

COURSE SYLLABUS

Course Title	Writing for Intermediate II
Course Number	ESL202-4
Clock Hours	50
Instructional Methods	Lecture (50 hours)
Schedule	TBA
Instructor	TBA
Office Hours	by appointment
Required Text(s)	Hogue, A. (2008). <i>First steps in academic writing</i> . (2 nd ed.). White Plains, NY: Pearson Education.
Additional Text(s)	N/A Handouts will be given as needed

Course Description

This course emphasizes competency in standard written English with a focus on high-intermediate grammar and writing skills based on the functions of an utterance such as introducing people, listing-order paragraphs, giving instructions, describing a place, stating reasons and using examples, and expressing opinions. Instruction on proper punctuation, formatting, and grammar are also provided in class. Prerequisite: ESL201 or equivalent.

Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 211.00 and below 260.99 on the ACCUPLACER Test or the successful completion of ESL201.

Corequisites: ESL202-1 Grammar for Intermediate II
ESL202-2 Speaking for Intermediate II
ESL202-3 Reading for Intermediate II

Learning Objectives and Goals

Upon completion of this course, the student will be able to:

- A. Write several paragraphs which express a personal viewpoint and which use narration and/or, description and/or exposition and/or example and/or argumentation and/or citation of an external source to explain or support it
- B. State reasons using examples in writing.
- C. Write sentences containing conjunctive adverbs (consequently, furthermore, however, in fact, indeed, moreover, then, and therefore)
- D. Express opinions in writing.
- E. Write sentences starting with simple sentences through compound and complex sentences.
- F. Write using the listing-order pattern of organization.
- G. Use prepositional phrases to vary sentence openings

Library Usage Guideline

The Columbia College Library collection is available for all students to use for any research or assignments they may need to complete. With its easy and simple search function, users can find their desired books by searching the author's name, book title, keyword, subject, or ISBN. After typing in the search dialogue box, the software displays a list of related works which will help guide students to their desired books. The library user can select a desirable book from the generated list with their bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty with access to more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

ACCESSING LIRNPortal

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Username: 37860

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Please note URL, Username, and Passwords are case sensitive.

HELPFUL VIDEOS

Our Librarian staff have composed several [YouTube Videos](#) that you might find useful. Of particular interest:

- [Starting Your Research with LIRN's Gale Core](#)
- [Find Digital Books in Ebook Central: Academic Complete](#)

Code of Conduct

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations of this policy.

Academic Dishonesty/Misconduct

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

Non-Academic Dishonesty/Misconduct

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution’s software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

Prohibition of Sexual Harassment of Students

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

Grading Policy

The formal grading system utilized by the instructor conforms to recognized education standards.

Grade	Percent	Standing
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

Assessment Scale

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructors will distribute evaluation and his/her grading policies to students at the beginning of each term.

- 10% Attendance
- 10% Homework
- 20% Quiz
- 20% Class participation
- 40% Final Exam

Course Schedule

Week	Date	Topics and Activities	Quiz/Assignment Due
1		Ice-Breaking <ul style="list-style-type: none"> - Course Intro - Review course syllabus - Complete ice-breaking activities Chapter 1. Introducing People <ul style="list-style-type: none"> - Paragraph form: Topic sentence, supporting sentence, concluding sentence - Subjects, verbs, and objects - Interview a classmate 	Estimated Homework Time: 5 hours Write a paragraph about the classmate you interviewed in class. p.12 Practice 2 p.14 Practice 3 Write a daily journal. Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.
		Chapter 1. Introducing People <ul style="list-style-type: none"> - Simple sentences - Six rules for capitalization - Recognizing sentences 	Estimated Homework Time: 5 hours Reading: p.21 Writer’s Tip p.18 Practice 7 p. 24 Practice 9 Write a daily journal. Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.
2		Chapter 1. Introducing People <ul style="list-style-type: none"> - Editing for capitalization - Four steps in the writing process - Journal writing - Sentence structure 	Estimated Homework Time: 5 hours Reading: p.28 The Writing Process Write a daily journal.

			Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.
		<p>Chapter 2. Listing-Order Paragraphs</p> <ul style="list-style-type: none"> - The three parts of a paragraph - Listing-order transition signals - Paragraph unity 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.37, p.48</p> <p>p.44 Practice 3 p.47 Practice 5</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts</p>
3		<p>Chapter 2. Listing-Order Paragraphs</p> <ul style="list-style-type: none"> - Simple outlining - Compound sentences - Two common sentence errors 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.56 Writer’s Tip</p> <p>p.52 Try it out p.60 Practice 11, p.64 Writing Assignment</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
		<p>Chapter 3. Giving Instructions</p> <ul style="list-style-type: none"> - Time order and time-order signals - Complex sentences with time clauses - “How to” paragraphs 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.67, p.68, p.71</p> <p>p.76 Practice 4 p.79 Practice 5</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>

4		<p>Chapter 3. Giving Instructions</p> <ul style="list-style-type: none"> - Fragments (a sentence error) - Four new capitalization - Listing order or time order - Edited list 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.88</p> <p>p.82 Practice 7 p.83 Practice 8</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
		<p>Chapter 3. Giving Instructions</p> <ul style="list-style-type: none"> - One new comma rule - Topic sentence for “How to” paragraphs - Transition signals - Outlining - Independent and dependent clause 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.89, p.90 p.93 Writing Assignment</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
5		<p>Chapter 4. Describing a Place</p> <ul style="list-style-type: none"> - Space order - Descriptive details - Picture clues - Space-order outline 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.99</p> <p>p.101 Practice 2, p.104 Try it out</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
		<p>Chapter 4. Describing a Place</p> <ul style="list-style-type: none"> - Order of cumulative adjectives - Identifying adjectives - Coordinate adjectives - Editing adjectives 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.107, p.108</p> <p>p.108 Practice 6 p. 110 Practice 8</p> <p>Write a daily journal.</p>

			Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.
6		Chapter 4. Describing a Place - Prepositional phrases - Varying sentence openings - Prepositions	Estimated Homework Time: 5 hours Reading: p.112 Writer's Tips p.119 Writing Assignment Write a daily journal. Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.
		Writing Workshop - Clustering - Outlining - Prewriting - Editing - Proofreading - Submitting the final copy	Estimated Homework Time: 5 hours Write a daily journal. Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.
7		Chapter 5. Stating Reasons and Using Examples - Outline with details - Transition signals with reasons - Reasons and examples	Estimated Homework Time: 5 hours Reading: p.124 p.126 Practice 1 p.130 Practice 2 Write a daily journal. Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.
		Chapter 5. Stating Reasons and Using Examples - Transition signals with examples - Usage of "for example" or "for instance" - Complex sentences	Estimated Homework Time: 5 hours Reading: p.132 Writer's tips p.133 Try it out, p.136 Practice 5

			<p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
8		<p>Chapter 5. Stating Reasons and Using Examples</p> <ul style="list-style-type: none"> - Capitalization rules - Punctuation rules - Editing sentence and punctuation errors 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.139, 141</p> <p>p.144 Writing Assignment</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
		<p>Chapter 6. Expressing Your Opinion</p> <ul style="list-style-type: none"> - Distinguishing between opinions and facts - “Boy Divorces Parents”: Should the judge allow Gregory to divorce his parents? 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.149, p.150</p> <p>p.151 Practice 1</p> <p>p.156 Try it out</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
9		<p>Chapter 6. Expressing Your Opinion</p> <ul style="list-style-type: none"> - Opinion paragraphs - Analyzing opinion paragraphs - Adjective clauses with who, which, and that 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.156,157</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p> <p>p.162-165 Practice 5 A, B, C</p>

		<p>Chapter 6. Expressing Your Opinion</p> <ul style="list-style-type: none"> - A different kind of fragment - Quotation marks - Punctuating adjective clauses 	<p>Estimated Homework Time: 5 hours</p> <p>Reading: p.167, p.170</p> <p>p.172 Writing Assignment</p> <p>Write a daily journal.</p> <p>Read the Washington Post or any newspaper and choose one of the articles. Then summarize the article and give your thoughts.</p>
10		Review Chapter 1-6	<p>Estimated Homework Time: 5 hours</p> <p>Study for the exam</p>
		Final Exam	