Please fill in all information. Required signatures are on page 2 of this form. Please return to: Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: Lisa Cooper</th>
<th>Phone: 946-3218</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: November 14, 2006</td>
<td>School or College: EDU</td>
</tr>
<tr>
<td>Proposed Course #: No Change (NC)</td>
<td>Title: NC</td>
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<tr>
<td>Proposed Prerequisites: An appropriate test score or permission of the instructor.</td>
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<tr>
<td>Proposed Units: NC</td>
<td>Enrollment/Expected Enrollment: NC</td>
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<tr>
<td>Existing Course Title: W/ from Cultural Perspect.</td>
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</tr>
<tr>
<td>Existing Unit Value: 3</td>
<td>Existing Prerequisites: Placement on the basis of ESL and writing competency test results.</td>
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</tbody>
</table>

Revised catalog description (attach additional sheet if necessary). Attach a syllabus:

Describe the proposed changes and provide a rationale (attach additional sheet if necessary). Changes to the prerequisites and description reflect recent University policy changes as well as new course placement practices.

If approved, when will this be implemented? Fall ☑ Spring □ Year 2006-2007

What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)? none.

Describe any special facilities, furnishings, or technical needs. List software needs, if any. none.

U.O.P.
JAN 16 2007
REGISTRAR
# APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

<table>
<thead>
<tr>
<th>Action</th>
<th>Approved by</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Action by department requesting addition/change:</td>
<td>Jennifer Cooper</td>
<td>11/10/06</td>
</tr>
<tr>
<td>2. Action by the Curriculum Committee of the School/College:</td>
<td></td>
<td>12/04/06</td>
</tr>
<tr>
<td>3. Action by the Dean of the School/College:</td>
<td></td>
<td>01/22/06</td>
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<tr>
<td>4. Action by the Dean of the Library:</td>
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<td>01/09/07</td>
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<tr>
<td>5. Action by the Director of Educational Technology Services (if computer lab, software needed):</td>
<td>N/A</td>
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<tr>
<td>6. Action by the Registrar:</td>
<td></td>
<td>01-17-07</td>
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<tr>
<td>7. Action by the General Education Committee (as appropriate):</td>
<td></td>
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<tr>
<td>8. Action by the Graduate Studies Committee (as appropriate):</td>
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<tr>
<td>9. Action by the Academic Affairs Committee:</td>
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</tbody>
</table>

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
WRIT 17. Writing from Cultural Perspectives (3)
Concentrates on word formation and sentence level grammar in the English language used in composing short essays typical of college writing. Placement on the basis of ESL and writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

Recommended revision (with changes highlighted):

WRIT 17. Writing from Cultural Perspectives (3)
Concentrates on word formation and sentence level grammar in the English language used in composing short essays typical of college writing. Placement on the basis of ESL and writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course. Prerequisites: An appropriate placement test score or permission of the instructor.
high school. Prerequisites include a satisfactory score on the Intermediate Algebra placement test. This course is taught using a Personalized System of Instruction and meets three hours per week. (Students who complete MATH 5 and 7 may enroll in Calculus MATH 51). Prerequisites: A grade of C- or better in MATH 5 or an appropriate score on the Mathematics Placement Test and permission of the instructor.

ESL 9. Intermediate ESL: Pronunciation, Speaking and Listening (3)
Intermediate level skills in speaking and listening comprehension will be the focus, including improvement of pronunciation, rhythms, stress and intonation. Audio tapes of short talks on academic topics will be used as material for listening, note-taking and discussion.

ESL 10. Intermediate ESL: Writing and Grammar (3)
This course will lead students from writing simple paragraphs to longer, more complex compositions using chronology, enumeration, comparison/contrast, definition, and cause and effect as patterns of organizing content. The English tense and aspect system will be reviewed with other basic concepts of English grammar. More advanced concepts, such as modals and clause structure, writing paragraphs, compositions, and journal entries will be introduced. Placement in this course is on the basis of ESL testing. Pass/No credit (P/NC) grading option is not allowed for this course.

ESL 13. Advanced ESL: Reading and Grammar Development (3)
Reading for comprehension, related study skills and vocabulary expansion with particular attention paid to grammatical forms used in readings. Selections will help prepare students for textbook and journal article reading at the college level. A variety of topics common to a general education curriculum will be covered. Pass/No credit (P/NC) grading option is not allowed for this course.

ESL 15. Advanced ESL: Writing and Grammar Development (3)
Training in a variety of academic forms: note-taking, outlining, summaries, paraphrasing, reports, a short term paper, essays and journal writing. Complex grammatical patterns are studied and integrated into the writing assignments. These include verb phrase forms, indirect speech, conditions, clauses, gerunds and infinitives, and the passive voice. Attention is also paid to correct word formation. Placement in this course is on the basis of ESL testing or prerequisite of ESL 10 or equivalent. Pass/No credit (P/NC) grading option is not allowed for this course.

