ENG 0990-001: English as a Second Language

Duangrudi Suksang
Eastern Illinois University

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Eng 0990: English as a Second Language I Fall 1998
MWF 9-9:50 + lab/tutorial sessions CH 309
Dr. Duangrudi Suksang
Office: 314 I Coleman Hall
Office Hours: MWF : 10-11:30; MW 1-2:30 p.m. and by appointment
Office Phone: 581-6986
Home Phone: 348-0479 (before 10 p.m.)

I hope you really want to work hard to sharpen your language skills. To be proficient in a foreign language, one must be willing to spend a lot of time and energy. This course is designed to help you develop and strengthen your reading, writing, listening and speaking skills. You are required to participate actively in all in-class activities and attend listening comprehension lab/tutorial sessions throughout the semester. There will also be a final exam.

TEXTS:
Linda Bates, Transitions
Rebecca Mlynarczyk, In Our Own Words
Betty Azar, Understanding and Using English Grammar
Patricia Dunkel, Advanced Listening Comprehension
Toby Fullwiler, The Blair Handbook (2nd edition)
Arlene Burgmeier, Lexis: Academic Vocabulary Study
A standard college dictionary
A two-pocket folder
Loose-leaf paper for your all weekly writings

ATTENDANCE AND PARTICIPATION: Since there will be a lot of in-class activities and group work in this course, regular attendance and active participation are required. According to the 1998-99 catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. (46)

In addition, the 1998-99 catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask the Vice President for Student Affairs to make inquiries concerning the absences. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences" (46).

Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes. Every excused absence must be supported by legitimate written evidence from a proper authority. A phone notification or an in-class personal notification is not considered an automatically legitimate excuse. Remember it is your responsibility to contact either your classmates or me to find out what
you have missed and/or if there has been any change made on the original syllabus during your absence.

**If you have 12 excused or unexcused absences (4 weeks of classes), you will not pass the course.**

Don’t forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period. Since we have so little class time, do come to class on time.

It is very important that you participate actively and seriously in all activities—discussions, informal writing (which I will ask you to share with the class from time to time), in-class exercises/quizzes, group work, oral presentations, and take-home assignments. Remember that nobody knows everything and everybody has something valuable to offer. We can have fun learning and growing together as a group. Remember that you must take part in your own learning, and learning never stops. Hard work does pay off.

**COURSE REQUIREMENTS**

1. In-class activities
2. Tests and quizzes on grammar and reading assignments
3. Several in-class writings
4. At least 3 out-of-class essays and revisions
5. 1 piece of (free) writing per week, at least 200 words long, to be turned in on Fridays (8 pieces)
6. A final exam
7. Lab work: You are required to do 1 1/2 hours of listening comprehension lab work per week from Week #3 through Week #15. You will not pass the course if you miss more than 4 lab sessions. Your attendance and participation will be evaluated by my graduate assistant, who will report to me. During each lab session, you will listen to a tape and/or watch a videotape in order to sharpen your listening skills. Also, you will do writing and vocabulary exercises. Some of the exercises can be done orally; others need to be written out. After completing the exercises, give them to your graduate instructor, who will give them to me. You must arrange with your lab instructor to make up what you have missed. Do not miss more than 4 lab sessions.

In order to receive a passing grade you must fulfill all the course requirements.

You must save all of your writings (including drafts) and in-class exercises/quizzes and everything done in all your lab/tutorial sessions in your folder, which you will turn in at the end of the semester. Don't throw anything away. You are to write a self-evaluation essay at the end of the semester.

**PAPERS/ESSAYS:** All your out-of-class essays must be typed, double-spaced, with one-inch margins. (However, you do not need to type your weekly writings.) On days that an out-of-class essay is due, you need to bring copies for the rest of your group members. You will be asked to read your essay and discuss problems you encountered or strategies of writing you found useful in composing it.

To prevent any mishaps, you should make copies of your papers. Save all notes and drafts. When you turn in your paper, you must include all your drafts. Each paper must include a completed cover sheet, which will be given to you. Before turning in each paper, you are required to go to the Writing Center. A copy of your draft that has been signed by a staff member of the Writing Center or your graduate instructor must be attached to your final copy; otherwise, I will not accept your assignment.
LATE PAPERS: Papers must be turned in on time unless you have received my permission to turn them in late. I will accept late papers also if your absences are caused by "illness, emergency, or participation in an official University activity"; however, you must also present a valid excuse issued by a proper authority.

