opinions; organize and deliver them in group or individual presentations

Required texts
Quest 3 Reading and Writing, 2nd ed. by Pamela Hartmann and Laurie Blass, McGraw-Hill, 2007.
Quest 3 Listening and Speaking, 2nd ed. by Laurie Blass and Pamela Hartmann, McGraw-Hill, 2007.
A portable English-English dictionary with usage examples such as Longman's Dictionary of American English or Newbury House. Note: NO ELECTRONIC DICTIONARIES IN CLASS.

Recommended texts: A larger English-English Dictionary (Heritage or Oxford are recommended).

Stationery: 3-hole binder; loose-leaf paper (8 1/2 x 11" white, college-ruled); blue books as needed; stapler.

Other Required Materials will need to be printed out, throughout the semester, from eCompanion or as indicated. Consistent access to a computer to work or monitor communications is a requirement as is a functioning printer. This means having an efficient "plan B" alternative for when the usual computer or printer is "down" or unavailable.

*Note re all materials: All required materials (texts, stationery, computing access) must be acquired during the first week of classes and are available in the SMC bookstore. Not having all of these may result in a grade penalty.

ASSIGNMENTS  {*note: you must keep your accumulated homework, even after correction}

Essays: There will be 4 in-class essays based on assigned readings. You must write each essay in a separate blue book. All in-class essays must be revised at home, typed and submitted.

Exams: Common essay exam (standardized by the ESL and English Departments); Final. You must take the final to pass the course.

Quizzes: Several quizzes (vocabulary / reading response / editing / etc.) will be given throughout the semester, whether pre-scheduled or "pop"-quizzes. Quizzes cannot be made up.

Journals: Various journal topics will be given. They are usually done at home. These are excellent opportunities for you to practice your writing skills. Do not use a tutor in preparing your at-home journals. Final grading occurs at the end of the semester – be careful to keep them together.

Oral Presentation: Students will make an individual or group presentation based on a selected reading unit.

*NOTE THAT INFORMATION ON THE WEEKLY SCHEDULE AND COURSE DESCRIPTION IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.
SUPPORT COURSES - ESL: the following are highly recommended (ideally, simultaneously with either 21B or 21A)
- ESL 23 (Intermediate Reading)
- ESL 20A/B (Grammar)
- ESL 28 (Academic Vocabulary)
- ESL 16C (Sentence Structure and Punctuation)

SUPPORT COURSES - OTHER: Keyboarding OIS 1A, B or C (1 unit each). As appropriate to increase typing speed.

**eCompanion:** Students are expected to have access to and regularly check instructions, material, any "threaded discussions" and other information and activities that the teacher distributes through eCompanion. I will generally let you know in class if there is pending material. Novices should review <www.smc.edu/ecompanion/support>

**ATTENDANCE:** School policy allows for 6 hours of absence in a 3 unit course. 2 tardies (being late) = 1 absence. Absence is only justified with an authentic doctor's note. Beyond the limit of 6 hours (4 sessions of a bi-weekly class, 2 of a weekly class), grades will drop 3% per absence. You may be dropped from the course for excessive absences.

**Dropping/ Switching:** Remember, you are responsible for dropping the course. Verify the successive deadlines to: drop and avoid a W; switch to the Pass/No Pass (Credit/No Credit) grading option; drop with a guaranteed W; drop with required faculty approval (for this, you must be earning a grade of C or better in the course).

**Late work? NO!** Assigned written work is due to the teacher (not the office), at the start of class. Do **not email** any work unless so instructed. Missing a class in order to finish a paper assignment will incur a 2 letter grade penalty on the work and will also affect the participation grade. There are no extensions.

**Homework** is assigned for every class and must be completed for student success. Read and appropriately note the assigned material in advance. How well you do this greatly impacts the learning environment for your fellow students. Your preparation will be monitored and is an important component of the participation grade.

**Formatting written work:** Type all homework (unless it is a book exercise for which notes are to be hand-written into the book). For typed work, identify your work at top left with: your name (*if you have an in-class-name different from your roster name, write both); the name of the assignment (e.g., E1,v2); the date it is due assigned (not the date you actually wrote it). Type in Arial 10 point or Times New Roman 12 point, at 1.5 space. For multi-page documents, add page #s (in a header). For essays, underline your thesis. For re-writes, underline corrections. If your work has a title, center it. When writing tests in blue-books, reserve the first page for notes then write on every second page and every page #s (in a header). For essays, underline your thesis. For re-writes, underline corrections. If your work has a title, center it. When writing tests in blue-books, reserve the first page for notes then write on every second page and every page #s (in a header).

