**ESL 500: Oral and Written Communication**

**Fall 2014**

***This is a suggested syllabus for all instructors teaching ESL 500 at University of Illinois at Urbana-Champaign, developed with collaborative efforts among all instructors who have taught this course. For questions, please contact*** [*jinkim7@illinois.edu*](file:///C:\Users\Jin\Desktop\Syllabi\jinkim7@illinois.edu)

**Overview:** This is the first course in a two-course sequence for international graduate students at the University of Illinois at Urbana-Champaign. It is an all-skills course with both writing and oral components designed to help students succeed in an English-medium academic environment. The primary focus is on paragraph development and organization of American academic writing. Students also practice reading strategies for research articles from different disciplines through summarizing and synthesizing practices. Strategies for avoiding plagiarism and APA style citation will be introduced and practiced with source-based writing assignments. As final projects, students will produce a written critique of a research article and an oral critique of a research object from their discipline.

**Grade Policy for the ESL Writing Service Courses:**

Letter grades are based on performance of students on class assignments and participation in class. A passing grade for this course is a grade of “B-” or higher. Grades are recorded as S (satisfactory) or U (unsatisfactory) on the student transcript, but instructors will grade on a letter grade scale throughout the semester.

Your grade will be made up of the following components:

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| **ESL 500 Major Assignments** | |  | **Grading Scale** | | |
| Diagnostic Essay Process Assignment | 15% |  | A+ (97-100) | A (94-96) | A- (90-93) |
| Synthesis Essay (1-2 pages) | 20% |  | B+ (87-89) | B (84-86) | B- (80-83) |
| Critique Essay (2-3 pages) | 20% |  | C+ (77-79) | C (74-76) | C- (70-73) |
| Oral Presentation | 15% |  | D+ (67-69) | D (64-66) | D- (60-63) |
| Participation (Homework, in-class activities) | 10% |  | F (0-59) |  |  |
| Attendance | 10% |  |  |  |  |
| 2 Reflective Assignments | 5% |  |  |  |  |
| *Writer’s Help* eBook Exercises (15 exercises min.) | 5% |  |  |  |  |

**Required textbook: *Writer’s Help* eBook**

The required textbook for this course is an eBook (online textbook) called *Writer’s Help*. This handbook will be used throughout the course and will serve as a significant resource in three ways: to help you prepare for class, to provide you with extra help, and to offer you practice exercises for independent study. Because it’s an online textbook, you can access it on any computer with your individual username and password.

Please purchase the “access code” for this book by the 2nd day of class. You can purchase a physical access code card with a free student guide at the UIUC Bookstore, OR you can purchase a virtual access code on the Writer’s Help website at: <http://pages.mail.bfwpub.com/WritersHelp/Student_Ordering_Info/> Please note that you may purchase either 2-year or 4-year access at your own preference.

**Student Assessment:** There will be no final exam for this course. Your written assignments will be graded on organization, content, conventions and vocabulary/style. All writing assignments are due at the assigned time, and late papers will be penalized. We will employ a process method for completing papers, and you can expect to revise your drafts one or more times before it is considered “done” and ready to be graded.

**Student Participation:** This is an ENGLISH language class. Everyone is here to improve his/her language skill. You must therefore stick to speaking in ENGLISH at all times in the classroom. You are also not allowed to use any electronic devices (e.g. laptops, cell phones) while lectures or activities are in progress. Violating this rule will result in confiscation of your device until the class is over. Frequent violation of these classroom policies will result in a 0-point mark for your participation grade.

Homework and reading assignments may be given daily. Students are expected to come to class prepared to discuss homework and readings. Participation in class discussions and activities is expected and will contribute to the final grade—this includes encouraging the participation of others. A grade of zero will be given to all work missed due to an unexcused absence. Late homework may not be accepted or will be marked down.

**Attendance Policy for the ESL Writing Service Courses:**

Students are required to attend all classes. If, for some reason, you must be absent, please contact the instructor before class. IF YOU ARE ABSENT, YOU ARE RESPONSIBLE FOR ALL NOTES AND ASSIGNMENTS. Two tardies (times late) count as one absence, no matter if it's 1 minute or 10. If you are tardy more than 20 minutes, it counts as an absence. After three absences, you will receive a verbal warning from the instructor. After four absences, the ESL Writing Director will be notified and you will receive a formal probation warning. After 5 absences, you may fail the course. Remember, students who are chronically absent or late are in danger of failing the course at the director’s discretion.

**Plagiarism Policy for the ESL Writing Service Courses:**

One of the main goals in this course is to teach you how to avoid plagiarism and how to uphold academic integrity principles. As you know, the consequences of plagiarism are serious. Plagiarism is one type of academic dishonesty which may result in a student’s suspension or dismissal from the University. At the very least, it will result in a failing grade in the course at the director’s discretion. Therefore, the work you turn in for this class MUST BE YOUR OWN. Do not plagiarize or you will receive an F on the assignment and in the course!

All students will be required to submit their major assignments to the Compass 2g UIUC SafeAssignment database in accordance with campus policies and procedures regarding academic integrity, which are set forth in the Student Code at Article 1, Part 4 (<http://admin.illinois.edu/policy/code/article1_part4_1-401.html>).

**Atlas Computer Lab Policy:**

Atlas is the campus service that provides the ESL Writing Service Courses with computer labs on the basis that we comply with the following policies:

1. You must have a reservation to use a room, and an instructor must be present for the duration of every class meeting.
2. Classes are expected to leave on time, and those in FLB must leave at least 5 minutes before we close (M-Th 8pm, F 5pm).
3. We do not permit food or drinks without lids in our classrooms.

