

**ESL 015**  
**Composition for American Academic Communication II**

Department of Applied Linguistics  
The Pennsylvania State University  
Spring, 2016

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Instructor: Hyunjin Jinna Kim	Office: 312 Sparks
Course Section: 006	Office Hours: W 12-2p.m., R 12:30-1:30p.m. ( <i>Prior appointment preferred</i> )
Course Meetings: Tue & Thu 4:15-5:30p.m.	Contact: ANGEL message (hzk146@psu.edu)
Class Location: 301 Willard Building	

### **Course Description**

This course is undergraduate international students who are not using English as their dominant language. The overall goal of this course is to develop the reading and writing skills you need in order to be confident in academic reading and writing tasks throughout your university experiences in the United States. In this course you will raise awareness of the common practices in American academic writing, which includes *topic selection, library research, summarizing, paraphrasing, quoting, organizing ideas, supporting your claims with good forms of evidence, and preparing citations*. In addition, you will participate in a variety of activities with strategies for improving your papers through brainstorming, outlining, drafting, peer reviewing, revising and editing. You will also learn and practice specific reading skills and strategies to support your research and writing activities.

### **Learning Objectives**

By the end of this course, you will be able to:

1. Use the writing process effectively. This means that you will be able to generate ideas, plan and draft essays, revise your writing, and identify and self-correct major grammatical errors. You will also be able to give and take guided feedback through peer-review.
2. Write different kinds of essays that meet the needs of different audiences and purposes. Effective essays show strong focus, effective organization, sufficient development, and overall cohesiveness through transitions and repeating key words. Your essay will demonstrate that you understand the concept of audience, genre, and voice.
3. Use critical reading skills to interact with the information from academic texts. These skills include the ability to identify main points and details, determine audience and purpose, summarize, and analyze/respond to written English texts.
4. Use and seek further help from outside source material in an effective and appropriate way accepted by American universities through summarizing, paraphrasing, quoting, and citing sources.
5. Use academic vocabulary related to course readings accurately and appropriately.
6. Write clear and comprehensible sentences and paragraphs that form coherent and cohesive texts.

### **Course Textbook**

Rosa, A. & Escholz, P. (2012) *Models for writers: Short essays for composition*. (11<sup>th</sup> Ed.) Boston: Bedford's/ St. Martins.

## **Additional Materials**

- PSU's online platform **ANGEL** will be used to share additional readings, handouts, and class materials. ANGEL can be accessed at: <https://cms.psu.edu>
- Bring a **notebook or loose-leaf paper** for occasional in-class writing assignments.

## **Course Requirements**

All assignments will be **submitted electronically** (unless otherwise noted). Assignments should be double-spaced with 1" margin on all sides; submitted assignment should include student's name, course name and section, and assignment title. I recommend using 12 point Times New Roman font. I will hand out detailed grading rubrics for each of the major paper assignments as the course progresses.

### **1. Attendance and participation (5%)**

Come to class on time; participate fully in class discussions and in-class activities; do the assigned readings and homework before class; bring your textbook and homework papers to class. Contact the instructor in advance if you have a problem attending the class on a certain day. You may be absent from class two times for important conflicts that come up, such as unexpected family situations, visa or official obligations, etc. Please note that these 2 absences are not "free" – they will be counted as absences, but your grade will not be affected as long as you inform your instructor BEFORE the missed class and make up the work you miss. If you are sick and need to miss class unexpectedly for medical reasons, the PSU policy is that you must provide a "Medical Excuse" note, available from the Student Health Center, in order for those missed days to be excused. Even if your attendance grade was affected by your absence in an emergency, points could be taken off for lacking of class participation. If you miss more than 4 classes and have not contacted the instructor appropriately, you may receive an academic warning, lose points from your grade, or even fail the class. Three tardies (arriving more than 10 minutes late) will be considered equally as one unexcused absent.

### **2. Journal writing & Blog posts (10%)**

You will be required to write 10 informal, communicative texts, including journal writing, and blog posts/ replies. These informal writing assignments are designed to help you develop ideas for your writing; understand the readings better; organize information for better communication; and practice using sentence structures and lexical items that are useful for your writing. I will grade the papers on how well you followed the writing prompt and also on the depth and completeness of your writing.

