**English 711: Introduction to Academic Discourse (ESL)**

**Section** XXX, **Fall 2018**

**Day/Time and Location**

**Course Goal and Objectives**

English 711, equivalent to English 701, is a critical reading and writing course that introduces students to academic discourse, the language of university. This course is designed to help students whose native language is not English to develop critical reading, writing, and thinking skills that are essential to academic work. To achieve these goals, we will explore several topics related to your experience of multilingual and multicultural identities in America. We will begin with a literacy narrative, along with several other course texts, which can provide valuable guidance and perspective as well as emotional support. We then move onto language issues in the broader U.S. contexts, studying bilingual education programs and the English-only movement. We will conclude the course with a focus on immigration policies and argument surrounding them since immigration reform is currently a hotly debated topic in America. Despite the relevance, importance, and controversy of these topics, however, the aim of the course is not to advance any particular position. More importantly, you will learn how to read critically by analyzing and evaluating each article in terms of its main ideas, evidence, and the presentation of the ideas and evidence. You will also write about your analysis of some readings and apply these skills to writing your own argument. Most importantly, you are required to revise your essays as many times as necessary so that you move closer to becoming competent members of the academic community.

By the end of the semester, your portfolio should demonstrate that you can

* identify, summarize, analyze, and respond to key arguments and rhetorical strategies in published texts;
* connect and synthesize multiple texts around an issue or an idea;
* create and defend arguments of your own through effective rhetorical strategies;
* organize ideas in a coherent and logical manner;
* demonstrate your development in the use of Standard English grammar and syntax;
* cite properly and evaluate sources in print and online;
* revise your own writing in an effective and meaningful way;
* reflect on your own writing process.

**Required Texts**

1. Course Readings—All course readings will be posted on Canvas, and some of them require access to Adobe Reader. You must print out all readings and bring them to class with annotations in the margins.

2. Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8th ed. Bedford/St. Martin’s,

2018. (available at the bookstore in the Student Activities Center)

In addition to hard copies, you will be submitting work online for this course; you will need to have regular access to Microsoft Word. If you do not own Word on a personal device, it will be your responsibility to convert your documents to Word before a due date. I will not accept as an excuse for late work that you do not have Word on your computer. If you have any technical issues, you can get help from consultants at the Tech Center. Also, please bring paper and a pen or pencil to class for in-class writing and/or note-taking; we will often do in-class writing, and you need to complete these assignments on paper.

**Course Requirements**

**Journals:**

You should write in your journal before every class period unless otherwise directed by me. Bring your journal to every class, as you will often be asked to share what you wrote or do in-class writing in the journal as part of our work for the day. Each journal entry should be 100-200 words or more. I will collect your journal toward the end of the semester for a final review, but I may ask to see it earlier if I wish to make comments or see your progress. Your journal will not be evaluated for grammar or writing style but for the quality of the ideas it contains. Journals are worth 15% of your final grade.

**Quizzes:**

I will give reading quizzes throughout the semester. If you’ve prepared for class by reading assigned material and doing your journal writing, you should be able to pass these quizzes without any trouble. Quizzes will focus not solely on the information provided in the reading, but will also focus on the author’s technique, rhetorical strategies, and use of evidence. Quizzes are generally given at the beginning of the period, and if you miss a quiz due to lateness or absence, there are no make-ups. Quizzes are worth 15% of your final grade.

**Class Participation:**

It is very important that you attend and are prepared for every class meeting and conference. I grade less on the frequency of your participation than on its quality, so aim to participate meaningfully on a regular basis. Successful class participation includes the following: coming to class with printed copies of the readings assigned for the day; being fully prepared to talk about the readings by having annotated them and by completing reading responses and other short writing assignments, if assigned; contributing regularly to class discussions and activities; asking questions; expressing confusion; participating in in-class writing activities; working well with others; listening well to others; being respectful of the classroom environment for learning; and not talking while others are talking. Every student has a responsibility to make others feel comfortable learning, participating, and asking questions. Successful classroom participation also includes meeting all deadlines listed in the Course Schedule below. Class participation is worth 10% of your final grade.

