University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

Course Revision (*include course description & former and new syllabus)*  Grade Basis

Contact Hour Change and or Credit Change  Repeatability Change

Diversity Option  Other: Course description

General Education Option

area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): English 162

**Current Course Title**: English for International Students

**Sponsor(s)**: Susan Huss-Lederman and Trudi Witonsky

**Department(s):** Languages and Literatures

**College(s):**

**List all programs that are affected by this change:**

**UWW-Intensive English Program/1st Year English Sequenc**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA  Yes  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

***FROM: English for International Students***

***3 credits***

From: Continuation of ENGLISH 161. Vocabulary and idiom development through selective readings, and introduction to research methods. This course is comparable to and satisfies the English 102 University Proficiency Requirement.

***TO: College Writing in English as a Second Language***

***4 credits***

To: Students learn the fundamentals of writing an academic research paper. Students conduct a brief literature review, design and conduct a group research project to address aresearch question, and write a paper. Students must pass this course with a C- or better to exit the IEP.

**II.** **Justification for action**

English 162 has been changed to reflect 1) its inclusion in the IEP Bridge Level and 2) changes in the goals and objective for the 1st year English sequence (English 101 and 102). In addition, the focus of English 162 will be shifted to support the development of collegiate writing skills more directly, with English 162 providing a sharper focus on academic writing within English as a Second Language. Since English 161 and English 162 are considered the equivalent of English 101 and 102, the course objectives for English 161 and 162 should be commensurate with them. In addition, students will have increased contact with the course instructor, supported by two (2) hours of mandatory supplemental instruction.

**III. Syllabus/outline** (if course revision, include former syllabus and new syllabus)

Former syllabus and new syllabus are attached.

**English 162: English for International Students** Office Hours: MW, 12:00 - 2:00

Instructor: Dr. Mark Zunac Phone: 472-1056

Office: Heide Hall 447 E-mail: zunacm@uww.edu

**Course Description**

In this course, we will build upon the general language skills acquired in English 161 and introduce various compositional strategies necessary for successful writing across the curriculum. The course will further develop vocabulary skills through selective readings and introduce research methods through an investigation of social issues that impact us as both students and citizens. Moreover, language for conversational and social purposes will continue to be subordinated to language as it is specific and relevant to our immediate needs in an academic context.

Accordingly, careful attention will be paid to linguistic register, that is, the lexical, grammatical, and structural features of language. Thus, there will be a continuation from 161 of grammar and mechanics drill as a means to language proficiency and as a supplement to various forms of study skills preparation.

**Course Objectives**

* To gain confidence writing in various disciplines across the curriculum
* To understand the acquisition and incorporation of research into academic papers, using a formal documentation style
* To foster an ability to comprehend, synthesize, and engage academic and non-academic texts
* To further improve understanding of the writing process and apply conventions of formal written and spoken English
* To further develop vocabulary skills
* To be able to recognize and meet basic and widely-accepted standards of academic writing
* To understand the cultural implications of communication and the practical application of ideas to various social issues

**Required Texts**

From Textbook Rental: Diana Hacker, ed. *Rules for Writers*, 6th ed.

From Bookstore (for purchase): George Bernard Shaw, *Pygmalion*

From Instructor: Lee Jacobus, ed. *Bedford Introduction to Drama*, 5th ed.

Course materials on D2L (e.g., assignment sheets, course documents, external links)

Documents on Electronic Reserve (occasional supplemental course material)

**Recommended Texts**

A collegiate, monolingual English dictionary

**Grading**

Group Assignment/Participation: 10%  
Writing Project 1: Personal Response Essay: 15%

Writing Project 2: Character Analysis 20%

Writing Project 3: Research Paper: 25%

Research Presentation: 10%

Writing Project 4: Rhetorical Analysis: 20%

Final Grading Scale: 93-100=A; 90-92=A-; 88-89=B+; 83-87=B; 80-82=B-; 78-79=C+; 73-77=C; 70-72=C-; 68-69=D+; 63-67=D; 60-62=D-; <59=F