**Course management by the student - further points**
- If you need to miss class for any reason, advise me by email in advance and arrange for on-time delivery to class of any work due. After an absence, you are responsible for knowing what was covered, getting a copy of any handouts by borrowing from a classmate and xeroxing, and completing the work on time. The work may differ from that marked on the syllabus, so you must check with a classmate.
- Buddy system (obligatory): prepare for all this in advance by getting the email addresses and/or telephone of at least two other classmates in the first week and then a third in the second week. Do not email questions to the entire class.
- Students are responsible for keeping a copy of all material handed in for grading. Returned journals, in-class essays, revisions must be kept until the end of the semester.
- You must regularly monitor eCompanion for changes, further assignment info and messages.

**Communication with Instructor:** The best way to contact me is in person after class or in office hours. Email is primarily for notification (of illness etc.), not discussion. The telephone is for emergencies. Questions? Ask, a.s.a.p.

**Grading:**
- Essays 20%  
- Essay revisions 20%  
- Quizzes 10%  
- Journals 10%  
- Exams 20%  
- Participation 15%  
- Oral Presentation 5%

**Grading Scale (during term) and conversion of number scores to letter grades and vice versa**

| Number Scores | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|---------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 97-100        | 98              | 87-89           | 88              | 77-79           | 78              | 68-69           | 70              | 62-63           | 72              | 60-61           | 60              | 0-59            | 60              | 0-59            |
| 93-96         | A               | 95              | 83-86           | 82              | 73-76           | 71              | 70              | 62-61           | 60              | 0-59            | 60              | 0-59            | 60              | 0-59            |
| 90-92         | A-              | 92              | 80-82           | 82              | 70-72           | 71              | 70              | 60-62           | 61              | 0-59            | 60              | 0-59            | 60              | 0-59            |

**SMC Grading Scale as applied in ESL 21B**

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<tr>
<th>Number Scores</th>
<th>A</th>
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<td>100 – 90%</td>
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<td>89 – 80%</td>
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<td>below 59%</td>
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**Continuation after 21B** other than ENG 1. Bridging courses: ESL 25, ENG 22.
Office hours: Email is generally not the best way to discuss your concerns about the academic progress you are making in a course. Periodic consultation with the teacher in office hours is strongly advised. Instead of coming only when there is some particular issue, try to drop by several times during the semester for us to compare your sense, and my sense, of your general progress. The benefits of this are enormous for both of us. When, for any reason, you intend to come to office hours let me know at the end of class. My arrival at the office (LV125) may be delayed (I may still be in the classroom, or have gone to a computer station with another student or have gone by the ESL building, etc.). If I know you are coming we will ensure we find each other. Hence, consider office hours as “by appointment”.

Participation: “Help-Create-Speak”: not just your physical presence but also your positive participation is especially important in language classes as it greatly impacts your own progress and also the quality of environment for other students

- “Help”: in-class interaction - social and intellectual - facilitating teaching and other students' learning
- “Create”: Add your own touch to the work - written and performative - in a positive, constructive way
- “Speak”: focus on accent, intonation patterns, syntax and cultural communication.

Class protocol:
No food or drinks in class. All electronic devices must be turned off before stepping into the classroom. No phones, text messaging or electronic dictionaries. Always use appropriate language in email communication.

HONOR POLICY: Students must adhere to the SMC Code of Academic Conduct regarding plagiarism and cheating: “Santa Monica College defines academic dishonesty as the act or assistance in deceiving, including fraud or deception in an academic exercise. Academic honesty includes, but is not limited to, certain actions not authorized by the instructor or testing officer, such as using notes or testing aids, allowing someone else to assume one’s identity, falsifying records, plagiarism, changing answers on a previously scored assignment or exam, copying, inventing information by any means during an exam. Check the SMC catalog for additional details, including information on the consequences for academic conduct violations.” Students who cheat or plagiarize will receive an F for the assignment and may be referred to the college disciplinarian. No cutting or pasting from the Internet or copying text from books without due acknowledgment. For more information on plagiarism and due acknowledgment, see below.

More information about plagiarism
The following is taken from the web page of the University of Delaware Department of English Writing Program website. (<http://www.english.udel.edu/content/index.php?option=com_content&task=view&id=276&Itemid=399>)

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

(...)
Any work that you submit at any stage of the writing process--draft, thesis and outline, bibliography, etc., through final version--must be your own; in addition, any words, ideas, or data that you borrow from other people and include in your work must be properly documented. Failure to do either is plagiarism. (...

