

**COMMUNITY COLLEGE OF SOUTHERN NEVADA
CHEYENNE CAMPUS
SPRING 2003
SYLLABUS**

COURSE: ESL 138 - INTERMEDIATE WRITING FOR INTERNATIONAL STUDENTS
SECTION CODE: 26406 (3 credits)
CLASSROOM: CY 2229
DAYS & TIME: Mondays & Wednesdays 9:30 -10:50 a.m.
INSTRUCTOR: Stephen G. PERIDORE
OFFICE HOURS: 1) Tuesdays & Thursdays 7:00 – 8:00 a.m. in CY 2101E
2) Mondays & Wednesdays 8:00 - 9:30 a.m. in CY 2101E or by appointment
(702) 651-4969
TELEPHONE:
EMAIL: stephen_peridore@ccsn.nevada.edu
WEBPAGE: http://users.lvcn.com/stephen_peridore/esl138.html
TEXTBOOKS: Oshima, A., & Hogue, A. (1997). Introduction to Academic Writing. White Plains, NY: Addison-Wesley Longman Publishing Company

ADDITIONAL MATERIALS:

- White paper (not spiraled!!)
- folder with pockets (or a 3-ring binder)

COURSE PREREQUISITE: Appropriate score on the ESL placement exam or completion of ESL 129 & 132

COURSE OBJECTIVES: Upon completing this course, students should:

- Use a systematic approach to the writing process to: 1) generate and develop ideas, 2) learn language directly related to the topic, and 3) apply appropriate rhetorical patterns to specific writing tasks.
- Generate and develop ideas during the prewriting phase (brainstorming, interpreting photos, clustering, life murals, vocabulary journals, reading texts)
- Identify and analyze rhetorical and stylistic conventions of single & multi-paragraph essays (narration, description, opinion, compare/contrast)
- Integrate oral language development in all phases of the reading and writing process
- Envision writing not as a solitary activity, but as a highly interactive group endeavor that calls for group collaboration and support at every phase
- Recognize and experience the value of the collaborative activities to generate and develop ideas for effective written expression.
- Evolve into a community of writers who learn to listen to what other have to say to critique each other's writing in a positive and sensitive manner.

ATTENDANCE & PUNCTUALITY: Students are expected to attend EVERY CLASS and to be ON TIME. If you must miss a class due to health or other extenuating circumstances, please leave a message with me at 651-4969 on or before the day of class. Please keep in mind that failure to do so in turn limits your opportunity to participate in classroom discussions and activities, which under such circumstances will adversely affect your course grade in the following manner:

- | | | |
|---------------------------------------|---|----------------------------------|
| • 5-6 unexcused absences | ⇒ | 10% Final Grade Reduction |
| • 7-8 unexcused absences | ⇒ | 20% Final Grade Reduction |
| • 9 or more unexcused absences | ⇒ | F (FAILING GRADE) |

***If you must miss a class due to health or other extenuating circumstances, please leave a message with me at 651-4969 on or before the day of class. Be advised that a WITHDRAWAL (W) will NOT be given to any student who has attended class beyond the SECOND week of the semester. It is the ultimate responsibility of the STUDENT to formally WITHDRAW from this course if he/she does not wish to or cannot finish the course.

EXAMS: There will be a midterm & final exam during which you will write a multi-paragraph in-class essay. Make-up exams WILL NOT be given except under extraordinary circumstances to be determined by the instructor. Thus, failure to take an exam on the day it was originally administered will result in a ZERO for that exam.

COMPOSITIONS: There will be EIGHT out-of-class written compositions, each of which must be typed and double-spaced. For each composition, you will bring TWO copies of your 1st draft to class for peer review/editing sessions. Based on peer feedback, you will then rewrite your composition and submit the final draft by the due date. Late work will be reduced by 10% per class day after the original due date.

PEER-EDITING: For each of the out-of-class compositions that are assigned, you will have the opportunity to edit two different students' papers for content, grammar/mechanics, organization, & paragraph format. Thus, for each peer-editing session, you will need to bring TWO copies of your composition so that each of your two peers will have their own copy to edit. The peer-editing sessions will enable you to revisit your writing based on the thoughtful input from your peers to further develop your writing skills. Students who are absent or fail to bring a rough draft on peer-editing days will automatically receive a 15% reduction on their final draft, NO EXCEPTIONS!!!

OPEN LAB SCHEDULE: You are encouraged to use our language laboratory (CY 2649) outside of class time to improve your English listening, speaking, reading, and writing skills. In order to use the lab, you will need both a lab card issued by your instructor and a CCSN student picture ID issued by the Student Gov't Office. The language laboratory is available for your use during the following days & times:

CHEYENNE CAMPUS (CY 2649)

Monday - Thursday 7:30 a.m. - 9:00 p.m.
 Friday - Saturday 9:00 a.m. - 2:00 p.m.
 Sunday 12:00 p.m. - 5:00 p.m.

