

Syllabus

ENSL 098 – Advanced Course Syllabus

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Hours: MWF 11-11:50am

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Textbook

Longman Academic Writing, Series 5: Essays to Research Papers

ISBN: 978-0132912747

Course Description

This course is designed for undergraduate students who will be entering college level courses with writing requirements. Designed to develop and refine writing skills, the course will allow students to write longer essays and research papers.

Program Outcomes

The English as a Second Language (ESL) program seeks to engage and support international students by strengthening English proficiency to promote integration into the regular curriculum.

Course Outcomes

Based on a carefully structured approach, this course will guide students through the steps of the writing process to produce the well-organized, clearly developed essays and term papers that are essential to academic writing in English.

Students will:

- Gain experience in exploring a different rhetorical genres
- Get extensive practice with grammar structures that pose the most difficulties for advanced students
- Learn to analyze the models of different essay types

Course Assignments

Along with in class writing and exercises outlined on the next page, students will be required to write eight essays and one term paper.

Grading

90-100% = A / 80-89% = B / 70-79% = C / 60-69% = D / ≤59% = F

- Chapter quizzes (8 total, 20 points each)
- In-class, timed writing assignments (8 total, 30 points each)

- Homework/Take-home essays (8 total, 50 points each)
- Final Research Paper (200 points)

Course Policies

No make-up quizzes or late homework will be accepted without prior arrangements with the instructor. The environment in which you learn is a shared environment. For purposes of respect to everyone involved, please refrain from eating or drinking in the classroom. Also, the use of cell phones, laptops, and other electronic devices for non-academic use is strictly prohibited. Any violation of these policies will result in a dismissal from the classroom.

Academic Integrity Policy

The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated. For more information, please see page 79 of the Academic Catalog:

[http://www.ucwv.edu/uploadedFiles/University_of_Charleston/Academics/UC Academic Catalog_2014-2015.pdf](http://www.ucwv.edu/uploadedFiles/University_of_Charleston/Academics/UC_Academic_Catalog_2014-2015.pdf)

ABSOLUTELY NO late writing assignments, homework, quizzes, tests or homework will be accepted without prior arrangements with the instructor. Writing assignments, exercises, quizzes, and tests may be administered via hard copy or online on a case-by-case basis. In lieu of attendance points, graded quizzes will be administered on a random basis. These quizzes will not be announced, nor will the student be permitted to make up quizzes under any circumstances.

Policy for Students with Disabilities

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities.

This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations.

This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Disability Coordinator Contact Information: Allison Grassie; 302 Schoenbaum Library, Clay Tower Bldg. (allisongrassie@ucwv.edu); (304)347-6993

English as a Second Language Policy

Students whose native language is not English, regardless of having met or exceeded the minimum TOEFL requirement for admission, must complete the *CaMLA English Placement Test (EPT)* and writing sample to determine if they will enroll in the ESL bridge program. Please see scores and corresponding course placement below:

- >60 High Intermediate Level ENSL courses required -- ENSL 095/ENSL 097
- 60-69 Advanced Level ENSL courses required – ENSL 096/ENSL 098
- 70+ ENSL requirement waived

Completion of the ENSL program includes the following:

- ENSL 095 – High Intermediate English with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 60 or above
- ENSL 097 – High Intermediate English Conversation with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 60 or above
- ENSL 096 – Advanced English with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 70 or above
- ENSL 098 – Advanced Academic Reading and Writing with a grade of “C” or higher unless a student tested out of this course with a *CaMLA EPT* score of 70 or above

ENSL 095 and ENSL 097 are to be taken concurrently, as are ENSL 096 and ENSL 098. ENSL students may repeat each course once before being referred to an outside intensive English program. Students who score higher than 70 on the placement test but desire ESL instruction may opt to enroll in ENSL096 and ENSL 098.

ENSL 98 Schedule of Assignments

	In-Class	Homework
	Introduction to the Class Review of Syllabus	
	Expository Essays -- Analyzing the model	Practice 3 and 4, pages 7-8
	Grammar –Using articles	Prewriting activities pages 12-14
	Writing drafts	Writing a personal essay.
	Chapter 1 , Quiz	
	Classification Essay Analyzing the Model	Pages 25-27
	Grammar Using quantifiers and transition signals	Activities 4-6, pages 33-35
	Writing a draft	Writing the introduction and one body paragraph.
	Quiz	
	Process Essays Analyzing the model	Activities on pages 49-54
	Grammar- Sentence structure	Activities on pages 58-59
	Writing a draft	Writing a process essay.
	Quiz	Reading pages 65-67

	Cause /effect essays Analyzing the model	Pages 77-79
	Grammar and Structure	Pages 80-82
	Writing a draft	Writing a cause/effect essay
	Quiz	
	Extended definition essays Analyzing the model	Practice 3 , page 94
	Grammar Noun and adjective clauses	Practice 4 and 5, pages 96,98
	Writing a draft	Writing an essay illustrating an extended definition of a term.
	Quiz	
	Problem/solution essays Analyzing the model	Pages 114-115
	Grammar Forming adverbial phrases and eliminating dangling modifiers	Pages 121-123
	Synthesizing material from sources Writing the first draft	Writing a problem/solution essay.
	No classes	
	Summary/response essays Analyzing the model	
	Grammar Using passive and active voice appropriately	Practice 5 and 6, pages 140-142

	Writing the first draft	Writing a summary and response essay.
	Quiz	
	Argumentative essays Analyzing the model	Pages 149-150
	Grammar Phrasal modals and subjunctive mood.	Pages 153-154
	Writing the first draft	Writing an argumentative essay on a controversial topic.
	Quiz	
	Research papers Analyzing the model	Pages 174-175
	Grammar Sequence of tenses	Pages 177-179
	Writing the first draft	Writing a research paper.
	Quiz	
	TBA	
	TBA	
	TBA	
	FINAL EXAM REVIEW	
	FINAL EXAM REVIEW	
	FINAL EXAM	

SPRING BREAK – March 9- March 13, 2015