**Campus Emergency Operations Plan:**

The purpose of this plan is to provide operational guidance for the University of Illinois at Urbana-Champaign’s mitigation, preparedness, response and recovery actions to prevent or minimize injury and/or death to people and damage to property resulting from emergencies and/or disasters of natural, manmade or technological origin. It can be found online at [http://police.illinois.edu/emergencyplanning/index.html](https://webmail.illinois.edu/owa/redir.aspx?C=fA9lZ6z5JEKsc6UqtkwCTUvNgNEhkNEIbdT7R0E8iWb_oxZiP2v6mVJdsyDenyQEuarGd_uaSKg.&URL=http%3a%2f%2fpolice.illinois.edu%2femergencyplanning%2findex.html). You are encouraged to sign up for emergency text messages at <http://emergency.illinois.edu> and you will receive information from the police and administration during emergency situations.

**Finally,**

Communication and understanding are important elements of this class. If at any time you have questions about the course content or about your papers, please ask in class, communicate with me by email, or make an appointment to see me. I will do my best to be available and responsive.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to [disability@uiuc.edu](mailto:disability@uiuc.edu)

**Tentative Daily Schedule**

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| **Day** | **Date** | **Lesson** | **Assignments Due** |
| **Unit 1: Diagnostic Essay Process Assignment** | | | |
|  | **8/26 T** | Introduction to Course/Technology  Explanation of Diagnostic Exam  **Module 1.1** Positive Writing Experiences (50 minutes)  **Assign**: Reflection #1 (on positive writing) |  |
|  | **8/28 R** | Icebreaker  Diagnostic Exam (50 minutes) |  |
|  | **9/2 T** | **Module 1.2** Interpreting Writing Prompts |  |
|  | **9/4 R** | **Module 1.3** Formal Outline & Thesis Statements  **Assign**: Diagnostic Essay Process Assignment | **Due**: Reflection #1 |
|  | **9/9 T** | **Module 1.4** PIE Structure |  |
|  | **9/11 R** | **Module 1.5** Cohesive Devices | **Due**: Formal Outline |
|  | **9/16 T** | **Module 1.6** Introductory Paragraphs  **Module 1.7** Conclusions |  |
|  | **9/18 R** | Catching-up / Optional Topics (e.g. Punctuation) |  |
| **Unit 2: Summary & Synthesis Paragraphs Portfolio** | | | |
|  | **9/23 T** | **Module 2.1** Summary Writing  **Assign**: Summary & Synthesis Paragraphs Portfolio  **Assign**: Read/ Summarize Article #1 |  |
|  | **9/25 R** | **Module 2.2.1** Avoiding Plagiarism: Paraphrasing and When (not) to Quote  **Assign**: Read/ Take notes on Article #2 | **Due**: Diagnostic Revision Process Assignment |
|  | **9/30 T** | **Module 2.2.2** Avoiding Plagiarism: Citations | **Due**: 1st draft Summary, Article #1 |
|  | **10/2 R** | **Module 2.3** Identifying and Synthesizing Main Ideas  **Assign**: Read/ Take notes on Article #3 |  |
|  | **10/7 T** | **Module 2.4** Comparative Language |  |
|  | **10/9 R** | **Module 2.5** Avoiding Informal Language |  |
|  | **10/14 T** | **Module 2.6.1** Peer Perception  **Module 2.6.2** Peer Perception Training | **Due**: 1st draft Synthesis Essay |
| **Unit 3: Summary Critique Essay** | | | |
|  | **10/16 R** | **Module 3.1** Introduction to Critique |  |
|  | **10/21 T** | **Module 3.1** Introduction to Critique  **Assign:** Summary Critique essay  **Assign**: Read Research Article (object of critique) | **Due:** 2nd draft Summary  **Due:** 2nd draft Synthesis Essay |
|  | **10/23 R** | **Module 3.2** Critical Thinking: Identification of Critique Points |  |
|  | **10/28 T** | **Module 3.3** Language: Evaluation and Hedging |  |
|  | **10/30 R** | **Module 3.4** Library Tour and Peer Perception | **Due:** 1st draft Summary Critique |
|  | **11/4 T** | **INDIVIDUAL CONFERENCES (NO CLASS)** | **Due:** 2nd draft Summary Critique |
| **Unit 4: Oral Presentation** | | | |
| 22 | **11/6 R** | **Module 4.1** Presentation Organization and Structure  **Assign**: Oral Presentation Assignment  **Hmwk**: Individual Presentation Outline due next class |  |
| 23 | **11/11 T** | **Module 4.2.1** Visual Aids: Content  **Hmwk**: Individual Presentation Content due next class | **Due**: Final draft Summary Critique |
| 24 | **11/13 R** | **Module 4.2.2** Visual Aids: Design  **Hmwk**: Individual Presentation Design due next class |  |
| 25 | **11/18 T** | **Module 4.3** Presentation Delivery  **Assign:** Reflection #2 |  |
| 26 | **11/20 R** | **Student Presentations** |  |
| **☺ FALL BREAK—NO CLASSES 11/22 – 11/30 ☺** | | | |
| 27 | **12/2 T** | **Student Presentations** |  |
| 28 | **12/4 R** | **Student Presentations** |  |
| 29 | **12/9 T** | Finish **Student Presentations**  Writing Review GAME  ICES | **Due**: Reflection #2 |