WRIT 17. Writing from Cultural Perspectives (2)
Concentrates on word formation and sentence-level grammar in the English language used in composing short essays typical of college writing. Placement on the basis of ESL and writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

WRIT 19. Basic Writing (3)
Focus on the practical application of writing theory to develop confidence and competence in written composition skills. The course credit does not apply toward graduation. Placement on the basis of writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

WRIT 21. Writing for College (3)
Introduction to the types of written assignments required in college courses, including the research paper, expository writing and argumentation. Weekly writing assignments and individual conferences with instructor. Placement on the basis of writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

WRIT 23. Advanced ESL: Speaking and Pronunciation (2)
The pronunciation, rhythm, stress and intonation of American English will be studied and practiced, as well as skills needed for academic discussion. Students will re
Professor: Stacia Levy
Contact Information: email CallMeSal @msn.com
Course Title: ESL 15. Advanced Writing and Grammar Development.
ESL 17. Writing from Cultural Perspectives
Textbooks and Materials: Refining Composition Skills, fifth edition, by Smalley, Heinle and Heinle
Meeting Place: Bannister 225
Meeting Time: MW 9:30-10:50
Course Description: Training in a variety of academic forms, such as note taking, summarizing, paraphrasing, essays, journal writing, and a short research paper. Extensive practice in writing strategies and conventions of written standard American English. Paragraph and multi-paragraph expository and argumentative essay writing. Grammatical patterns are also studied as part of the writing assignments: sentence structure, verb phrases, indirect speech, conditionals, clauses, gerunds and infinitives, and the passive voice as well as correct word formation.

Course Objectives:
1. learn process writing: prewriting, drafting, and revising strategies
2. learn paragraph and essay writing: organization and development skills
3. learn other academic forms: journal writing, summaries, paraphrasing, notetaking, and outlining
4. learn grammatical patterns: verb phrases, indirect speech, conditionals, clauses, gerunds, infinitives, the passive, variety of sentence structures, word formation
5. learn the basics of research and report writing
6. recognize and evaluate strengths and weaknesses in peers' writing

Assessment/Grading:
1. attendance and participation: 10%
2. homework and journals: 10%
3. reading and grammar tests: 10%

4. writing portfolio (out of class essays) and research assignment: 25%

5. in class writing and exit exam: 35%

6. mini-research paper (a short paper on a problem and its causes and/or effects, with citations and bibliography): 10%

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

As a measure of their having achieved stated course objectives, copies of students’ assignments may be retained for purposes of ongoing assessment of the Educational Resource Center’s learning objectives.

**Student Responsibilities:**

**Attendance:**

Daily attendance is required. This is a skills development class. If you miss class, you lose the process of the course, and getting back on track can be difficult. You may miss two classes without giving me a reason. More than two absences during the semester will lower your final grade. If your absences for any reason reach six, you may fail the class.

**Lateness:**

You are expected to be in the classroom, ready to begin at the stated time. If you must enter the classroom late, enter quietly and then offer an explanation after class. Do not expect the professor to repeat what has already been said. Check with another student or the instructor after class to get information about what you missed. Three tardies will be counted as one absence.

**Missed work or tests:** Make-ups for missed quizzes or tests will only be given for documented excused absences. If you are absent, you are responsible for getting any
missed assignments from a classmate or the instructor. In addition, every Monday the instructor will give out a schedule of the week’s assignments. You may refer to that.

**Disabilities/Special Needs:** If you have special needs that require accommodation, please see Ms. Lisa Cooper in the Office of Services for Students with Disabilities in Bannister Hall Room 101 to obtain an Accommodations Request Form. Then please schedule a meeting with me during office hours to arrange the accommodation.

**Honor Code:**

Established in 1958, the University Honor Code is intended to maintain and preserve the high standard of personal character and integrity vital in academic pursuits. Acceptance of the Code and the cooperation of every student are essential to the success of the Honor Code. It is a violation of the Honor Code to give or receive information from another student during an examination, to use unauthorized sources during examinations, or to submit all or part of someone else’s work or ideas as one’s own. If a student violates the Honor Code, he/she may be penalized for failure of the assignment or for the course. Students are expected to abide by the provisions of the Honor Code.

**Description of Assignments:**

**Homework:** All homework must be completed and turned in on time at the beginning of the day it is due. Homework turned in at the end of class is late. I will accept homework one class day late, but your grade will be lowered. Please use blue or black ink on homework assignments; write neatly or type on standard 8 ½ x 11” white paper, double space, and write your first and last names and the assignment at the top of the page.
**Reading:** There is a lot of reading to cover in your book. Each week we will cover a specific topic and section of the textbook. Some of the reading we will do in class, but the rest you are expected to do outside of class to keep up with the material.

