SAINT LEO UNIVERSITY

ENG 118: Composition for Speakers of Other Languages
3 CREDITS

Term:
Instructor:
Office:
Office Phone:
Cell Phone:
E-mail:
Class Times:
Room:
Office Hours:

Saint Leo University’s Commitment to Academic Excellence Statement (abbreviated)

Academic excellence is an achievement of balance and growth in mind, body, and spirit that develops a more effective and creative culture for students, faculty, and staff. It promotes integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the university. At the level of students, excellence means achieving mastery of the specific intellectual content, critical thinking, and practical skills that develop reflective, globally conscious, and informed citizens ready to meet the challenges of a complex world.

Course Description

The course is designed to help non-native speakers improve their reasoning and writing skills, especially for academic purposes. Emphasis is made on English idiomatic usage, academic text structure, and appropriate citation and referencing.

The final exam of this course will include the University Writing Placement Test questions; based on the outcomes of this part and the in-class exam writing, the next composition class will be determined for each student who successfully completes the course. The following are the requirements to qualify for ENG 121: Academic Writing I: multiple choice part - 80% or higher AND in-class essay – 80% or higher. For all students whose results are below 80% and who successfully completed ENG 118, the next composition course will be ENG 119: Composition for Advanced Speakers of Other Languages.

Prerequisites

Successful completion of ENG 114 (Bridge students enrolled in regular track) or University admission through Bridge program, fast track.

Entry Proficiency Level - intermediate: Level 4: Expanding (TESOL Pre-K-12 English Language Proficiency Standards – Framework)

Goal Exit Level – high intermediate: Level 5: Bridging (TESOL Pre-K-12 English Language Proficiency Standards – Framework)

Required Text
Course Goals

(1) Develop further students’ understanding of academic writing conventions as related to grammar and text structure.

(2) Introduce students to the concepts of various academic essay types and provide opportunities for guided writing.

Teaching Objectives

STUDENTS WILL:

I. Learn and practice how to write grammatically correct sentences (simple, compound, and complex) avoiding common sentence problems: subject-verb agreement, avoiding sentence fragments, dangling and misplaced modifiers, illogical shifts in tense, person, and voice; applying effectively parallel structures, use of modifiers.

II. Continue developing their writing skills by writing coherent paragraphs, using new vocabulary, and applying effective editing strategies.

III. Examine and apply essay writing strategies.

IV. Learn specifics of writing essays of different types including process, cause and effect, comparison and contrast, classification, and argument.

V. Practice Modern language Association (MLA) format including creating informal outlines for the paragraphs.

VI. Learn how to properly cite information sources in MLA format.

VII. Continue developing paraphrasing strategies.

VIII. Develop further summarizing skills by working with longer academic texts (5-6 pages).

IX. Practice peer reviewing skills while providing constructive feedback to peers (peer-review rubric provided)

Student Learning Outcomes

STUDENTS WILL BE ABLE TO:

1. Write grammatically correct sentences (simple, compound, and complex) avoiding common sentence problems: subject-verb agreement, avoiding sentence fragments, dangling and misplaced modifiers, illogical shifts in tense, person, and voice; applying effectively parallel structures, use of modifiers.

2. Appropriately punctuate compound and complex sentences.

3. Write and edit effectively coherent paragraphs incorporating three main parts of the paragraph (topic sentence, body of the paragraph, and conclusion).

4. Analyze sample essays in order to identify specifics related to grammar, coherence, and organization.
5. Write a well-structured 3-paragraph essay while incorporating new vocabulary and appropriate English grammar in their writing.

6. Write comprehensive essays of different types adhering to the conventions of specific academic essay type (process, compare/contrast, cause/effect, classification, and argumentative).

7. Follow the MLA guidelines for formatting and organizing academic texts.

8. Effectively use information resources to support their writing.

9. Cite the information resources they used in their writing using MLA guidelines for in-text citations as well as works cited list.

10. Effectively use paraphrasing strategies in their writing.

11. Analyze, synthesize, and summarize academic texts of 5-6 pages identifying main idea, controlling idea, and main points of the texts.

12. Provide constructive feedback to their peers’ written work using review guidelines and check lists.

Assignment Descriptions

PRACTICE ASSIGNMENTS
All practice assignments will be graded based on accuracy (50%) and timely submission (50%)

- Practice Exercises and Activities – Students will complete multiple grammar exercises, editing activities, and essay analysis practices at home and in class (Textbook).
- Practice Quizzes – In order to prepare for unit quizzes, as well as midterm, and final exams, students will complete 5 practice quizzes which aim to assess students’ understanding and practical use of learned grammar and punctuation rules of English language; the identified problems will be discussed and further practice opportunities offered.
- Summaries - Writing 5 short summaries of provided texts.
- In-Class Practice Writing - In class five short (5-7 sentences) paragraphs of the five types discussed and practiced in class (assessment rubric provided) will be completed.
- Home Practice Writing - At home students will develop 3-paragraph essays based on each paragraph written in class. (5 essays)
- Peer Review and Editing – Students will write at least 3 drafts for each essay; they will engage in self-editing and peer review activities to refine their drafts before submitting the third draft to the instructor.

ASSESSMENTS – 60% of course final grade
- Graded Grammar Quizzes – During the semester, the students will complete 5 graded grammar quizzes assessing practical application of grammar material (with at least 70% accuracy). (30%)
- Final Exam - Cumulative Final exam which includes a multiple choice grammar focused section and writing section. (30%)

WRITING PROJECTS - 40% of course final grade
- Essay Writing - 5 essays of the types addressed during the course; specific directions provided in class (one at the end of 2 week period).