WEST CHARLESTON CAMPUS

Monday - Thursday 8:30 a.m. - 7:30 p.m.
 Friday 9:00 a.m. - 2:00 p.m.
 Saturday 9:00 a.m. - 1:00 p.m.

GRADE BREAKDOWN

I.	Out-of-Class Compositions (8)	70%	94 - 100%
II.	Exams (2)	30%	90 - 93%
	A. Midterm		87 - 89%
	B. Final		84 - 86%
			80 - 83%
			77 - 79%
			74 - 76%

GRADING SCALE

=	A	70 - 73%	=	C-
=	A-	67 - 69%	=	D+
=	B+	64 - 66%	=	D
=	B	60 - 63%	=	D-
=	B-	0 - 59%	=	F
=	C+	Withdrawal	=	W
=	C	Audit	=	N

SPECIAL ACCOMMODATIONS: If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center (DRC) for coordination of your academic accommodations. The DRC is located in Student Services on each campuses. For Cheyenne the number is 651-4700, for West Charleston the number is 651-5089 and for Henderson, the number is 651-3086.

ESL CLUB: For more information on the club's *Spring 2003 Schedule of Activities* or the *ESL Academic Scholarship Application*, please visit our website at: http://users.lvcm.com/stephen_peridore/eslclub.html

OFFICE OF RETENTION: College Survival! - Mastery! - Success! - Helping you survive and succeed in college is what Retention is all about. Did you know that CCSN has a wide array of services and programs to help make your experience at CCSN be a successful and rewarding one? The Office of Retention can help you get or stay on the right track. We offer:

- ✓ **Coyote Student Coaches** offer **free tutoring** on a walk-up basis during posted hours in many subjects. Student Coaches are available in the D Lobby at West Charleston, the Student Lounge at Cheyenne and in the C Building at Henderson.
- ✓ **E-ALERT!** is CCSN's academic early warning system. Professors identify students who need help and/or students who are having trouble in their classes may set up an appointment and receive help.
- ✓ **Free Success Planning Appointments** are available. The staff of the Retention Office is committed to helping you succeed at CCSN by sitting down with you, assessing your needs and getting you plugged in to CCSN's many resources. So remember, **STOP! Don't DROP, enROLL!** Call us at 651-2626!

I. PARAGRAPH FORM GUIDELINES FOR ALL SUBMITTED COMPOSITIONS

- A. NAME / ESL 138 / DATE** ⇒ upper right-hand corner of page
- B. TITLE** ⇒ Centered above first line of the first paragraph
- C. MARGINS** ⇒ 1 inch margins on the left, right, top, & bottom of page
- D. INDENTATION** ⇒ Indent the first sentence of each paragraph FIVE spaces from the left margin
- E. TEXT & SPACING** ⇒ TYPE all work & double-space the text
- F. HYPHENATION** ⇒ If a word is too long to fit at the end of a line, do NOT attempt to divide it into two parts (hyphenation). Instead, write the whole word on the next line.

II. CRITERIA FOR COMPOSITIONS

Composition #1 - My Favorite Sport / Activity

- I. Content - Write a single paragraph essay about your favorite sport or activity
 - A. What is it?
 - B. What type of game / activity?
 - C. Where do you play it or do it?
 - D. Number of people needed?
 - E. What kind of equipment is necessary?
 - F. When did you start doing it?
 - G. Any emotional/physical effects?
 - H. Would you recommend it?
- II. Organization - Organize your thoughts FIRST by writing an outline using the above nine main points follow by supporting details (answers) to each point

Composition #3 – A Memorable Event in my Life

- I. Content - Write a single or multiple paragraph essay about a memorable event in your life (happy, sad, embarrassing, funny, frightening)
- II. Grammar - Use both simple & compound sentences to vary your sentence structure
- III. Organization -
 - A. Organize your thoughts FIRST by writing an outline of the story
 - B. Narrate your story in the order in which things occurred
 - C. Use TIME/ORDER transitions to show the order in which things happened

Composition #5 - Positive & Negative Effects of TV

- I. Content
 - A. Write a FOUR paragraph essay about the positive & negative effects of TV
 - B. Make your supporting arguments stronger by bringing in outside sources
- II. Grammar - Use quotation marks when presenting an outside source's exact words
- III. Essay Format
 - A. Paragraph 1 - Introduction (general statements about main idea)
 - B. Paragraph 2 - Positive effects
 - C. Paragraph 3 - Negative effects
 - D. Paragraph 4 - Conclusion / Final thoughts
- IV. Organization -
 - A. Organize your thoughts by FIRST writing an outline
 - B. Use appropriate transition signals to show connections from one paragraph to another (pp. 124-25)

