

Syllabus for pre-university undergraduate ESL course, Summer 2013 University of Arkansas

The purpose of this course is to advance the student's ability to write formal documented, organized, and thought-provoking essays. Students will learn to read academic sources in English proficiently and maintain discussion with near-native abilities and confidence.

Houghton, P.M. & Houghton, T.J. (2009). *APA: The easy way!* Schmitt, D. & Schmitt, N. (2011). *Focus on vocabulary 2: Mastering the academic word list.*

Participation and Attendance	10%
In-Class Essays and Homework	30%
Summaries	15&
Project One	20%
Project Two	25%

Date	Topic	Homework Assignment
Monday, July 1	Course introduction	HW 1: Student survey.
Tuesday, July 2	Writing and rhetorical theories.	Read Charles F. Abel's "Academic Success and the International Student: Research and Recommendations."
Wednesday, July 3	In-class essay 1.	Search for a country or culture at the Digital Archive of Literacy Narratives and read, listen to, or watch one person's literacy narrative. Brainstorm information for your own literacy narrative.
Thursday, July 4	No class – 4th of July holiday.	
Friday, July 5	Multiple literacies.	Read Randall McClure's "Googlepedia: Turning Information Behaviors into Research Skills," Writing Commons's "Demystify Research Misconceptions," and Diana Hacker's "Tips for Evaluating Sources."
Monday, July 8	Evaluating sources.	HW 2: Narrative essay. Watch these videos: libraries homepage , keyword searching , and explanation of find it function .
Tuesday, July 9	Academic research practices. Meet in library.	HW 3: Comparing sources. Read Karen Rosenberg's "Reading Games: Strategies for Reading Scholarly Sources" and Gerald Graff and Cathy Berkenstein's "The Art of Summarizing."
Wednesday, July 10	Reading and summarizing academic sources critically	Read "Integrating Sources into Your Writing" and "Acknowledging Sources and Avoiding Plagiarism."
Thursday, July 11	Paraphrasing, quoting, citation, and documentation.	Summary 1 and 2.

Friday, July 12	Synthesizing; Walton College Writing Center consultations. Bring your sources and draft with you to class.	HW4: Synthesis paragraph.
Monday, July 15	Organization and structure; Quality Writing Center presentation. Bring your sources and draft with you to class.	Read "Developing Paragraphs."
Tuesday, July 16	Paragraphing. In-class essay 2.	Read "Introductions and Conclusions."
Wednesday, July 17	Introductions and conclusions.	HW 5: Self-evaluation.
Thursday, July 18	Revision workshop. Bring two copies of your first project to class.	
Friday, July 19	Project One due.	
Monday, July 22	Research day.	Summary 3.
Tuesday, July 23	Critiquing sources.	Read "Proposals."
Wednesday, July 24	Proposals and persuasive documents.	Read Gerald Graff and Cathy Berkenstein's "'Skeptics May Object': Planting a Naysayer in Your Text" and "Analysis."
Thursday, July 25	Analyzing sources and counterarguments.	Summary 4.
Friday, July 26	In-class essay 3.	Read Rebecca Jones's "Finding the Good Argument OR Why Bother With Logic?"
Monday, July 29	Argumentation.	HW6: PowerPoint.
Tuesday, July 30	Presentations.	HW7: Self-evaluation.
Wednesday, July 31	Revision workshop. Bring two copies of your second project to class.	
Thursday, August 1	In-class essay 4.	
Friday, August 2	Final day of class. Project Two due.	