**Writing Assignments:**

In this class, you will write four academic essays. Ultimately, you will revise your four essays to be submitted in a final portfolio, and this portfolio will comprise the majority of your final grade (60%). You are encouraged to revise your essays as many times as you wish. However, you can only receive instructor feedback one time on each of the first two essays and on your outline of the third essay. On further revisions, you are expected to use your own critical thinking abilities, developing knowledge, and developing writing skills. Your final two essays play a significant role in the assessment of your portfolio because they will represent your writing proficiency without direct instructor intervention.

Although I will not give grades on your drafts as they are submitted throughout the semester, I can give you some indication of whether each draft is passing or failing. My comments are designed to guide you in revision and to improve your writing process. You are always welcome to discuss your progress with me in my office if you are concerned about how your grade is shaping up.

All formal essays—for workshop and conference—must be typed, double spaced with one-inch margins all around, and stapled in the upper left-hand corner. Follow MLA format and include the list of Works Cited for all essays.

I will also require you to submit all your drafts and revisions to Turnitin on Canvas, which checks all essays for possible plagiarism. The full plagiarism policy is stated below.

**Final Portfolio Requirements:**

All students must submit a complete portfolio on the last day of class. Portfolios should not be left at my office door, in my English Department mailbox, or at the First-Year Writing office unless I have explicitly asked you to do so. Your only guarantee that your work has been received on time is to submit the portfolio *in person* and *in class*. Your portfolio should be in a paper, two-pocket folder and you should write your name, course, section number, and my name on the outside front cover. Loose papers will not be accepted. Your portfolio will be graded by a panel of English instructors, so keep this audience in mind as you work through the semester; you are writing not only for me, your individual instructor, but also for other instructors who will evaluate whether you have met the standards of the First Year Writing Program in your final portfolio.

Your portfolio must contain the following: (1) final, clean versions of your four essays (placed in the left pocket) and (2) previous drafts, especially the ones I have commented on, and additional drafts you have produced along the way (placed in the right pocket).

**Individual Conferences:**

You will meet with me individually three times this semester. We will arrange dates and times in class. In our conferences, we will discuss your work in detail, and you will explain ideas you have and ask questions specific to your work. If you miss your conference appointment, you will be marked absent, and we will have a much shorter conference instead.

**Peer Review Workshops and Draft Submissions**:

These days are very important, and they are clearly marked on the course schedule. I expect that you will come to class fully prepared with a complete draft each time. Bringing drafts that do not meet the page and content requirements to workshop will lower your overall final portfolio grade. On the days drafts are due, please bring the appropriate number of copies as explained in class.

**Writing Center:**

I encourage you to use this wonderful, free resource for additional help with your writing. The Writing Center is located in 201 Tuttleman Hall (215-204-0700). Tutoring help is available days, evenings, and weekends. The Writing Center staff will not write your papers for you or “correct” your papers, but they will work closely with you in areas you feel you need assistance and feedback. In addition to its writing service, the Writing Center offers a Conversation Partner Program to practice speaking and listening. For more information, go to www.temple.edu/writingctr.

**Course Policies**

**Attendance and Lateness Policy:**

You are permitted a total of two absences (excused or unexcused) throughout the semester without having your grade affected. If you have more than two absences, you will have a lowered final grade (a reduction of one half letter grade [e.g., from B to B-] for each absence beyond the second absence). If you miss more than four classes (5 absences), you will automatically fail the course. If you miss a class, you are still responsible for catching up with the work from that day; you’ll need to check in with a classmate or two about what you missed.

Please also note that lateness is considered a serious problem in this class, too. If you are not yet in class when I take attendance, you will be marked as late. If you are not in class when I take attendance (at the beginning of class), it is your responsibility to make sure I mark you as present but late. Being marked late twice will equal a full absence, and I count leaving early the same as a lateness or absence, depending on how much class you miss.