Composition #2 - My Country's Cultural Symbol

- I. Content - Write a single paragraph essay about your country's most famous cultural symbol or emblem
 - A. What is it?
 - B. Physical characteristics?
 - C. Where is it used?
 - D. What is its purpose & what does it represent?
 - E. Do you agree with the choice of this symbol? Why?
- II. Grammar -
 - A. Use simple, compound, & complex sentences
 - B. Use adverb clauses in your complex sentences to explain *why*, *when*, and *where*
- III. Organization -
 - A. Organize your thoughts by FIRST writing an outline
 - B. Use appropriate transition signals from pg. 102

Composition #4 - A Special Place

- I. Content - Write a single paragraph essay about a place that is special to you
- II. Grammar -
 - A. Use adjectives that appeal to the following senses: sight, sound, touch, taste, smell
 - B. Use prepositional phrases to describe where things are located
- III. Organization -
 - A. Organize your steps by FIRST by writing an outline
 - B. Present your description in spatial-order (outside to inside, top to bottom, left to right)

Composition #6 –My Country's Holidays

- I. Content - Write a multi-paragraph essay about what kinds holidays (pagan, religious, & political) you celebrate in your country.
 - A. Origins & purpose of the holiday types
 - B. Examples of specific holidays
 - C. Significance of each specific holiday
 - D. Detailed description of how each specific holiday is celebrated
- II. Grammar -
 - A. Use simple, compound, & complex sentences
 - B. Incorporate appositives & adjectives clauses
- III. Essay Format -
 - A. Paragraph 1 - Introduction (general statements about essay's main idea)
 - B. Paragraphs 2-? - one paragraph for each holiday type
 - C. Last Paragraph - Conclusion / final thought
- IV. Organization -
 - A. Organize your thoughts by FIRST writing an outline
 - B. Use LIST/ORDER transition signals to order your different holiday types from one paragraph to another

Composition #7 - Doctor-assisted Suicide

- I. Content - Write a multi-paragraph essay expressing your opinion about doctor-assisted suicide.
 - A. Support your opinion with at least THREE reasons
 - B. Provide at least TWO examples for each reason
 - C. Strengthen your position by using outside sources (surveys, polls, statistics cited in book, magazines, news shows) for in your examples.
- II. Grammar -
 - A. Use modal verbs to express what people should, could, must do
 - B. Vary your sentence structure by using simple, compound, & complex sentences
- III. Essay Format -
 - A. Paragraph 1 - Introduction (general statements about essay's main idea)
 - B. Paragraphs 2-? - one paragraph for each reason
 - C. Last Paragraph - Conclusion / final thought
- IV. Organization -
 - A. Organize your thoughts by FIRST writing an outline
 - B. Use REASON transition signals to organize your different reasons from one paragraph to another & EXAMPLE transitions to introduce your examples

Composition #8 – Education in My Country & USA

- I. Content - Using an FOUR paragraph essay, compare & contrast post-secondary education in your country with that in the USA (see pages 192-93). Provide examples for each of your similarities & differences
- II. Grammar -
 - A. Use comparative & superlative forms of adjectives & adverbs to highlight differences
- III. Essay Format -
 - A. Paragraph 1 - Introduction (general statements about essay's main idea)
 - B. Paragraph 2 - similarities
 - C. Paragraph 3 - differences
 - D. Paragraph 4 - Conclusion / final thought
- IV. Organization -
 - A. Organize your thoughts by FIRST writing an outline
 - B. Use compare/contrast transition signals (pp. 202 & 206) to show similarities & differences
 - C. Use example transitions to introduce examples of your similarities & differences

****NOTE**:** Each paragraph of your essay must contain: 1) **a topic sentence** that expresses the main idea, 2) **the body** that supports the main idea through detail and/or examples, and 3) **a conclusion** that restates the main idea in different words or adds a personal note to the essay.

**TENTATIVE COURSE SCHEDULE
(Subject to change by instructor)**

	<p>Wednesday 1-22-03 IN CLASS</p> <ul style="list-style-type: none"> • Intro to class • Lab tour
<p>Monday 1-27-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 4 Part 1 pp. 68-82 <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #1: <i>My Favorite Sport / Activity</i> – 1st draft 	<p>Wednesday 1-29-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 4 Part 1 pp. 68-82 – continued • Peer-editing – <i>My Favorite Sport / Activity</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts
<p>Monday 2-3-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 4 Part 2 pp. 82-85 • Composition #1: <i>My Favorite Sport / Activity</i> - return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #1: <i>My Favorite Sport / Activity</i> – final draft 	<p>Wednesday 2-5-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 5 Part 1 pp. 88-98 • Composition #1: <i>My Favorite Sport / Activity</i> – final draft DUE <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #2: <i>My Country's Cultural Symbol / Emblem</i> – 1st draft

