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**Office Hours:** Wednesdays, 4:15 - 5:15pm and by appointment

### **TEXTS**

**Understanding and Using English Grammar** by Betty Schramper Azar (Prentice-Hall) ebook edition,

**Handouts**

**Praxis Ed Vocabulary**

**An English Language Learners' Dictionary**

### **STUDENT LEARNING OBJECTIVES**

By the end of this semester, students should be able:

- To write a variety of different kinds of paragraphs, that explain, describe and/or persuade readers
- To organize ideas in an outline for a paper or speech
- To edit a peer's essay for organization, idea development, word choice and grammar
- To revise writing based on editor's notes
- To demonstrate knowledge of targeted grammatical structures
- To master the most commonly used university level vocabulary
- To write a short academic essay (approximately 1000 words long)
- To read and annotate a college reading assignment several pages long
- To outline a reading assignment for future study and test preparation
- To read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure.
- To determine a writers' thesis and evaluate his evidence when reading an essay or article
- To develop discussion questions for a reading selections (fiction or nonfiction)
- To contribute to an academic discussion
- To take responsibility for his or her own learning
- To develop note taking skills

### **METHODOLOGY**

We will learn using current Western methods including discussion, pair work, group work, process writing, mini-lectures, note taking, and computer assisted language activities. The emphasis is writing, grammar, reading and vocabulary. The class will be conducted in English with minimal peer translations (e.g. How do you say “五” in English?)

Students should understand that to meet the goals of XJHS and Coastline Community College they need to use English as much as possible.

**SCHEDULE**

Week of 9/5	Rewrite history papers or practice writing descriptive and narrative paragraphs. Instruction on how to write effective introductions and conclusions. Mini-lesson on concise writing.
Week of 9/12	
Week of 9/19	
Week of 9/26	Extensive reading for those not in history.
Week of 9/26	Begin using Praxis and extensive reading, read and analyze “Family Stories.” Begin blogging on popular culture (homework). Writing: descriptive paragraphs Grammar: Azar Interactive Overview.
Week of 10/3	National Holiday Break -- Homework: blogging, Praxis
Week of 10/10	Writing: Outlines and brainstorming. First drafts for first essay due <b>October 18th</b> Mini-lecture on learner autonomy and its benefits. Reading: Annotating a college text effectively with Allie Kohn’s “What Does it Mean to be Well Educated?” Grammar: Past Tense Review <b>Vocabulary Quiz on Tuesday</b>
Week of 10/17	Writing: Sentence Fluency, peer editing. Reading: Better Reading Techniques, read and discuss “Rethinking Thinking.” Grammar: Asking questions and embedded questions
Week of 10/24	Writing: Brainstorm and organize ideas for first paper. Grammar: Modal Auxiliaries Reading: Articles on culture Midterm exam on Thursday.
Week of 10/31	Writing and reading: summarizing and paraphrasing, writing a good title for an essay. Grammar: Complex Sentences, connecting ideas Research skill: Determining the reliability of a website <b>Vocabulary Quiz on Tuesday</b>
Week of 11/7	Writing: Begin second essay, organization lessons Reading: Considering thesis and supporting evidence by examining film reviews. Grammar: Comparisons

Week of 11/14	<p>Reading: award winning essays by ESL students.</p> <p>Writing: Concise Style. Work on first drafts</p> <p>Grammar: Count/Non-count Nouns</p> <p><b>Vocabulary Quiz on Tuesday</b></p>
Week of 11/21	<p>Reading: Editorials</p> <p>Writing: Cause-effect Essays, organizing, first drafts due 11/22, peer editing</p> <p>Grammar: Gerunds and Infinitives</p>
Week 11/28	<p>Reading: Cultural essays</p> <p>Writing: Cause-effect Essays due</p> <p>Grammar: Parallelism, Fragments</p> <p><b>Vocabulary Quiz on Tuesday</b></p>
Week of 12/5	<p>Writing: Application essays</p> <p>Reading: Graduation Speeches</p> <p>Grammar: Appositives</p>
Week of 12/10	Review and exams
Every week	<p>Independent extensive reading. Goal: read one book every week.</p> <p>Blog: Interactive writing project</p> <p>At any time a student may request a review or mini lesson on an area of grammar.</p> <p>Notetaking practice with Ted Talks</p>

\* Note: depending on students' needs the grammar units may change

### **HOMEWORK**

In addition to the writing assignments above, students need to:

Post a blog entry twice a week,

Complete the grammar assigned unit for the week and

Complete a daily Praxis lesson (everyday but Thurs.).

**GRADES**

All assignments are important. People learn to communicate well in a language through authentic daily study and practice. Consequently, I support that notion by valuing daily work as opposed to infrequent exams with lots of points. High stakes exams encourage cramming, which I, like many Western teachers, believes undercuts learning. So you will receive grades as follows:

Assignment One:	25 possible points
Peer Editing One:	5 possible points
Assignment Two:	30 possible points
Peer Editing Two:	5 possible points
Blogging Homework;	100 possible points
Praxis Homework:	100 possible points
Vocabulary Quizzes (4)	10 possible points each
Exams (2)	50 possible points each

“What about grammar?” you might ask. Grammar points are embedded in the writing work.

Letter grades are assigned as follows:

A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	59% & below

**ACADEMIC HONESTY**

To take this course, you must sign and agree to the Academic Honesty policy of Coastline College.

Western education has a long tradition of valuing academic honesty and I take this tradition seriously as I strongly believe that the best way to learn is by hard work. When a student is dishonest, that destroys the trust between the student and the teacher. So serious consequences are needed to deal with academic dishonesty.

Any student who is caught cheating on an exam or plagiarizing will receive negative points for that work. For example, if a student cheats on an exam worth 50 points, that student earns -50 for that exam. Usually, this means the student will **fail** the course.

**CHECKLIST**

You need to . . .

- Set up a Praxis account
- Set up an account at Azar Interactive and join this course: **Kelly0739192A**
- Set up an account at [Book Jetty](#) and connect with my account.
- Set up an account at Wordpress and begin blogging. (Follow the link I emailed.)