**The Writing Portfolio:** Buy a folder. Put the editing marks that I use to mark your papers in the folder. We will write paragraphs and essays in this class, and one revision for each paragraph and essay. Keep all your paragraphs, essays, and their revisions in this folder, with the most recent papers in the front. Use white, standard 8½ x 11” paper for your assignments. You will receive a grade for each writing assignment and its revision. Please do not throw away your papers; keep them in case you later have questions about your grade.

**The Journal:**
Buy another folder. You will write your journals on standard, white 8½ x 11” notebook paper, lined, and put them in the folder. In the journal, you will write freely to develop ideas and need not worry so much about grammar and correctness; I will mark some of your major errors, but I will not grade you for them, unless I really cannot understand what you wrote. About every two weeks you will write your journal in response to that week’s reading: you will choose a paragraph or an essay you read in the book that week and respond to it. Don’t just summarize the reading. Rather, respond with your ideas about it: whether or not it was well written, whether or not you liked it, relate it to your own experience. At the beginning of each entry, write your name, the current date, and the number of the entry: Journal 1, Journal 2, etc. Then write the title of the reading you are responding to. Put journals in the folder in the correct order. Each journal should be about a page long.
The Research Assignment:

The research assignment is to find books, articles, and other sources on a problem of your interest, such as the AIDS epidemic, and write an annotated short, four-page paper on the topic, with cited research and a bibliography. We will discuss more later about how to do this.

Exit Exam:

The course work described above determines your course grade; however the Exit Exam determines your placement in subsequent writing courses. For example, a student could earn a letter grade of "A" in this course, but the same student might earn a low score on the exit exam, requiring that he or she take the next class, Writing 19, in the sequence of writing courses. Exit exam essays are written in class under secure conditions and are scored by a committee of faculty. Students may not retest. Although some faculty do not give the exit exam a letter grade, in this section of Writing 15/17, the exam is graded as an assignment.

Typical Writing Course Sequence:

ESL 15  Writing 17  Writing 19  Writing 21  English 25

Conferences: Please go to the Tutorial Center in Bannister Hall and sign up to work with a writing tutor on a regular basis. Studies show that one-on-one instruction is most effective, so you should attempt to meet with a writing tutor for one or two hours each week, in order to review all aspects of your writing. In addition, try to meet with me at least twice during the semester to critique your work and obtain individualized instruction.
Important Dates this Semester:

Classes begin: Wednesday August 24

Labor Day, no school: Monday September 5

Last day to add: Tuesday September 6

Fall Break: Friday October 7

Thanksgiving Break: Wednesday November 23-Friday 25

Final Exam: Friday, December 5

Schedule of Assignments:

Week of August 22

Introductions, syllabus

Discuss getting ideas, kinds of paragraphs

Paragraph 1: Diagnostic: narrative

Week of August 29

Discuss journal and summaries

Discuss verb tense

Read chapter 3 Refining Composition Skills

Journal 1 due

Week of September 5

Monday: no school

Discuss paragraph organization and good writing, peer feedback

Summarizing, quoting, and paraphrasing

Read p. 62-73

Paragraph 1B due
Week of September 12
Quiz 1: verb tense
Clauses and punctuation

Journal 2 due

Week of September 19
Review of the paragraph

Paragraph 2A: description in class

Read Chapter 3 Refining Composition Skills

Week of September 26
Journal 3 due

Paragraph development, specific details

Quiz 2: sentence patterns and clauses

Week of October 3
Friday: no school

Introduce the essay, theses statements

Outlining essays

Paragraph 2B due

Read: Chapter 6 Refining Composition Skills

Week of October 10

Midterm: in class writing: process analysis

Discuss passive/active voice

Read chapter 10 Refining Composition Skills


**Week of October 17**
Discuss introductions, conclusions
Discuss conditional sentences
Journal 4 due
read p. 124- 138

**Week of October 24**
Essay development
Essay 1B (revision of midterm) due
Read p. 140-142

**Week of November 1**
Quiz 3: special sentence types: active/passive and conditionals
Discuss cause-effect essays
Journal 5 due
Read chapter 11

**Week of October 31**
Library orientation
Discussion of research paper

**Week of November 7**
Discuss essay 2, cause/effect essay with research
Discuss logical fallacies
Journal 6 due
Read 258-262
Week of November 14

Essay 2A

Week of November 21

Discuss gerunds and infinitives

Wednesday, Friday: no school

Week of November 28

Work on research for paper as needed

Prepare for exit exam

Quiz 4: word forms

Due: essay 2B

Read: 265-282

Week of December 5

Exit exam: Monday