<p>Monday 2-10-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 5 Part 2 pp. 98-111 • Peer-editing - <i>My Country's Cultural Symbol / Emblem</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts 	<p>Wednesday 2-12-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 5 Part 2 pp. 98-111 – continued • Composition #2: <i>My Country's Cultural Symbol / Emblem</i> - return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #2: - <i>My Country's Cultural Symbol / Emblem</i> – final draft
<p>Monday 2-17-03 PRESIDENTS' DAY - NO CLASS</p>	<p>Wednesday 2-19-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 2 Part 1 pp. 24-30 • <u>Compositions #1 & 2 DUE</u> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #3: <i>A Memorable Event</i> - 1st draft
<p>Monday 2-24-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 2 Part 2 pp. 30-38 • Peer-editing – <i>A Memorable Event</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts 	<p>Wednesday 2-26-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 2 Part 3 pp. 38-43 • Composition #3: <i>A Memorable Event</i> - return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #3: <i>A Memorable Event</i> – final draft
<p>Monday 3-3-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 3 Part 1 pp. 48-53 • <u>Composition #3: A Memorable Event – final draft DUE</u> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #4: <i>A Special Place</i> - 1st draft 	<p>Wednesday 3-5-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 3 Part 2 pp. 54-59 • Peer-editing - <i>A Special Place</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts
<p>Monday 3-10-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 3 Part 3 pp. 59-64 • Composition #4: <i>A Special Place</i> - return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #4: <i>A Special Place</i> – final draft 	<p>Wednesday 3-12-03 IN-CLASS</p> <ul style="list-style-type: none"> • MIDTERM EXAM
<p>Monday 3-17-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 6 Part 1 pp. 114-126 • <u>Composition #4: A Special Place – final draft DUE</u> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #5: <i>Positive & Negative Influences of Television</i> – 1st draft 	<p>Wednesday 3-19-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 6 Part 1 pp. 114-126 - continued • txtbk Unit 6 Part 2-3 pp. 126-137 • Peer-editing - <i>Positive & Negative Influences of Television</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts
<p>Monday 3-24-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 6 Part 2-3 pp. 126-137 – continued • Composition #5: <i>Positive & Negative Influences of Television</i> - return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #5: <i>Positive & Negative Influences of Television</i> - final draft 	<p>Wednesday 3-26-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 7 Part 1 pp. 142-151 <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #6: <i>My Country's Holidays</i>- 1st draft

<p>Monday 3-31-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 7 Part 2 pp. 151-158 • Peer-Editing - <i>My Country's Holidays</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts 	<p>Wednesday 4-2-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 7 Part 3 pp. 158-163 • Composition #6: <i>My Country's Holidays</i> - return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #6: <i>My Country's Holidays</i>- final draft
<p>Monday 4-7-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 8 Part 1 pp. 168-175 • <u>Compositions #5 & 6 DUE</u> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #7: <i>Doctor-assisted Suicide</i> - 1st draft 	<p>Wednesday 4-9-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 8 Part 2 pp. 175-180 • Peer-editing - <i>Doctor-assisted Suicide</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts
<p>Monday 4-14-03 SPRING BREAK - NO CLASS</p>	<p>Wednesday 4-16-03 SPRING BREAK - NO CLASS</p>
<p>Monday 4-21-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 8 Part 3 pp. 181-187 • Composition #7: <i>Doctor-assisted Suicide</i> - return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #8: <i>Doctor-assisted Suicide</i> - final draft 	<p>Wednesday 4-23-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 9 Part 1 pp. 190-200 <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #8: <i>Education in the US and ...</i> – 1st draft
<p>Monday 4-28-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 9 Part 2 pp. 200-209 • Peer-editing – <i>Education in the US & ...</i> <p>HOMEWORK</p> <ul style="list-style-type: none"> • Finish peer-editing your classmates' 1st drafts 	<p>Wednesday 4-30-03 IN-CLASS</p> <ul style="list-style-type: none"> • txtbk Unit 9 Part 3 pp. 209-214 • Composition #8: <i>Education in the US & ...</i> – return edited drafts to your partners <p>HOMEWORK</p> <ul style="list-style-type: none"> • Composition #8: <i>Education in the US & ...</i> - final draft
<p>Monday 5-5-03 IN-CLASS</p> <ul style="list-style-type: none"> • CATCH-UP DAY • <u>Compositions #7 & 8 DUE</u> 	<p>Wednesday 5-7-03 IN-CLASS</p> <ul style="list-style-type: none"> • FINAL EXAM
<p>Monday 5-12-03 STUDENT CONFERENCES & ADVISEMENT</p>	<p>Wednesday 5-14-03 STUDENT CONFERENCES & ADVISEMENT</p>