**Assignments**

*Essay Assignments*

The writing tasks in this course will aim to strengthen critical and analytical thinking skills as they are revealed through clear, sophisticated, and conscientious academic prose. These tasks will emphasize sequencing, the idea that writing is process-driven, and that first drafts are rarely a reflection of a student's best work or true potential. To this end, homework assignments and in-class writing will be undertaken with a view towards each unit’s respective formal paper. While the formal writing projects will be graded mainly for content, form, and adherence to the formal genre conventions specified for each, close attention will also be paid to grammar and mechanics. Thus, you will be expected to submit formally a draft for three of the four essays assigned. These are not to be “rough” drafts *per se*, but rather essays in their near-final form, proofread and worthy of final draft status. I will randomly choose one or two pages of the draft and grade it strictly for grammar, using as criteria those principles we will have discussed in class to that point. You will be given a rubric in advance and will have the opportunity to make corrections to the entire essay before submitting it for a final evaluation. Specific criteria for each formal paper will be provided in class.

The grading scale for the formal essays is as follows: A+=100%; A=95; A-=91; B+=88.5; B=85; B-=81; C+=78.5; C=75; C-=71; D=65; D-=61; F=0

*Group Assignment*

As a way to facilitate cross-cultural dialogue, enhance oral communication in English, and promote both interpretive and rhetorical skills, you will be asked to participate in a unit-long group project. For the first unit, you will be assigned both a group and specific role within that group. For each day’s reading, you will be responsible to the other members in your group for highlighting certain aspects of the reading in accordance with your particular role. While you will be assigned a different role for each of the three plays we will be reading, you will remain in the same group for the entire unit. The success of this project is wholly contingent on each member’s active and responsible participation, so please plan for each class period accordingly. If you will be unable to attend a class session for any reason, it is your responsibility to alert your group members in advance.

*Peer Review*

Peer review enhances your critical thinking, reading, and editing abilities and provides you feedback on your essay before it is graded. For each PR session, you should bring a copy of your draft and any other material(s) needed for that day. PR allows you to respond to your peers in terms of the grading criteria found on the assignment sheet as well as on your own intentions. NOTE: To receive peer review points, you must attend the peer review sessions with a draft of your essay; points will be awarded on the depth of your responses.

*Participation*

I will rely heavily on your input and active engagement for productive and dynamic class periods. As such, I will call on students to respond to discussion prompts, generate questions, and read passages out loud. All students will also be expected to contribute unbidden at least on a weekly basis. To avoid confusion or discrepancy, the following scale may be used:

A = Regularly attentive, engaged, and making frequent contributions  
B= Regularly engaged, not uncommon participation

C= Sporadically engaged, infrequent participation

D/F = Often asleep and/or disruptive

**Formal Essay Submission and Lateness Policy**

All formal writings will be submitted via their respective dropboxes on our D2L site and are due by 11:59 p.m. on the day they appear on the syllabus. Dropboxes will close once this deadline has passed. Late essays will only be accepted in the event of a documentable emergency and can be subject to a deduction of one full grade for every day it is late. E-mailing a paper the day it is due after the deadline will at least be subject to the one-grade penalty. Please anticipate and have contingency plans for printer problems, computer crashes, etc.

**Attendance Policy**

Due to the interactive nature of this course, the success of the class as a whole relies heavily on reasoned, informed, and candid discussion. Each member of this discourse community is vital to its progress. Thus, daily attendance becomes an integral component of the desired classroom dynamic and is necessary for comprehension of the rhetorical concepts and practical issues that will be introduced. In addition, your attendance may influence your grade via the following policy: if you accumulate **more than three unexcused absences**, your final grade will be lowered one letter grade for each absence thereafter up to six; if you have **more than five unexcused absences**, you will fail the course. If you know you will be unable to make it to class for any reason, please be in contact with me as soon as possible.

**Academic Integrity**

As an institution of higher education, UW-Whitewater takes academic dishonesty, or plagiarism, very seriously. Using someone else’s work as your own –intentionally or unintentionally - without careful citation is always unethical and, at times, illegal; conversely, letting someone else use your work is also unethical. Academic dishonesty is a serious offense and may result in, among other things, your receiving a grade of “0” for the plagiarized assignment.

