

Craig Norman, Ph.D.
ESL 255/455
Spring Quarter
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Office Location: Forum 2B **Office Hours: M-Th: 12:30-1:20 pm**

Prerequisites: ESL 244/444 or a qualifying score on the English as a Second Language Placement test. ESL 255/455 may be taken concurrently with English as a Second Language 251/451.

Course Description: ESL 255/455 is a high-intermediate grammar/writing/reading course designed to give reading, writing, and editing support to students. This course provides extensive study of basic reading/writing skills in preparation for higher level writing/reading courses. Students will write single paragraph and compositions. In addition, students will develop an awareness of correct grammar, word usage and writing mechanics. The course will give students the opportunity to develop their critical reading skills and practice paragraph and sentence focus, error identification and correction. Through the assignments students will develop and practice these skills, with the goal of becoming successful independent readers, writers and editors.

Purpose of Course

The purpose of ESL 255/455 is to teach you the fundamentals of effective reading and writing. You will learn about audience, writing purpose; you will also learn about the writing process, organization, focus, supporting information, and editing. ESL 253 will give you ample opportunity to read and see what good writing looks like and then give you lots of opportunity to practice these basic writing skills. Again, it is the goal of this course to prepare you for the types of higher-level writing that is demanded by your higher-level ESL writing courses.

Student Learning Outcomes: By the end of the quarter, students will be able to:

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| <ol style="list-style-type: none">1. Student Learning Outcome: Develop high intermediate English reading comprehension skills and vocabulary building skills in extended written materials.2. Demonstrate understanding and usage of high intermediate vocabulary in readings and writing. |
| <ol style="list-style-type: none">3. Write well-developed, single and connected narrative, descriptive, and explanatory paragraphs demonstrating high intermediate grammar and vocabulary in response to reading materials.4. Evaluate own writing for rhetorical structure, clarity, organization, and grammatical correctness by means of revision and editing. |

Required Texts:

-Focus on Grammar 4, 5th edition, Book by Jane Curtis, Margaret Bonner, and Marjorie Fuchs

-Reading For Today: Concepts 4, by Lorraine C. Smith & Nancy Nici Mare, Fourth Edition

Attendance Policy: I will take attendance at every class meeting and will consider your attendance record when I figure out your final grade. Since I will consider your class preparation and participation as part of your grade, I do expect you to meet for every class and to be prepared. If you have more than two unexcused absences, your grade will drop one letter. If you have more than three unexcused absences, you can be dropped from the course. If you do have to miss a class, you will need to find out what you have missed and make up the work. Please be punctual for tardiness is counted. For every two times you are counted tardy, they are counted as one unexcused absence.

Determination of Grade: Your final grade for the course will be primarily based on the writing assignments, both take-home and in-class writing, the quizzes and the midterm and final exam. The grade will be based on the quality of your writing: your control over organization, subject development, support and grammar and mechanics. Again, class attendance and participation will also be considered as part of your grade.

Distribution of Grade

Take-home writing assignments:	(2) x 30 points each=	60 points
In-class writing assignments:	(2) x 30 points each=	60 points
Grammar Exams	(6):	115 points
Additional Readings & Quiz.		30 points
Quizzes (3)		75 points
Reading Final Exam		70 points
Grammar Final Exam		47 points
Attendance/Participation & Lab		<u>30 points</u>
	points total	487 points

Requirements for Take Home Written Assignments:

Final Drafts: All final drafts **must** be typed or word-processed on 8 x 11” paper. Please use font Times New Roman, size 12). The final drafts should be double-spaced and only one side of the page.

Rough Drafts: Drafts of written assignments may be handwritten (in ink) if your handwriting is clear and legible. These assignments must also be double-spaced (i.e. write on every other line) and the pages numbered. **Important:** Due dates for drafts will be required. If the drafts are not completed by the due date, 5% will be deducted from your paper’s final grade for each day that it is late.

Lab: Lab time **is also required** for this course. Grammar lab will be used by students to get additional review and practice on grammatical structures as well as to augment the grammar focus in the class. There are two types of Grammar Lab. One is an online grammar lab. Students can go the LSC or WRC and use the computers to partake in the grammar activities. The other lab is a teacher-taught grammar lab at the LSC. Students have to sign up for these grammar labs online through the LSC. These labs are also ‘first come first serve.’ Students are required to attend the lab and complete lab assignments each week (assignment sheets will be given the first week of class).

Plagiarism: All work submitted must be original work done for this class. Plagiarism is a form of cheating or fraud. It occurs when a student misrepresents the work of another as his or her own words. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another source without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given a no credit grade, and the student will not be allowed to resubmit the assignment. All instances of plagiarism in the Division of Humanities will be reported to the Dean of Humanities and may be reported to the College of Affairs Officer for further action.

Smart Phones: Although cell phones are a wonderful and convenient invention, they can be very disruptive when either they ring in class or students are distracted by text-messages and are not 100% involved in the class. Therefore, it is required that all cell phones are used for only ESL 253 purposes!

Final Exam: To Be Announced