Late work is unacceptable. If you have an emergency and you let me know in advance, I may accept an essay draft late. However, the penalty for submitting late work (if I accept it at all) is that I will not give you full feedback on your draft. Thus, when you turn in late work, you are penalizing yourself in the revision process, thus impacting your final portfolio grade.

**Class Etiquette:**

*Please turn off all cell phones when in class*. These are highly disruptive and have no place in a university classroom. No phones should be on your desk or in your hands during class time unless pre-approved by me due to an emergency. Absolutely no texting is allowed—if you are warned about texting more than once, you will be directed to leave the class, and depending on when you leave, will be marked absent or late accordingly. No laptops should be open during discussion unless we have spoken about it ahead of time and I have approved you using one for a specific reason.

I expect that we will treat each other with respect and kindness. We are all here to learn and work with others, and any activity that runs contrary to the spirit of learning and collaboration will not be tolerated. Sometimes you may hear a position that you do not like or with which you do not agree, but as long as you express your disagreement in a respectful manner, you will be encouraged to do so.

**Grading Policy:**

You must receive a C- or above to pass this course. The majority of your final grade will be determined by the grade on your portfolio, and this grade is holistic and is decided by me and a panel of other First Year Writing instructors. We use this portfolio review system of multiple instructors to ensure that all students are graded fairly and that grading standards are applied consistently across all sections of English 711. If your final portfolio is not of passing quality, you will not pass the course, although a passing portfolio alone does not guarantee that you will pass the course.

It is vital that you show your work throughout the semester in your portfolio—any portfolio that only includes four essays or any portfolio for which an instructor has not seen previous drafts along the way is very likely to be judged as not passing because it does not reflect the process that is so important in this course. Refer to the “Portfolio Grading Standards” (included in Course Readings), which will be used to evaluate your work; we will also discuss these standards in class.

Your course grade will be determined by the following grade breakdown:

1. Portfolio: 60%
2. Journal: 15%
3. Quizzes: 15%
4. Participation (both verbal and non-verbal [i.e., attention]): 10%

**Policy of Academic Honesty** (Excerpted from the *Temple University Statement on Academic*

*Honesty for Students in Undergraduate Courses*, slightly modified):

1. Plagiarism is the unacknowledged use of another person's labor: another person's ideas, words, or assistance. In general, all sources must be identified as clearly, accurately, and thoroughly as possible. Academic cheating is, in general terms, the thwarting or breaking of the general rules of academic work and/or the specific rules of individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or someone else's work; or actually doing the work of another person.

2. Penalties for Academic Dishonesty

If you plagiarize in my class, you will **fail** **the course** and will be reported to the University as being academically dishonest. This policy is **not negotiable**. If you are uncertain about what constitutes plagiarism, ask BEFORE you hand in the work. It will be too late afterwards.

The following rules will help you to avoid plagiarism:

* Whenever you use **others’ ideas** or **information**, you need to acknowledge the sources in your main text and to list the complete publication information of the sources in your Works Cited page.
* If the **language** comes from another writer, quotation marks are necessary in addition to a correct citation. In other words, the language in your paper must be either your own or a direct quote from the original author. Changing a few words or phrases from another writer’s work is not enough to make the writing “your own.” The writing is either your own or the other person’s; there are no in-betweens.
* **Do not receive others’ help** in writing and revising your essays **except for the help of a tutor of the University Writing Center**. If your portfolio shows help from a person other than the Writing Center tutor, it will receive a failing grade.

**Disability Disclosure Statement:**

This course is open to all students who meet the academic requirements for participation.  Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Students should contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

**Statement on Academic Freedom:**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:   
<http://policies.temple.edu/getdoc.asp?policy_no=03.70.02>

**Schedule of Readings and Essay Assignments**

*This schedule is subject to change. All changes will be announced in class and posted on Blackboard.*

Week 1 (August 27 & 29)

M Introduction of course objectives, requirements, and policies

In-Class Writing

W Readings: Basics on Writing an Academic Paragraph and an Academic Essay &

Portfolio Grading Standards

Week 2 (September 3 & 5)

