

MEDAILLE COLLEGE
AGASSIZ CIRCLE
BUFFALO, NEW YORK

COURSE OUTLINE

Program: Humanities

Course Number: ENG 111

Course Title: *College Writing II For International Students* (proposed)
+ supplemental instruction

Number of Credits: 3

Prerequisites and/or Special Considerations: Medaille's ENG 101, or its equivalent; TOEFL scores of at least 550 paper based (210 Computer Based; 73 Internet Based & a writing sample.

A. Catalog Description of Course:

This course is the equivalent of ENG 110, though it is designed to meet the needs of ESL and EFL students. The course develops the international students' abilities to write effectively in college. Through practice with the thesis-driven essay, students gain a working awareness of how the American model of argument differs from other essay models used in other cultures. The course emphasizes organization, structure, revision, and mechanics, by introducing students to various rhetorical forms (comparison/contrast; cause-effect; process analysis; narrative.) Students will read published samples of these rhetorical forms, and, through both oral and written means, develop strategies for comprehending and developing critical judgements of texts. Students will be introduced to the accepted modes of using and citing sources in the United States. The course will further the students' grasp of English grammar, style, and vocabulary. Students will produce a portfolio of their written work, including a self-assessment. Students in this course will be required to attend at least one hour of tutorial each week, while registered for this course.

B. Goals:

- * To foster an active spirit of inquiry, by exploring various aspects of American culture, both within and outside the college.
- To provide the student competency in the thesis driven essay, as it is expected in the American university.
- To teach students various rhetorical strategies (narrative, comparison-contrast,

process analysis, cause-effect, classification) for constructing essays

- To expand the students' research strategies in English
- To teach correct use of the MLA style of document construction and citation.
- To instruct students on proper citation of sources.
- To encourage students to think critically when identifying and using research sources in written work.
- To further support students' grasp of English grammar, vocabulary & usage

C. Objectives:

Students will be able to:

- Share their ideas orally in English in large & small groups, and one-on-one situations.
- Recognize and apply the elements of essay organization: introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion
- Recognize several rhetorical modes of Argument-Persuasion, Comparison-Contrast, Process Analysis, Definition, Exemplification, Cause-Effect, Narration, Description, and Division-Classification
- Write essays using a variety of rhetorical modes: Argument-Persuasion, Comparison-Contrast, Process Analysis, Definition, Exemplification, Cause-Effect, Narration, Description, and Division-Classification
- Locate and evaluate secondary sources and see the need for using primary sources
- Summarize, paraphrase, and respond to published texts
- Critically read and evaluate written sources for thesis focus, overall organization, transitions, use of evidence, and rhetorical modes
- Understand the methods and ethics of using sources in the American institution
- Use and acknowledge researched information correctly using MLA documentation style, with additional instruction in APA
- Exhibit ongoing development in English grammar, vocabulary & usage

D. Outline of Course Content:

Essay organization: introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion

Use of rhetorical modes: Argument-Persuasion, Comparison-Contrast, Process

Analysis, Definition, Exemplification, Cause-Effect, Narration, Description, and Division-Classification

Review of grammar and punctuation as needed: sentence structure, subject-verb agreement, tenses, pronoun usage, parts of speech, commas, apostrophes,

colons, semicolons, hyphens, dashes, brackets, and ellipses

Research: formulate appropriate questions, use advanced library resources
(indices, databased searches, Internet searches)

Critical reading: evaluation of research evidence; source and reliability; relevance
to topic focus; fair use

Paraphrase and summary

Avoidance of plagiarism

MLA and APA documentation styles

Manuscript format

Revision, with emphasis on the portfolio

E. Potential Texts: A number of excellent texts are available for this course. The following are suggested:

For Grammar:

Azar, Betty Schramper. *Understanding and Using English Grammar*. 3rd Edition. Pearson, 2007.

Folse, Keith S., et al. *Top 20: Great Grammar for Writing*, 2nd Edition. Heinle Cengage, 2008.

Raimes, Ann. *Grammar Troublespots: A Guide for Student Writers*. Cambridge UP, 2004.