### **3. Reading response & other HW (10%)**

We will read several texts throughout the semester and a short response assignment, a brief quiz, or personal reflections will follow. There will be other minor assignments which help you prepare for class discussion or for major projects.

### **4. Peer reviews (5%)**

You will have a chance to work closely with your classmates in giving and receiving peer feedback to make your revising better. This is a required part of the class and I will help you develop your peer reviewing skills.

**5. Major assignment #1: Extended Definition Essay (10%)**

In this essay, you will choose an important abstract term and give an extended definition of it using examples and outside sources. You should explain what the meaning of the word is, how it is used or how it functions. You may gather information from library sources, the internet, your own experience, and other people. (Length: 600-700 words)

**6. Major assignment #2: Comparison & Contrast Essay (10%) & Presentation (5%)**

In this essay, you will choose a topic guided by your instructor and organize information to make comparison and contrast referring to the topic. You need to research and gather information, summarize and organize the information effectively to clarify the comparison and contrast you make. You will present a poster about your C&C topic in class, and submit a summary of the information as well. (Length: 700-800 words)

**7. Major assignment #3: Topic proposal (10%) & Annotated Bibliography (10%)**

Choose an interesting, socially or culturally important problem that has not yet been solved, research your topic and analyze in order to prepare for your final Problem/Solution essay. You will compile an Annotated Bibliography of useful sources (6-10 sources) including your annotations. The list must be prepared in APA style. You will use library resources to collect sources relevant to your topic, organize and cite the information to vividly explore a particular problem and its solutions. (Length: 6-10 sources, annotations 150-250 words each) While compiling your sources, write out a topic proposal that includes some background information about the problem you have chosen. Write down *why* you are interested in this topic and *what* some of the most difficult, important, relevant, or challenging points of the problem are. (Length: 400-500 words)

**8. Major assignment #4: Problem/Solution Essay (20%) & Presentation (5%)**

For this essay, you will use the sources you gathered in the Annotated Bibliography, write an essay that argues in favor of ONE solution to the problem that you are researching. While your research focus and research question might change slightly as you do more research, you may not change your topic once you have turned in the Annotated Bibliography. Choose a topic that is interesting, researchable, and somewhat controversial. You will also give a brief oral presentation in class about your final Problem/Solution essay. (Length: 1200-1600 words)

**\*Extra Credit Assignments**

There is an option to earn up to 5 points of extra credit. This will be announced during the semester.

**\*Late Assignments**

**Turn in your assignments on time.** If a major assignment is late, two points out of 100 will be deducted from your final grade for each day it is late (e.g., if the final grade of your Extended Definition essay is 90/100, but was submitted 3 days after the deadline, your grade will be 84/100 instead). Other assignments besides major assignments turned in late will not be accepted and earn 0 points.

**\*\*Send an ANGEL message – NOT an email – in order to communicate with me; you can expect my response within 2 days. Messages 48 hours before major assignments' deadline may not receive a response until the deadline has passed.**

## Grade Scale

A	95-100	C+	75-79.9
A-	90-94.9	C	70-74.9
B+	87-89.9	D	60-69.9
B	84-86.9	F	< 60
B-	80-83.9		

## Course Policies

### Classroom Distractions

When you come to class, I expect you to behave in a professional way that shows respect to me and to your classmates. If you arrive late or need to excuse yourself leaving the class early, please **enter and exit quietly**. **Mobile phones, laptops, and other devices** must be only for **academic purposes** during class time. I will end class on time, so please **wait until the class is completely finished** to pack up your belongings.

### Enrollment & Withdrawal

You are **responsible for** making all decisions regarding your **enrollment status** in and any Financial Holds for Penn State courses. Should you decide to withdraw from this course, you must either 1) drop via eLion or 2) complete an official “add/drop” form and submit it to your advisor by University deadlines. If you are failing the course and do not officially withdraw, you will receive a final grade of F. Feel free to talk to me if you have any questions about this process.