**Schedule of Classes**

***Theme: Writing as a Mode of Discovery***

Week 1 (September 4-7)

W **Agenda:** Introduction to course; Group assignments

**Homework:** N/A

Week 2 (September 10-14)

M **Agenda:** Overview of the writing process; Diagnostic writing

**Homework:** Read “What Does a Professor Want?” (E-Reserve)

***Theme: Drama and the Human Experience***

W **Agenda:** Discussion of Synge in groups; Writing about literature

**Homework:** Read Synge, *Riders to the Sea* (Jacobus, 900-905)

Week 3 (September 17-21)

M **Agenda:** Discussion of Lorca in groups; Assign Essay #1

**Homework:** Read Lorca, *The House of Bernarda Alba*, Acts 1 & 2 (Jacobus, 949-962)

W MEET IN LAB

**Agenda:** Continue discussion of Lorca; Work on Essay #1

**Homework:** Read Lorca, *The House of Bernarda Alba*, Act 3

Week 4 (September 24-28)

M **Agenda:** Finish Lorca Discussion; Grammar Review Workshop

**Homework:** Bring *Rules for Writers* Handbook

W **Agenda:** PEER REVIEW**: Formal Draft of Essay #1 (Personal Response) Due**

Group Assignments for Shaw’s *Pygmalion*

Week 5 (October 1-5)

M ***Theme: Register and Writing for the Academy***

**Agenda:** Discussion of Shaw in groups

**Homework:** Read Acts 1 & 2 of George Bernard Shaw, *Pygmalion*

**Final Draft of Paper #1 (Personal Response) due in the dropbox by 11:59 p.m.**

W **Agenda:** Continue discussion of Shaw; Assign Essay #2

**Homework:** ReadShaw, Acts 3 & 4

Week 6 (October 8-12)

M **Agenda:** Continue discussion of Shaw

**Homework:** Read Shaw, Act 5

WMEET IN LAB

**Agenda:** Work on Essay #2

**Homework:** Construct an outline for Essay 2 and have electronic access to it for class

Week 7 (October 15-19)

M **Agenda:** PEER REVIEW: **Formal Draft of Essay #2 (Character Analysis) Due**

W **Agenda:** Film (*My Fair Lady*)

**Homework: Final Draft of Writing Project #2 Due in the dropbox by 11:59 p.m.**

Week 8 (October 22-26)

***Theme: Research and News Literacy***

M **Agenda: MEET IN LIBRARY;** Introduction to Research and Library Tour

**Homework:** Read the Assignment Sheet for the Research Paper found on D2L and come with any questions you might have.

W **Agenda: MEET IN LIBRARY;** Choosing a topic and finding resources

**Homework:** Choose a topic that you would like to research.

Week 9 (October 29-November 2)

M **Agenda:** Compiling data and establishing criteria for your chosen subject

**Homework:** Read “The Pillars of Good Journalism” (D2L); Thomas Jefferson’s “On Freedom of the Press” (D2L)

W MEET IN LAB

**Agenda:** Research Project (Cont.)

**Homework:** Write one paragraph detailing your topic and research plan (In class)

Week 10 (November 5-9)

M **Agenda:** Research Project (cont.)

**Homework:** Society of Professional Journalists’ Code of Ethics (D2L)

Bring at least three research sources

W **No Class - Individual Conferences**

**Homework:** Bring outline, introduction, and thesis statement for Research Essay to your respective conference

Week 11 (November 12-16)

M **No Class - Individual Conferences**

W MEET IN LAB

**Homework:** Construct outline and introduction for Research Essay and have electronic access to them

Week 12 (November 19-23)

M **Agenda:**  Research Presentations

W **NO CLASS – THANKSGIVING BREAK**

Week 13 (November 26-30)

M **Agenda:** Research Presentations

W **Agenda:** Introduction to and Viewing of Film (TBD)

**Homework: Final Draft of Research Essay Due in the dropbox by 11:59 p.m.**

Week 14 (December 3-7)

***Theme: Reflections on the Multicultural U.S.***

M **Agenda:** Introduce new unit; finish film (if necessary)**;** Discussion of Mukherjee; Assign

Essay #4 (Rhetorical Analysis)

**Homework:** Read Bharati Mukherjee, "Two Ways to Belong in America" (E-Reserve); Richard Rodriguez, "The Fear of Losing a Culture" (E-Reserve)