The Department's statement on plagiarism: "Any teacher who discovers an act of plagiarism—the appropriation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

GRADING POLICY
Your final grade is based on all the writing assignments, attendance, class participation, lab work, and a final exam.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation &amp; In-class activities/exercises</td>
<td>25%</td>
</tr>
<tr>
<td>All writing assignments (essays and weekly writings)</td>
<td>40%</td>
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<tr>
<td>Lab work</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
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The Writing Center, located in 301 Coleman Hall, is an excellent resource center with tutors available to help you with large and small writing problems. Hours are posted on the door.

*If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

CONFERENCES: Throughout the semester I will have individual conferences with you to talk about your papers and answer whatever questions you may have. However, I encourage you to talk to me anytime. I believe in openness; feel free to discuss in any problems with me so that we can solve them together. Please remember that I am ready to help and to talk with you. Come by my office (314 I CH) during the office hours, or make an appointment with me after class, or call me to set up a time that is convenient for you.

I look forward to getting to know you, learning from you and working with you. I hope we have a good semester together. Welcome to Eastern Illinois University!
Some thoughts on your weekly writings:

Learning a foreign language requires a tremendous amount of time, energy, patience and practice. There is no easy way out. We have to be willing to work hard. To feel comfortable with writing in English, we have to write a lot and regularly. For this particular assignment you may write about anything you want, or you may choose to write on some of the topics listed below. Remember it must be at least 200 words long.

Here are some suggestions:

1. You may want to continue a conversation from class, or record your reactions to a particular discussion. Or, you may wish to address some concerns about the course. You could write about your feelings about certain assignments, or about the direction the class is taking. You may ask yourself what happened recently that was truly important or different or puzzling and what you thought and felt about it.

2. Perhaps you have an opinion or idea you are unsure of--something new you want to explore, but are not yet ready to do so in a more formal paper. You can try "to think things through" in writing. You may feel like writing a poem or telling a good joke that you don't want to forget. Don't be afraid. Try it out.

3. Read some newspapers and magazines. Are there any trends that strike you? Does a certain letter to the editor inspire you? Write about it. Are you reacting strongly to material covered in another course. Copy some quotes that you like and write about your reactions to them. Have you noticed some changes occurring in your life or the way you look at the world? Write about them.

4. You may want to respond to reading you've done for this class or others. Reflect in writing on the ideas you encounter as a reader.

Here are some questions to help you get started:

1. What was the most important thing I planned to do today? Why was it so important? Did I do it? If so, how did it turn out? How do I feel about the results? If I didn't do it, why didn't I? How do I feel about not doing it?

2. Who was the most important person in my life today? Why is this person so important to me? How do I really feel about this person? Why? In what ways does this person affect me? How do I affect this person?

3. Did anything in the local or national or world news interest or bother me today? How did it make me feel? Why? How do I think it should be different? Who do I think is responsible for it? What changes is it likely to make in the way I live?

4. Did I get angry with anyone today? Over what issue? How was the issue or quarrel resolved? Why did I feel the way I did about it? How much of the problem was my own fault? What could I have done to prevent it? How do I feel about the other person now? If the problem is unresolved, should I try to resolve it? What kind of relationship do I have with the other person? Is it worth trying to save or improve?

5. Have I seen any good TV or movies or plays or read any good books lately? Any bad ones? What made them good or bad? What did they make me feel? Did they remind me of any experiences in my own life? Did they make me think of any people I particularly like or dislike? Did they dramatize any experiences I would like to have? Any characters I would like to be like? (9-10)
The following examples are also taken from The Writer's Way:

A. Yesterday I studied a lot for Physics and got some help from one of my friends. The only bad thing is that I asked him for help too late. My last test was today and I only got a 1.5. I guess it's better than failing, though. I decided that next week, Chuck (my tutor--ha, ha), will have a lot of visits from me. He said he didn't mind, I hope he was sincere. I came back from Joe's at about 1:30 a.m. after studying so at least I got some sleep. (8)