For Writing:

Folse, Keith S., et. al. *Blueprints 2: Composition Skills for Academic Writing*. Heinle Cengage, 2008.

Shoemaker, Connie & Doug Larson. *Write in the Middle*. Heinle Cengage, 1998.

Dictionary:

Longman Advanced American Dictionary Pearson Education ESL, 2002
(or another suitable American English dictionary)

F. Suggested Modes, Media and Techniques of Instruction:

- Traditional classroom instruction
- Small group student activities
- One-to-one conferences with instructor
- Extensive oral and written comments on student writing
- Group and individual exercises
- Examinations
- Drafting & Revision
- Computer-based instruction as available
- Tutorials

G. Instructor References:

BOOKS:

Campbell, Cherry. *Teaching Second-Language Writing – Interacting with the Text*. Heinle Cengage, 1998.

Casanave, Christine Pearson. *Controversies in Second Language Writing: Dilemmas and Decisions in Research and Instruction*. Michigan Series in Teaching Multilingual Writers. UMI Press, 2003.

Celce-Murcia, Marianne, Editor. *Teaching English as a Second or Foreign Language*, 3rd Edition. Heinle, 2001.

Celce-Murcia, Marianne & Diane Larsen-Freeman. *The Grammar Book: An ESL/EF Teacher's Course*, 2nd Edition. Heinle, ELT 1998.

Cohen, Andrew D. *Assessing Language Ability in the Classroom*. 2nd Edition. Heinle, Cengage, 1994.

Echevarria, Jana, et al. *Making Content Comprehensible for English Learners: The SIOP Model* 3rd Edition. (SIOP Series on Sheltered Language Instruction) Allyn & Bacon, 2007.

Echevarria, Jana. *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities*, 3rd Edition. Allyn & Bacon, 2006.

Ferris, Dana R. *Teaching ESL Composition: Purpose, Process & Practice*. Lawrence Erlbaum, 2004.

Flowerdew, J. & Peacock, M. , editors. *Research perspectives on English for academic Purposes*. NY: Cambridge University Press, 2001

Larson-Freeman. *Techniques and Principles in Language Teaching*. Oxford UP, 1986.

Lightbown, Patsy & Nina Spada. *How Languages Are Learned*. Oxford UP, 2006.

Long, Michael H. & Jack C. Richards. *Methodology in TESOL – A Book of Readings*. Cengage Heinle, 1987.

Krahnke, K. *Approaches to Syllabus Design for Foreign Language Teaching*. Englewood Cliffs, NJ: Regents Prentice Hall, 1987.

Matsuda, Paul Kei. *The Politics of Second Language Writing: In Search of the Promised Land*. Parlor Press, 2006.

Matsuda, Paul Kei. *Second Language Writing Research: Perspectives on the Process of Knowledge Construction*. Lawrence Erlbaum, 2005.

Murphy, John, et al. *Essentials in Teaching Academic English* (one of a series of four, all of which might be nice to have.) Heinle, Cengage, 2006.

O'Malley, J. Michael. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison Wesley, 1996.

Omaggio-Hadley, Alice. *Teaching Language in Context*. 3rd Edition. Heinle & Heinle, 2001.

Stevick, Earl W. *Memory, Meaning, and Method – A View on Language Teaching*. 2nd Edition. Heinle Cengage, 1996.

Voigt, MaryEllen J. *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. (SIOP Series on Sheltered Language Instruction) Allyn & Bacon, 2007.

Wright, Andrew, et al. [Games for Language Learning](#). Cambridge UP, 2006.

WEBSITES:

Breaking News English: EFL/ESL/English Lesson Plans for Teaching Current Events. <http://www.breakingnewsenglish.com>

Dave's ESL Café. <http://www.eslcafe.com>

English Club, "ESL Teacher's Lounge" <http://www.englishclub.com/teach~english.htm>

English for University: English Language Support for International Students at University & College. <http://englishforuniversity.com>

The Internet TESL Journal. <http://iteslj.org>

New York State TESOL <http://www.nystesol.org/index.html>

Open English World. <http://www.openenglishworld.com>

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