

MEDAILLE COLLEGE
AGASSIZ CIRCLE
BUFFALO, NEW YORK

COURSE OUTLINE

Program: Humanities

Course Number: ENG 201

Course Title: *Analytical Writing for International Students (proposed)*
+ *Supplemental*

Number of Credits: 3

Prerequisites and/or Special Considerations: ENG 111 or its equivalent from another American university or college.

A. Catalog Description of Course:

This course is designed to follow ENG 111, and it is the equivalent of ENG 200: Analytical Writing, with additional support for the ESL/EFL student. It reinforces students' skills in writing the thesis driven essay, and, in particular, the argument. In addition, it develops students' skills in critical thinking and in writing analyses, using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will gain further experience using accepted modes of citing sources in the United States (MLA, APA, CBE). The course will further the students' grasp of English grammar, style, and vocabulary. Students will present their work orally, and produce a portfolio of their written work, including a self-assessment. Students will be required to attend at least one hour of supplemental tutorial per week while registered for this course.

B. Goals:

- * To increase student's abilities to communicate effectively in college settings
- To develop critical reading skills by reading representative texts from across the disciplines
- To increase student's critical thinking strategies by using the research writing process. This process will help students develop awareness of when it is important to find information, skill in locating and using sources of information, and competence in applying researched information to support a thesis.
- To enable students to use analytical models within their own writing, such as the problem-solving model, the social sciences model, the action-research model, etc.
- To assist students in writing a series of essays on a single topic; at the end of the

course, these essays will be combined into a single, well-developed research essay.

- To further the students' oral English language skills in the classroom
- To further support students' grasp of English grammar, vocabulary & usage

C. Objectives:

Students will be able to:

- Discuss ideas, both formally and informally, and provide meaningful comments to others.
- Orally present their own research and developing ideas, both formally and informally.
- Recognize and apply the elements of essay organization, as needed: introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion
- Use advanced research strategies and think critically about the pertinence and quality of secondary and primary sources before using them in written work; recognize and use a criteria for choosing quality source
- Use both MLA and APA documentation styles
- Understand analytical models for research writing
- Develop a series of written essays on a single topic. For example, the problem-solving model would include a definition essay, a component-analysis essay, an evaluation-of-alternate-solutions essay, and a recommendations essay; a social sciences model would include a case-study essay, a literature-review essay, an analysis essay, an a recommendations essay; an action-research model would include a descriptive essay, a definition essay, a narrative essay, and a cause-effect essay. Whatever model is followed, the course culminates in a final essay that compiles the previous essays into a single, long research essay
- Revise and edit as a means of thinking analytically, as needed: refine thesis focus; check for logical continuity and coherency; test supporting evidence; enhance transitions; assess overall organization
- Exhibit ongoing development in English grammar, vocabulary & usage

D. Outline of Course Content:

Essay organization, as needed; introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion

Review of rhetorical modes, as needed: 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: evaluate, interpret, and present primary and secondary data; use advanced library resources; use MLA, APA and other documentation formats; avoid plagiarism

Paraphrase and summary, as needed

Introduction to analytical models in research writing

Revision as a means of thinking analytically; emphasis, as needed, on refining thesis focus; checking for logical continuity and coherency; testing supporting evidence; enhancing transitions; assessing overall organization

Workshops and/or peer editing sessions; use of vocabulary specific to composition theory/criticism

Collaborative learning in small groups; use of shared research and ideas in individual essays

Inductive and deductive reasoning as they apply to problem solving and the creation of strong arguments

Audience analysis

Unities of person, tone, and tense

Voice and style

The portfolio as a means for self-assessment

Relationships of this course to other courses in the curriculum, with a particular emphasis on writing across the curriculum

E. Potential Texts: There are several very impressive texts that may be used in this course. At present, the following have been identified as consistent with the goals and objectives of both this course, and the ENG 200 course this is intended to be the equivalent of.

For Grammar:

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

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

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

2008.

Francis, Edward. *A Year in the Life of an ESL Student: Idioms & Vocabulary You Can't Live Without.* Trafford Publishing, 2006.

Reading/Writing Texts:

Dollahite, Nancy E. *Sourcework: Academic Writing from Sources,* Heinle Cengage, 2006.

Spack, Ruth. *Guidelines: A Cross-Cultural Reading/Writing Text,* 3rd Edition. Cambridge UP, 2006.

Gardner, Peter. *New Directions: Reading, Writing & Critical Thinking,* 2nd Edition. Cambridge UP, 2005.

Dictionary:

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

F. Suggested Modes, Media and Techniques of Instruction:

Modes: Cooperative learning; use of shared research in groups; lecture; workshops; individual conferences; tutorials; Academic Skills Center

Media: word processing software; personal computer; style analysts; graphics and presentation programs

Techniques: reflective, inductive and deductive

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 Prentic 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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