

**Center for English Language and Orientation Programs
Spring 2012**

ADADEMIC AND PROFESSIONAL WRITING (4)

T 1:30-2:30: **EOP 258**/2:45-3:50: **MLL 255**
TH 1:30-3:50: **EOP 279**

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Required Materials:

- *Great Writing 5: Greater Essays (2nd edition)*, by Keith S. Folse and Tison Pugh 2010, Heinle, Cengage Learning
- An English/English dictionary (electronic or text, but *not* just a translator)
- Something to write with and to write on
- A folder/portfolio (for written work)
- A notebook (to track usage/grammar errors)

Recommended (handbooks/reference):

- *English at Hand* by Christopher G. Hayes, 1996, Townsend Press OR
- *Pocket Keys for Writers* by Ann Raimes, 2000, Houghton Mifflin.

Course Overview: This course will help you improve your English writing skills by teaching and practicing the elements of clear, coherent and grammatically correct English writing. We will review organizational techniques for developing and presenting your ideas coherently, and practice combining sentences into more complex structures that connect ideas and integrate information more effectively. You will learn to summarize and work with material from other sources. This includes paraphrasing, and avoiding plagiarism by properly citing sources. You will also work on the overall writing process, particularly learning to continually revise your work through peer and self editing to achieve a sophisticated and accurate final product.

Course Goals: CELOP had identified the following goals for students at this level:

- Write a coherent essay of several paragraphs
- Write a coherent argument/analysis
- Revise own work, checking for grammatical accuracy, appropriate style and usage, organization, development and cohesion
- Use citations as needed
- Paraphrase complex ideas
- Summarize a complex text
- Write a short, coherent generally accurate essay in class under time pressure (30-45 minutes)
- Conduct basic research using the Internet

Assessment: Students will receive on-going feedback as well as written evaluations at mid-term and term's end. Evaluation is based on class preparation and participation, timely completion of all homework and in-class assignments, as well as work quality

and demonstrated progress on the skills outlined in the above course goals. Failure to complete the writing portfolio will result in a grade of F. Assignments, participation and attendance will be evaluated as follows:

Excellent:	E
Very Good:	S+
Satisfactory:	S
Needs Improvement:	S-
Unsatisfactory	U

Assignments: The list of major writing assignments (writing portfolio) will be distributed next week, and will be based on the specific needs of the actual students in the class.

Student Responsibilities and Policies: You are expected to come to class on time, with your cell phone OFF and your mind ON, prepared for the day's activities. Always bring your notebook, something to write with, and completed homework as assigned. Our class language is English, so please reserve chatting in your native language for breaks.

The usual CELOP attendance and lateness policies apply – i.e., a Certificate of Attendance requires attendance of 85% of your program, absence is excused only for religious observance, lateness = absence, etc. See Student Handbook to review details.

Please note that, as in any college class, absence for whatever reason does NOT excuse students from doing the work or assignments missed. It is YOUR responsibility to find out what you missed and to come prepared to the next class. Many of our activities are collaborative and build on previous work, so not only your but also your classmates' progress depends on your coming prepared to each class. Being respectful of your classmates includes being prepared to do your part in the class, as well as giving them the support and space they need to do theirs.

Important Dates to Remember:

Monday, February 20th: Presidents' Day holiday (no classes)
Monday, March 12 – Friday, March 16: Spring Break
Monday, April 16th: Patriots' Day holiday (no classes)
Thursday, April 12th: Final Portfolio due
Thursday, April 19th: our last class

Tentative Course Plan (subject to change)

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| 1 (1/23) | Introduction to the course and each other; Writing Sample |
| 2 (1/31 + 2/2) | Working from Sources: <i>From Dyslexia to Poetry</i> (Summary sample); The Writing Process; Co-location; Hometown stories (NYC video) |
| 3 (2/7 + 9) | Narrative and Pre-Writing Strategies: From Brainstorming to Outlining; Topic Sentences v. Thesis Statements; Getting Peer Feedback; Co-location |

- 4 (2/14 + 16) Narrative continued; Organization: From Paragraphs to Essays; Transition and Linking Words; richer description through adjectives and adverbs
- 5 (2/21 + 23) Cause and Effect Essays; Drafting and Incorporating Source Material; Paraphrasing and Summarizing; Co-location
- 6 (2/28 + 3/1) Cause and Effect continued; Re-writing Strategies; Sentence Structure Review; Transitions and Connectors
- 7 (3/6 +8) Complete Cause/Effect: Editing; Documenting Sources; Conferences

MARCH 12 - 16: SPRING BREAK

- 8 (3/20 + 22) Argumentative Essays and Timed Writing
- 9 (3/27 + 29) Supporting an Argument; more paraphrasing + summarizing; sample TOEFL essay
- 10 (4/3 + 5) Balancing an Argument; sample TOEFL essay
- 11 (4/10 + 12) Complete Writing Portfolio due Thursday 4/12
- 12 (4/17 + 19) Wrap up and Final evaluations/conferences