M Labor Day (No Class)

W Viewing: *Writing Across Borders* (A film available on Canvas)

Reading: “The Fortunate Traveler: Shuttling between Communities and Literacies by Economy Class” (Canagarajah 23-31 & 33-37)

Week 3 (September 10 & 12)

M Readings: “Introduction: Thinking and Reading Critically” (Goshgarian 1-23)

W Readings: “Viva Bilingualism” (Fallows 259-265) &

Rhetorical Strategies for Persuasion

Week 4 (September 17 & 19)

M Discussion of Essay Assignment #1

Workshop: Tone

W Workshop: MLA Documentation I (Hacker and Sommers 109-130 [#30-#32])

Week 5 (September 24 & 26)

M **Essay 1 Due** (Bring two copies of your essay, and submit your essay to Turnitin.) Peer Review

W **Quiz** **1**

Workshop: MLA Documentation II (Hacker and Sommers 130-177 [#33-#34])

Week 6 (October 1 & 3)

M **Revision of Essay 1 Due** (Bring a hard copy, and submit it to Turnitin.)

Reading: “Let’s Not Say Adios to Bilingualism Education” (Rovira 572-577)

W Reading: “California Republicans Vote to Restore ‘Bilingual Education’” (Unz)

Workshop: Subordinate Word Groups and Sentence Structures (Basic Grammar

[502 (B3) -508]—available on Canvas)

Week 7 (October 8 & 10)

M Conference (1) – Class Cancelled (Discussion of the Revision of Essay 1)

W Reading: “Why the US Needs an Official Language” (Mujica 150-154)

Workshop: Fragments (Hacker and Sommers 40-42 [#14])

Week 8 (October 15 & 17)

M Reading: “Official English Legislation: Bad for Civil Rights, Bad for America’s Interests, and Even Bad for English” (Crawford 116-123)

Workshop: Run-on Sentences (Hacker and Sommers 42-45 [#15])

WWorkshop: Discussion of Essay Assignment #2

Week 9 (October 22 & 24)

M Workshop: Punctuation (Hacker and Sommers 55-75 [#17-#21])

W Readings: “Does Immigration Increase the Virtues of Hard Work and Fortitude in the United States? –Yes” (Jacoby 330-332) & “Does Immigration Increase the Virtues of Hard Work and Fortitude in the United States? –No” (Krikorian 333-335)

Workshop: Mechanics I (Hacker and Sommers 77-82 [#22-#23b])

Week 10 (October 29 & 31)

M Reading: “Immigration Quotas vs. Individual Rights: The Moral and Practical Case

for Open Immigration” (Binswanger 625-630)

Workshop: Mechanics II (Hacker and Sommers 82-87 [#23-c-#24])

W **Essay 2 Due** (Bring two copies of your essay, and submit your essay to Turnitin.)

Peer Review

Week 11 (November 5 & 7)

M Reading: “Immigration Threatens America’s Unity” (Booth 74-83)

W **Revision of Essay 2 Due** (Bring a hard copy, and submit it to Turnitin.)

Readings: “Five Myths about Immigration” (Cole 689-693) & “Immigration Threatens American Culture” (Auster 16-21)

Week 12 (November 12 & 14)

M Conference (2) – Class Cancelled (Discussion of the Revision of Essay 2)

WWorkshop: Discussion of Essay Assignment #3

Week 13 (November 19 & 21)

M Fall Break (No Class)

W Thanksgiving Holiday (No Class)

Week 14 (November 26 & 28)

M **Quiz 2**

Workshop: Discussion of Essay Assignment #4

W Conference (3) – Class Cancelled (Bring your outline of Essay 3.)

Week 15 (December 3 & 5)

M Workshop: Review of Basics on Writing an Academic Essay &

Discussion of Portfolio

W **Essays 3 & 4 Due** (Bring two copies of your essays, and submit your essays to

Turnitin.)

Peer Review

Week 16 (December 10)

M **Portfolio Due** (Bring your portfolio to class, and submit it to Turnitin.)