### Academic Integrity & Plagiarism

Plagiarism is using someone else’s words, ideas, and/or data in your work and treating it as your own by either not citing it or by citing it inappropriately. Plagiarism is a very serious issue in the American university system. Within Penn State, the College of Liberal Arts has the following policy regarding academic honesty and plagiarism:

*“Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20).*

*Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction.”* ([http://www.la.psu.edu/CLA-Deans\\_Area/Preparingyoursyllabus.shtml](http://www.la.psu.edu/CLA-Deans_Area/Preparingyoursyllabus.shtml))

**Questions about academic integrity** can be referred to Ashley Tarbet at: [aet143@psu.edu](mailto:aet143@psu.edu) or (814) 865-1070.

If, at anytime, you have a question about **whether what you are doing is plagiarism or not, please ask me**. I want to help you figure out how to use source materials ethically (it is, in fact, one of the major goals of this class!). You will not be penalized for any evidence of plagiarism if you come to me asking for help with using your sources.

### Disability Access Statement

“The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.”([http://www.la.psu.edu/CLA-Deans\\_Area/Preparingyoursyllabus.shtml](http://www.la.psu.edu/CLA-Deans_Area/Preparingyoursyllabus.shtml))

**Questions about disability access** can be referred to Jennifer Morris at: [jxm2@psu.edu](mailto:jxm2@psu.edu) or (814) 863-5538.

### Statement of Nondiscrimination

“The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state of federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.” (<http://ets.tlt.psu.edu/learningdesign/syllabus/policy>)

**Tentative Course Schedule** (*\*Check course schedule in ANGEL regularly*)

WEEK	DATE	CLASS SCHEDULE	ASSIGNMENTS
Week1	Tue Jan 12 <sup>th</sup>	Class introduction/ Self Introduction Ice breaker In-class writing	<u>-Wed, Jan 13<sup>th</sup>: Send ANGEL message (Due MIDNIGHT /11:59 PM)</u>
	Thu Jan 14 <sup>th</sup>	Syllabus Quiz In-class writing Extended Definition introduction	-Thu, Jan 14 <sup>th</sup> : HW Reading PDF file “ <i>ESL015_Week1_Day1_Reading</i> ” (BEFORE CLASS) <i>Sat, Jan 16<sup>th</sup>: Journal 1 (Due MIDNIGHT/11:59 PM)</i>
Week2	Tue Jan 19 <sup>th</sup>	Extended definition practice Extended Definition outlining	-Tue, Jan 19 <sup>th</sup> : HW Reading pp. 444-446, 447-449/451-453/456-459 (BEFORE CLASS), Reading response HW (BRING TO CLASS) <u>-Wed, Jan 20<sup>th</sup>, Thu, Jan 21<sup>st</sup>: Office hour meeting</u>
	Thu Jan 21 <sup>st</sup>	Organization & Paragraphs Reading & Extended Definition quiz	-Thu, Jan 21 <sup>st</sup> : HW Reading pp.119-123, 172-175 (BEFORE CLASS) <i>Sat, Jan 23<sup>rd</sup>: Blog post 1 (Due MIDNIGHT/11:59PM)</i> <i>Sun, Jan 24<sup>th</sup>: Blog post 1 reply (Until MIDNIGHT)</i> <u><i>Start Extended Definition 1<sup>st</sup> draft (Due Jan 27<sup>th</sup>)</i></u>
Week3	Tue Jan 26 <sup>th</sup>	Extra credit Extended Definition presentation Peer review practice Audience	-Tue, Jan 26 <sup>th</sup> : HW Reading PDF file “ <i>Writing for an Audience</i> ” (BEFORE CLASS), Reading response HW (BRING TO CLASS) <u><i>Wed, Jan 27<sup>th</sup>: Extended Definition 1<sup>st</sup> draft (Due MIDNIGHT/11:59PM)</i></u>
	Thu Jan 28 <sup>th</sup>	Extra credit Extended Definition presentation Extended Definition 1 <sup>st</sup> draft peer review Comparison & Contrast introduction	-Thu, Jan 28 <sup>th</sup> : HW Extended Definition 1 <sup>st</sup> Draft hardcopy & Completed Self-evaluation checklist (BRING TO CLASS) <u><i>Sun, Jan 31<sup>st</sup>: Extended Definition final essay (Due MIDNIGHT)</i></u>
Week4	Tue Feb 2 <sup>nd</sup>	Reading quiz Comparison & Contrast discussion & topic decision	-Tue, Feb 2 <sup>nd</sup> : HW Reading pp.483-487, 488-490/493-497/499-502 (BEFORE CLASS)

