

Syllabus for pre-university undergraduate ESL course, Summer 2013 University of Arkansas

The purpose of this course is to advance the student’s ability to write formal documented, organized, and thought-provoking essays. Students will learn to read academic sources in English proficiently and maintain discussion with near-native abilities and confidence.

Houghton, P.M. & Houghton, T.J. (2009). *APA: The easy way!* Schmitt, D. & Schmitt, N. (2011). *Focus on vocabulary 2: Mastering the academic word list.*

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| Participation and Attendance | 10% |
| In-Class Essays and Homework | 30% |
| Summaries | 15% |
| Project One | 20% |
| Project Two | 25% |

| Date | Topic | Homework Assignment |
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| Monday, July 1 | Course introduction | HW 1: Student survey. |
| Tuesday, July 2 | Writing and rhetorical theories. | Read Charles F. Abel’s “Academic Success and the International Student: Research and Recommendations.” |
| Wednesday, July 3 | In-class essay 1. | Search for a country or culture at the Digital Archive of Literacy Narratives and read, listen to, or watch one person’s literacy narrative. Brainstorm information for your own literacy narrative. |
| Thursday, July 4 | No class – 4th of July holiday. | |
| Friday, July 5 | Multiple literacies. | Read Randall McClure’s “Googlepedia: Turning Information Behaviors into Research Skills,” Writing Commons’s “Demystify Research Misconceptions,” and Diana Hacker’s “ Tips for Evaluating Sources. ” |
| Monday, July 8 | Evaluating sources. | HW 2: Narrative essay. Watch these videos: libraries homepage , keyword searching , and explanation of find it function . |
| Tuesday, July 9 | Academic research practices. Meet in library. | HW 3: Comparing sources. Read Karen Rosenberg’s “Reading Games: Strategies for Reading Scholarly Sources” and Gerald Graff and Cathy Berkenstein’s “The Art of Summarizing.” |
| Wednesday, July 10 | Reading and summarizing academic sources critically | Read “Integrating Sources into Your Writing” and “Acknowledging Sources and Avoiding Plagiarism.” |
| Thursday, July 11 | Paraphrasing, quoting, citation, and documentation. | Summary 1 and 2. |

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| Friday, July 12 | Synthesizing; Walton College Writing Center consultations. Bring your sources and draft with you to class. | HW4: Synthesis paragraph. |
| Monday, July 15 | Organization and structure; Quality Writing Center presentation. Bring your sources and draft with you to class. | Read "Developing Paragraphs." |
| Tuesday, July 16 | Paragraphing. In-class essay 2. | Read "Introductions and Conclusions." |
| Wednesday, July 17 | Introductions and conclusions. | HW 5: Self-evaluation. |
| Thursday, July 18 | Revision workshop. Bring two copies of your first project to class. | |
| Friday, July 19 | Project One due. | |
| Monday, July 22 | Research day. | Summary 3. |
| Tuesday, July 23 | Critiquing sources. | Read "Proposals." |
| Wednesday, July 24 | Proposals and persuasive documents. | Read Gerald Graff and Cathy Berkenstein's "'Skeptics May Object': Planting a Naysayer in Your Text" and "Analysis." |
| Thursday, July 25 | Analyzing sources and counterarguments. | Summary 4. |
| Friday, July 26 | In-class essay 3. | Read Rebecca Jones's "Finding the Good Argument OR Why Bother With Logic?" |
| Monday, July 29 | Argumentation. | HW6: PowerPoint. |
| Tuesday, July 30 | Presentations. | HW7: Self-evaluation. |
| Wednesday, July 31 | Revision workshop. Bring two copies of your second project to class. | |
| Thursday, August 1 | In-class essay 4. | |
| Friday, August 2 | Final day of class. Project Two due. | |