1. Quoting another person's actual words, complete sentences or paragraphs, or entire piece of written work without acknowledgement of the source.
2. Using another person's ideas, opinions or theory, even if it is completely paraphrased in one's own words without acknowledgement of the source.
3. Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgement of the source.
4. Copying another student's essay test answers.
5. Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own.
6. Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work.

More information about citing sources and MLA style.
Citing sources appropriately means judgment, fairness and careful avoidance plagiarism. The exact format is far less important and different styles are standard in different disciplines - APA (American Psychologists Association) style, Chicago (University of Chicago) style, and MLA (Modern Languages Association.) For MLA style, see:
- Lone Star College <http://kclibrary.nhmccd.edu/mlastyle.htm>
If you are not sure about how well you have followed MLA style, a free tool to use is <http://www.easybib.com/>
SUPPORT SERVICES: computers / academic counselors / psychological counselors

- Computers: students may use computers in the Cayton Center, the library, and Drescher Hall 203 & 204.
- Academic Counselors can be reached in the ISC (434-4217) and in Counseling (434-4210 or 434-4589). They will be available in the ESL Department (M 1:00-3:00 PM, W 10:00-11:30 AM, Th 10:30 AM-12:00 PM). No appointment is necessary to see a counselor in the ESL Department.
- Psychological counselors can be reached at 434-4262 or through Student Health.
- **Tutoring**: Free tutoring is available in the ESL center. Get info, sign up and schedule appointments on line from the SMC ESL Department link: [http://www.smc.edu/esl/Tutoring%20and%20Workshops/tutoring.htm](http://www.smc.edu/esl/Tutoring%20and%20Workshops/tutoring.htm).

More information about tutoring:
When students sign up for tutoring, they are given a list of activities that tutors can do. The list helps students identify how they'd like assistance. These are the kinds of activities that tutors do:

1. Help students brainstorm topics and make outlines.
2. Evaluate the wording of the thesis and topic sentences.
3. Give feedback on the analysis of the topic.
4. Help students improve an introduction and/or conclusion.
5. Comment on the organization of the main and supporting ideas.
6. Help students understand the directions of an assignment.
7. Help students develop skills for analyzing literature.
8. Explain concepts from textbook and lecture notes.
9. Address grammar questions that students ask about their writing. (Students are advised to circle their areas of concern before coming to the tutoring session).
10. Work with students on grammar lessons in a textbook.
11. Advise students if they have accurately and adequately addressed instructors’ written comments on a work that is being revised for resubmission.

**For information from ESL faculty on tutoring, contact the Tutoring Program Faculty Leader, Prof. Janet Harclerode.**
### Schedule (current version)

**Notes:**
- Syllabus content may **change**: timing and specific homework certainly will. The teacher will explain in class during term. **oral in-class updates supersede** previous info including this syllabus page and eCompanion.
- °R ~ read; W ~ write; Q3 ~ Quest 3 Reading and Writing; ° Q3-LS ~ Quest 3, Listening and Speaking; Randall ~ Prof. Randall's language review preview (30 pp.pdf)
- Ch ~ Chapter; p182.C = page 182, Exercise C. Q ~ question; w ~ words
- E1a ~ Essay #1, first version; E3b ~ essay #3, 2nd version