B. As I look around my dorm, I notice all things in the room that are dependent on me. My plants depend on me to water them, my dishes are dependent on me to wash them, my journal is also just waiting for me to write in it. But what if I were to die? My roommates would probably pack up my things to send to my family--this journal would be packed away with other remembrances of me. People seem to always think of how much they'll be missed whether they're leaving a job, leaving home for college or whatever the case may be. But how much is a person actually missed? I've found that thinking about how much you're going to miss someone is much more painful than the actual act of missing them once they've left. Or even more traumatic: the feeling of guilt when someone is gone and you don't miss them. I think when someone says they miss another person they really are lonely or bored and are blaming that person for leaving. I think that's what makes death so terrible--just thinking about missing someone when they haven't left yet is painful, death is followed by a prolonged funeral and numerous get-togethers with everyone to discuss how much you're going to miss that person. (8-9)

Which piece do you like? Why?

Also, here are some more topics you may want to write on:

1. Children should or should not have the responsibility for caring for aged or ailing parents.
2. Education is a tool for success.
3. The ideal plan to give Americans the best possible medical care
4. Describe your ideal world.
5. Sex education should be compulsory in my country.
6. How I feel about being in the U.S.
7. What I believe in
8. How to do something (pick your own specialty)
9. My best friend (my favorite teacher, etc.)
10. A person I will never forget
11. A character from fiction/ a movie I would like to meet
12. What religion means to me
13. Education as I would like it
14. My life would change if ...
15. Why I want to be a ...
16. What I want from life
17. My definition of "ugly" (or some other words) is ...
18. My most embarrassing moment was ...
19. The trouble with my country is ...
20. How I feel about plastic surgery
21. What I see around me
22. Conversations you have heard or imagined in your head
23. Choose an experience, event or period in your life that had some significance for you. An experience when you were the center of attention; an incident when you felt failure, disappointment, or embarrassment; a tragic event in your life; something you did that you were sorry about later; a positive relationship with someone; a relationship in which you felt hurt, misled, or undermined.
24. Use a different point of view to describe something that happened to you.
25. Describe yourself from someone else's point of view.
26. Aspects of my personality or character I would like to change
27. Peers or adults you respect and describe the qualities you admire.
28. Academic and nonacademic concerns
29. What are the possibilities you see for yourself in coming years?
30. Moments you would like to relive
**Syllabus** (This syllabus may have to be adjusted at times during the semester.)  Eng 0990

**Week #1**
- M Aug 24: Introduction
- W Aug 26: In-class essay
- F Aug 28: Tell us something about yourself

**Week #2**
- M Aug 31: Watch a videotape titled *Cold Water*.
- W Sept 2: Discuss the videotape.
- F Sept 4: Pronunciation tips

**Week #3**  Begin your lab/tutorial sessions this week.
- M Sept 7: Labor Day--No Class
- W Sept 9: The Writing Process and Paragraph Writing --Chapter 1 in *Transitions* bring *Transitions* to class.
- F Sept 11: Paragraph Writing--Bring *Transitions* to class.
**Turn in your weekly writing #1.

**Week #4**
- M Sept 14: Paragraph Writing--Bring *Transitions* to class and *The Blair Handbook* (360-372) to class.
- W Sept 16: Paragraph Writing--Bring *Transitions* and *The Blair Handbook* to class.
- F Sept 18: Paragraph Writing--Chapter 3 in *Transitions* bring *Transitions* and *The Blair Handbook* to class.
**Turn in your weekly writing #2.

**Week #5**
- M Sept 21: Paragraph Writing--Chapter 3 in *Transitions*; bring *Transitions* and the *Harbrace Handbook* to class.
- W Sept 23: In-class writing; bring *Transitions* to class.
**Assignment #1**  Do the writing assignment on page 40 in *Transitions*.  Write a paragraph in which you describe an important event that "occurred in your life (or in another person's life)" and what that event meant to you (40).  However, you may choose your own topic.
- F Sept 25: Bring enough copies of your paragraph on an important event for your classmates. We will discuss what you have written.
**Turn in your weekly writing #3.