W MEET IN LAB

**Agenda:** Discussion of Stephens & Hitchens; Work on Essay #4

**Homework:** Read Bret Stephens, "Haiti, Sudan, Cote d'Ivoire: Who Cares?" (D2L); Christopher Hitchens, “The Perils of Identity Politics” (D2L)

Week 15 (December 10-12)

***Theme: Synthesis of Research and Final Construction***

M **Agenda:** Discussion of 1st drafts, course wrap-up and evaluations

**Homework: Letter of Reflection (in class)**

W **Agenda:** Editing and Proofreading Workshop

**Homework:** **Draft of Writing Project #4 Due**

**Exam Time**

**Friday, December 14th, 3:15 -5:15 p.m.**

**University Statement**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14], and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

|  |  |
| --- | --- |
| English 162: College Writing in ESL | Instructor: |
| Prerequisites: Successful completion of English 070 Level, appropriate achievement on placement test, and/ or instructor consent  4 credits  5 instructional hours/2 hours of supplemental instruction | Phone Number: |
| Room: | E-Mail: |
| Time: | Office Hours: |

**Course Description**: In English 162, students learn the fundamentals of writing an academic research paper. To this end, students conduct a brief literature review, design and conduct a group research project to address the research question, and write a research paper on the project. Students must pass this course with a C- or better to exit the IEP. Students in this course are concurrently enrolled in English 091, Written Communications.Students must pass this course with a C- or better to exit the IEP.

**Course Objectives**

By the end of English 162, students will be able to:

* Explain the difference between a statement of purpose and a thesis.
* Develop and apply rhetorical understanding to their writing.
* Identify a research question.
* Compose thesis-driven arguments.
* Use appropriate structural and stylistic conventions in research writing.
* Execute research that requires survey or interview in data collection.
* Select and evaluate sources.

**Course Materials**

Azar, B. (2009). *Understanding and Using English Grammar Chartbook* (4th Ed.). White Plains: Pearson.

Hacker, D. & Sommers, N. (2011). *A Writer's Reference with Resources for Multilingual Writers and ESL* (7th Ed.) New York: Bedford/St. Martin’s.

Meyers, A. (2004). *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays.* White Plains: Pearson.

**Student Responsibilities**

Students in this class are responsible for the following:

* Attend all class meetings, tutoring and lab sessions. If you are sick, or if you are experiencing a problem, let your teacher know. Unexcused absences = lower course grade.
* Complete all assignments on time. Completed assignments = success.
* Participate actively in class by speaking up and by listening carefully.
* Check e-mail and the class D2L site daily for announcements and assignments.

**Course Assignments and Grades**

In order to pass this course, students must achieve a course grade of at least C-. Grades are calculated as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Class Participation  Stages of the Research Process  Weekly D2L Journals  Panel Presentation  Final Research Paper | 160 points  400 points  160 points  100 points  180 points | A = 960-1000 points  A-= 920-959 points  B+= 880-919 points  B = 840-879 points  B-= 800-839 points  C+= 760-799 points | C = 720-759 points  C-= 680-719 points  D+=640-679 points  D = 60-639 points  D-=560-599 points  F = 559 points or lower. |

**Course Schedule**

|  |  |
| --- | --- |
| Week | Topic/Assignment |
| 1 | Introduction to the Course/Introduction to Research  Short reading on conducting original research (supplied by instructor) |
| 2 | Ethics in Academic Writing  Conducting Bibliographic Research  Organizing References |
| 3 | Annotating texts/Summarizing and Paraphrasing  Preliminary Reference List Due. |
| 4 | Developing A Research Question |
| 5 | Examining Research Approaches  Excerpt from a text on conducting scholarly research supplied by instructor. |
| 6 | Narrowing Down the Research Topic |
| 7 | Developing a Questionnaire or Interview |
| 8 | Interviewing Subjects |
| 9 | Analyzing and Interpreting Data |
| 10 | Summarizing Findings |
| 11 | Drafting a Research Report, 1 |
| 12 | Drafting a Research Report, 2 |
| 13 | Revising the Research Report |
| 14 | Preparing Visual Support for Presentations |
| 15 | Panel Presentations  Critiquing a Presentation |
| 16 | Final Reports Due |

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