Week4	Thu Feb 4 <sup>th</sup>	Beginning and Endings Comparison & Contrast outlining	-Thu, Feb 4 <sup>th</sup> : HW Reading pp.145-153 (BEFORE CLASS) & Reading Response (BRING TO CLASS) Sat, Feb 6 <sup>th</sup> : Blog post2 (Due MIDNIGHT) Sun, Feb 7 <sup>th</sup> : Blog post2 reply (Until MIDNIGHT) <u>Start Comparison &amp; Contrast 1<sup>st</sup> draft (Due Feb 11<sup>th</sup>)</u>
Week5	Tue Feb 9 <sup>th</sup>	Thesis & Unity Reading quiz Presentation sign-up	-Tue, Feb 9 <sup>th</sup> : HW Reading pp. 81-83, 99-102, 84-87/90-92/94-97 (BEFORE CLASS)
	Thu Feb 11 <sup>th</sup>	C&C peer review Using sources & Tech workshop	<u>Thu, Feb 11<sup>th</sup>: Comparison &amp; Contrast 1<sup>st</sup> draft (Due BEFORE CLASS)</u> -Thu, Feb 11 <sup>th</sup> : HW Completed Self-evaluation checklist, C&C 1 <sup>st</sup> draft hardcopy (BRING TO CLASS) Sat, Feb 13 <sup>th</sup> : Journal 2 (Due MIDNIGHT)
Week6	Tue Feb 16 <sup>th</sup>	C&C poster presentation (Group A)	<u>Tue, Feb 16<sup>th</sup>: C&amp;C Group A presentation poster (BRING TO CLASS)</u>
	Thu Feb 18 <sup>th</sup>	C&C poster presentation (Group B)	<u>Thu, Feb 18<sup>th</sup>: C&amp;C Group B presentation poster (BRING TO CLASS)</u> <u>Sun, Feb 21<sup>st</sup>: Comparison &amp; Contrast final essay (Due MIDNIGHT)</u>
Week7	Tue Feb 23 <sup>rd</sup>	Annotated Bibliography & Problem/Solution introduction Problem/ Solution topic brainstorm	-Tue, Feb 23 <sup>rd</sup> : PDF file "Annotated Bibliography"
	Thu Feb 25 <sup>th</sup>	TBA	Sat, Feb 27 <sup>th</sup> : Blog post3 (Due MIDNIGHT) Sun, Feb 28 <sup>th</sup> : Blog post3 reply (Until MIDNIGHT)
Week8	Tue Mar 1 <sup>st</sup>	Library instruction <u>**Class meeting at the library</u>	-Thu, Mar 1 <sup>st</sup> : HW Read pp. 238-254 (BEFORE CLASS)
	Thu Mar 3 <sup>rd</sup>	TBA	-Fri, Mar 3 <sup>rd</sup> : Library Quiz (Due MIDNIGHT) Sat, Mar 4 <sup>th</sup> : Journal 3 (Due MIDNIGHT)