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<th>Day</th>
<th>Date</th>
<th>Content focus</th>
<th>Homework</th>
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| 1    | M   | 1/05 | - Introductions  
- Diagnostics  
- Syllabus review | R: Syllabus  
W: finish syllabus review question sheet (hand-write on sheet)  
W: note any syllabus Qs  
R: pp.163-4, Ex.B (Parts of Speech and definitions)  
R: Randall: "Parts of speech;" "Word Form;" "Transitions & Conjunctions Chart"; Sentence Types, Clauses, and Phrases; Noun Clauses |
|      | T   | 1/06 | - Sentence Types and Parts of Speech Review | R: pp.164-5, "Poetry lessons"  
R: pp.168-70, "Appreciating poetry"  
R: Randall: Annotating the Readings |
|      | W   | 1/07 | Quest 3, Ch 5: Poetry  
- Pronoun reference  
- Key features of poetic form & meaning  
- Guessing meaning from context | R: pp.170-1, "Analyzing poems"  
R: p.171-4: "Marrying;" "Going to Norway;" "Richard Cory."  
W p.174: C (Finding topics); D (Recognizing other elements)  
R/W: Randall: "Common punctuation mistakes;" "Reported Speech;" "Conditionals."; Basic Writing Rules |
|      | Th  | 1/08 | - Analyzing poetry | R/W: Randall: Paragraph Editing and Revision  
R: (Armstrong): Essay structure diagram |
| 2    | M   | 1/12 | - Punctuation  
- Expressing possibility/ probability <> past modals (may/ might/ could)  
- Conditionals; if-clauses | R: p.178-80: "The History teacher;" "Deferred;" "The road not taken."  
W: Summary of one of the poems  
W: Vocab-journal 30w <> QS, Ch 5  
R: p.187, "Avoiding..."  
W: p.184.A |
|      | T   | 1/13 | Analysis paragraphs | W: Anaylsis paragraph. cf., p188-92, "Writing assignment":  
p.188-9 instruction Steps A, B, C,D; p.191, "Writing...";  
p.192, Steps E, F)  
R/W: Randall: Paragraph Editing and Revision  
R: (Armstrong): Essay structure diagram |
|      | W   | 1/14 | Standard essay structure  
E1a <> Ch 5 in class (blue book) | W: journal (creative) <> Ch 5 poems- free response  
R: p.224 ("Understanding the organization of an essay")  
R: Randall: Paragraph Outline |
|      | Th  | 1/15 | Quest 3, Ch 6: Heroes in Literature  
Inference  
Persuasion  
Paraphrasing | R: p.195-6; "Old country advice..."  
W: p.198.B (vcx) |
<p>| 3    | M   | 1/19 | NO CLASS - MARTIN LUTHER KING |   |</p>
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<th>Topic</th>
<th>Assignments</th>
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| T   | 1/20 | Hero narratives - abstract analysis (Joseph Campbell)  
      Hero narratives - a case  
      Summarizing | W: E1b. (R: p.228.E - editing checklist)  
      W: Vocab-journal 30w <> QS, Ch 6  
      R: pp.210-6, "Ta-Na-E-Ka"  
      R: Randall: Revising and Editing |
| W   | 1/21 | - Parallelism  
      - should / ought to / must  
      - Using synonyms  
      - lexical concision ("condensing") and expansion | W: p.205.C  
      W: journal (creative) <> Ch 6 <> your real-life hero  
      W: p.218: A (parallelism)  
      W: pp.219-20: (React to controversies) |
| Th  | 1/22 | E2a <> Ch 6 in class (blue book) - essay type: persuasion | W: p.222.F ("Paraphrasing")  
| M   | 1/26 | Quest 3, Ch 7: Endangered Species  
      Essay focus: using sources for information and evidence  
      Irony | W: E1c  
      R: pp.241-7: "The human factor" |
| T   | 1/27 | The passive voice  
      Categorizing content | W: E2b  
      p.249.C: vcx <> "The human factor"  
      p.249.D: collocations  
      p.249.E: categorizing |
| W   | 1/28 | Outlining  
      Note-taking | W: Vocab-journal 20w <> QS, Ch 7  
      R: pp.255-8: "The edge of extinction"  
      --  
      R: Randall: Essay Outline Form |
| Th  | 1/29 | E3a: <> Ch. 7 in class (blue book) | W: journal (creative) <> Ch 7 <> people versus animals  
      --  
      R: Randall: Paragraph Editing and Revision |
| M   | 2/02 | Quest 3, Ch 8: Human Ecology  
      Essay focus: problem/solution | pp.273-4: "Nine steps to a healthier environment"  
      pp.278-83: "Are pesticides safe?" |
| T   | 2/03 | Organizing ideas  
      Critical thinking | W: E3b  
      pp.287-9: "The effects of E-waste"  
      --  
      R: Randall: Audience and Argument |
| W   | 2/04 | Seeing both sides of arguments  
      Adjective clauses and participial phrases  
      Analyzing word choice | W: Vocab-journal 20w <> QS, Ch 8  
      R: p.292-4  
      R: p.301, "Writing introductions"  
      W: p.303.A, B |
| Th  | 2/05 | E4a <> Ch. 8 in class (blue book) | W:  
      W: journal (creative) <> Ch 8 <> opinion piece |
| M   | 2/09 | Presentations |  |
| T   | 2/10 | Presentations | E4b |
| W   | 2/11 | Exam review |  |
| Th  | 2/12 | FINAL EXAM |  |