Grade Weights:
Assessments 60%
Writing Projects 40%
100%

Grading Scale
A (94-100) = Exceptional
A- (90-93) = Superior
B + (87-89) = Excellent
B (84-86) = Very Good
B- (80-83) = Good
C+ (77-79) = Above Average
C (74-76) = Average
C- (70-73) = Below Average *(a grade below this line means the course must be retaken)*

D+ (67-69) = Marginal
D (60-66) = Poor
F (0-65) = Failure

**Attendance and Participation:** *Attendance to class and participation are key components of this course.* The attendance will affect final grade in the following manner: 3 unexcused absences in Monday/Wednesday/Friday classes and 2 – for Tuesday/Thursday classes will result in 10% grade drop; university excused absences will not affect the course grade *only* if all assignments are submitted and all tests are taken. Each following unexcused absence will further reduce the grade with 3.5% for Monday/Wednesday/Friday classes and 5% for Tuesday/Thursday classes.

**Late arrivals:** The student is marked as tardy if he arrives 5-9 minutes after the beginning of the class. After 15 minutes a student will be considered absent.

Refer to the Attendance Policy in its entirety in the *Saint Leo University Catalog.*

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**The student is expected to:**

- Keep up with the work and maintain the progress with the rest of the class.
• Attend every class session! Class participation is extremely important to the practice of speaking and listening skills, and, therefore, attendance is calculated as part of your grade for the course.

• Provide documentation for official, excused absences to the academic advisor. Excessive absences will result in a reduced grade.

• Late assignments will have 10% of the total grade deducted for each day beyond the due date. The instructor may not consider a late assignment for grading if the assignment is submitted more than six days after the due date.

• Find out about missed work from a classmate BEFORE THE NEXT CLASS or from the instructor during office hours BEFORE THE NEXT CLASS. If you do miss a class for an official, excused absence, it is your personal responsibility to make up the work BEFORE THE NEXT CLASS.

• Do their own work! Any student suspected of academic dishonesty will be referred to the Academic Standards Committee.
Saint Leo University Core Values:

**Community:** Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change and to serve.

This course will promote a sense of community through intensive grammar and writing activities and presentations for non-native English speakers. It will support a positive learning environment through class work in listening, speaking, reading, and writing exercises and in online communications through Blackboard. An overview of the culture of Saint Leo and of the U.S.A. will be presented in order to effectively meet the needs of all students from diverse backgrounds and varying English proficiency levels.

**Respect:** Animated in the spirit of Jesus Christ, we value all individuals’ unique talents, respect their dignity and strive to foster their commitment to excellence in our work. Our community’s strength depends on the unity and diversity of our people, on the free exchange of ideas and on learning, living and working harmoniously.

Description of Assignments:

1. **Quiz/Essay Writing** – review common problem areas in acquiring the English language and check grammar usage. A series of quizzes tied to textbook grammar lessons will be required. In addition, students will write in journals based on a given topic which will identify a grammar point discussed, i.e., articles, verbs, tenses, adjectives. This will foster the production and editing of original pieces of writing.

2. **Listening/Speaking Activities** - practice activities online and in class to test level of comprehension and practice conversation and negotiation skills through cultural assimilations, readings, writings, and online discussions through Blackboard. Students will be required to reference materials online to build on English vocabulary.

3. **Final Exam** - to cover the grammar points presented in class and consist of grammar multiple choice 40 questions and writing assignments.

4. **Portfolio** - A complete and thorough analysis of the work completed during the semester with self-assessment and self-evaluation.
Bibliography:


Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class</th>
<th>Assignments &amp; Assessments</th>
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| Weeks 1&2 | • Course Introduction  
• Grammar review  
• Chapter 1: Reading for Academic Success – Essay Analysis for Unity and Coherence  
• Chapter 30: Using Commas | *Practice assignments and activities                              |
| Weeks 3&4 | • Chapter 18: Writing an Essay & introduction to researched essay  
• Chapter 7: Process (from paragraph to essay)  
• Chapter 19: Run-ons (practice editing strategies)  
• Chapter 31: Using Apostrophes | *Practice assignments and activities  
*Process essay (draft 1) & peer review  
*Quiz 1 |
| Weeks 5&6 | • Chapter 9: Comparison-contrast (from paragraph to essay)  
• Chapter 20: Fragments (practice editing your strategies)  
• Chapter 32: Using Other Punctuation Marks | *Practice assignments and activities  
*Process essay (draft 2) to instructor  
*Comparison-contrast essay (draft 1) & peer review  
*Quiz 2 |
| Weeks 7&8 | • Chapter 8: Cause-and Effect (from paragraph to essay)  
• Chapter 21: Subject-Verb Agreement (review and extended practice)  
• Chapter 33: Understanding Mechanics | *Practice assignments and activities  
*Comparison-contrast essay (draft 2) to instructor  
*Cause and effect (draft 1) & peer review  
*Quiz 3 |
| Weeks 9&10| • Review [semester break] | *Practice assignments and activities  
*Cause and effect (draft 2) to instructor |
| Weeks 11&12 | • Chapter 10: Classification (from paragraph to essay)  
• Chapter 22: Illogical Shifts  
• Chapter 34: Understanding Spelling | *Practice assignments and activities  
*Classification essay (draft 1) & peer review  
*Quiz 4 |
|---|---|---|
| Weeks 13&14 | • Chapter 12: Argument (from paragraph to essay)  
• Chapter 23: Dangling and Misplaced Modifiers  
• Chapter 35: Learning Commonly Confused Words | *Practice assignments and activities  
*Classification essay (draft 2) to instructor  
*Argument essay (draft 1) & peer review  
*Quiz 5 |
| Week 15 | • **Final Exam Review** | *Classification essay (draft 2) to instructor  
*Final exam practice assignments and activities |
| Week 16: Final Exam | | |