	Mar 7 <sup>th</sup> – 11 <sup>th</sup>	Spring Break (NO CLASS)	<u><i>Sun, Mar 13<sup>th</sup>: Annotated Bibliography 1<sup>st</sup> draft (Due MIDNIGHT)</i></u>
Week9	Tue Mar 15 <sup>th</sup>	Extra credit Topic proposal presentation Summarizing	-- Tue, Mar 15 <sup>th</sup> : HW Read pp. 238-254 (BEFORE CLASS), HW Citation (BRING TO CLASS)
	Thu Mar 17 <sup>th</sup>	Extra credit Topic proposal presentation Annotated Bibliography Peer Review Topic proposal outlining	-Thu, Mar 17 <sup>th</sup> : HW AB 1 <sup>st</sup> draft hardcopy (BRING TO CLASS) <b>Sat, Mar 19<sup>th</sup>: Blog post4 (Due MIDNIGHT)</b> <b>Sun, Mar 20<sup>th</sup>: Blog post4 reply (Until MIDNIGHT)</b> <u><i>Start Topic Proposal 1<sup>st</sup> draft (Due Mar 22<sup>nd</sup>)</i></u>
Week10	Tue Mar 22 <sup>nd</sup>	<u>Writing conference(No class meeting)</u> <u><i>Topic proposal 1<sup>st</sup> draft hardcopy (Bring to your writing conference)</i></u>	<u><i>Tue, Mar 22<sup>nd</sup>: Topic proposal 1<sup>st</sup> draft (Due 5:00PM)</i></u>
	Thu Mar 24 <sup>th</sup>	<u>Writing conference(No class meeting)</u> <u><i>Topic proposal 1<sup>st</sup> draft hardcopy (Bring to your writing conference)</i></u>	<u><i>Thu, Mar 24<sup>th</sup>: Journal 4 (Due 7:30 PM)</i></u> <u><i>Sun, Mar 27<sup>th</sup>: Topic proposal Final (Due MIDNIGHT)</i></u>
Week11	Tue Mar 29 <sup>th</sup>	Library research (Group debate prep) Problem/Solution assignment guidelines <b>**Class meeting at the library</b>	<b>Wed, Mar 30<sup>th</sup>: Blog post5 (Due MIDNIGHT)</b>
	Thu Mar 31 <sup>st</sup>	Group debate Problem/Solution assignment guidelines quiz	<b>Fri, Apr 1<sup>st</sup>: Blog post5 reply (Until MIDNIGHT)</b> <u><i>Sun, Apr 3<sup>rd</sup>: Annotated Bibliography Final (Due MIDNIGHT)</i></u>
Week12	Tue Apr 5 <sup>th</sup>	Problem/Solution introduction Paraphrasing Problem/Solution outlining	<u><i>Start Problem/Solution 1<sup>st</sup> draft (Due Apr 9<sup>th</sup>)</i></u>
	Thu Apr 7 <sup>th</sup>	Diction & Tone Problem/Solution mini-presentation	-Thu, Apr 7 <sup>th</sup> : HW Reading pp. 283-287 (BEFORE CLASS), Reading Response (BRING TO CLASS) <u><i>Sun, Apr 10<sup>th</sup>: P/S 1<sup>st</sup> draft (Due MIDNIGHT)</i></u>



Week13	Tue Apr 12 <sup>th</sup>	Title & Thesis statement Problem/Solution 1 <sup>st</sup> draft peer review discussion Presentation sign up	-Tue, Apr 12 <sup>th</sup> : P/S 1 <sup>st</sup> draft peer review letter (Due 5:00 PM) <b><u>-Tue, Apr 12<sup>th</sup>: Hard/digital copy of P/S 1<sup>st</sup> draft &amp; peer review letter (BRING TO CLASS)</u></b> <b><u>Start Problem/Solution 2<sup>nd</sup> draft (Due Apr 17<sup>th</sup>)</u></b>
	Thu Apr 14 <sup>th</sup>	Transition Group contest prep	-Thu, Apr 14 <sup>th</sup> : HW Reading pp. 193-196 (BEFORE CLASS), Reading Response HW(BRING TO CLASS) <b><u>Sun, Apr 17<sup>th</sup>: P/S 2<sup>nd</sup> draft (Due MIDNIGHT)</u></b>
Week14	Tue Apr 19 <sup>th</sup>	Group Contest Course review	-Tue, Apr 19 <sup>th</sup> : HW Reading Review (BEFORE CLASS) <b><u>Start Problem/Solution final essay (Due May 7<sup>th</sup>)</u></b>
	Thu Apr 21 <sup>st</sup>	TBA	<b><u>Sat, Apr 23<sup>rd</sup>: Journal 5 (Due MIDNIGHT)</u></b>
Week15	Tue Apr 26 <sup>th</sup>	P/S presentation (Group A)	<b><u>Tue, May 3<sup>rd</sup>: P/S Group A Presentation slides (Due 5:00 PM)</u></b>
	Thu Apr 28 <sup>th</sup>	P/S presentation (Group B)	<b><u>Tue, May 5<sup>th</sup>: P/S Group B Presentation slides (Due 5:00 PM)</u></b> <b><u>Sat, May 7<sup>th</sup>: P/S final essay (Due MIDNIGHT)</u></b>
Week16	Tue May 3 <sup>rd</sup>	FINAL WEEK (NO CLASS)	
	Thu May 5 <sup>th</sup>	FINAL WEEK (NO CLASS)	