**Assignment:**  Revise your paragraph at home and go to the *Writing Center* before you type your final copy. Remember that your paragraph must be fully developed, and it should be at least 120 words long.  Turn in this assignment on Friday, October 2.

**Week #6**
- F Oct 2:  *Turn in Assignment #1*
  Punctuation: Bring *The Blair Handbook* (628-702) to class.
**Turn in your weekly writing #4.
Continue discussing punctuation.

In-class writing: Write a paragraph on any topic you like.

Discuss your in-class writing done on Oct 7

**Turn in your weekly writing #5.

Essay Writing: Bring Transitions to class.

We'll look at Chapter 9 (135-163) throughout this week.

Essay Writing: Bring Transitions to class.

Essay Writing: Bring The Blair Handbook (374-389) and Transitions to class.

How to write an introduction and a conclusion (Transitions 171-180; 209-214)

**Turn in your weekly writing #6.

Assignment #2: Write an essay on one of the two topics listed on page 140 in Transitions, or you may choose your own topic. Type and double space your essay; also, print enough copies for your classmates and me. Bring copies of your essay to class on Monday, October 19. Your essay should be at least 250 words long.

Discuss students' essays in class.

Discuss students' essays in class. **Turn in your weekly writing #7.

Fall Break--No Class

Assignment: Revise your essay (Assignment #2) and go to the Writing Center before you turn in your final copy to me on October 30.

Read and discuss Chapter 12 "Writing about the Ways males and Females Are Raised" (228-246) in Transitions—comparison and contrast.

Bring Transitions to class.

Continue discussing Chapter 12.

Read Wan L. Lam's "Tradition vs. Modern Family" (123-124), Isabelle Kong's "The Family in Society" (125-126), and Masami Kazama's "Behavior in Public: Japan and the United States" (132-133) in In Our Own Words. Bring In Our Own Words to class.

Think about what you would like to compare/contrast and be ready to talk about your topic in class on Monday, November 2.

**Turn in Assignment #2

**Turn in your weekly writing #8.

Discuss your comparison/contrast essay topic in class.

Discuss Argumentative Writing: Chapter 13 (257-285 in Transitions).

Read Samuel Nakasian's "An American Success Story" (150-152) and Dorota Rudomina's "A Critique of 'An American Success Story'" (153-155) in In Our Own Words and bring your text to class.

Assignment #3: Draft your comparison/contrast essay. We will discuss your draft on November 9 and 11. After our class discussion, revise your essay and turn in your final copy along with your draft(s) on November 20. Do not forget to go to the Writing Center before turning in this assignment. Your essay should be at least 500 words long.
Week #12

M Nov 9  Discuss students' comparison/contrast essays.
W Nov 11 Discuss students' comparison/contrast essays.
F Nov 13 How to use and document (the MLA style) outside sources: The Blair Handbook (233-248; 249-278)

Week #13

M Nov 16 Discuss argumentative writing: Chapter 13 (257-285) in Transitions
W Nov 18 Read Samuel Nakasian's "An American Success Story" (150-152) and Dorota Rudomina's "A Critique of An American Success Story" (153-155) in In Our Own Words and bring the text to class.
F Nov 20 *Turn in Assignment #3*

Work on your argumentative essay in class. Your assignment (#4) for this essay is on page 266 in Transitions: "Write an essay in which you argue for or against the proposal that young people should adopt the tradition of arranged marriage." You may also choose your own topic. You must use 2 outside sources to support your point(s). Introduce and document your sources properly. Include a "Works Cited" section at the end of your essay.

Assignment #4: Draft your argumentative essay (500 words long); bring enough copies of your draft for your classmates and me on Monday.

Week #14 Thanksgiving Recess November 23-27

Week #15

M Nov 30 Discuss students' argumentative essays.
W Dec 2 Discuss students' argumentative essays.
F Dec 4 Discuss students' argumentative essays.
*Revise your argumentative essay at home and go to the Writing Center before turning in this assignment (#4) on Wednesday, December 9.

Week #16

M Dec 7 In-class writing: Self-assessment
W Dec 9 Course evaluation and Final exam
F Dec 11 Final exam