Sample Syllabus for Introduction to Writing for International Students

Class Policies
- Daily Attendance & Punctuality
- Active class participation
- Completion of all class work ON TIME; late work will not be accepted.
- Completion of Homework Assignments ON TIME; late work will not be accepted.
- NO CELL PHONES or BLACKBERRIES
- Original work/No plagiarism

Objectives
To develop one’s professional and academic writing skills
- By reading related texts, with different writing styles
- By analyzing different writing styles & their purpose(s)
- By listening to & viewing relevant materials
- By having class discussions
- By completing writing tasks & assignments

Goals
To develop a portfolio of one’s written & edited work, which will include the following:
- Written materials
- Homework Assignments
- Formal letters
- A Resume / Curriculum Vitae

Assessments
All work and tasks will be evaluated according to a set rubric, which will accompany every assignment in and out of class.

Assignments
Work will be due on the date established; late work will not be accepted and will be recorded as zero [0].
- All work will be typed, with 1.5 spacing and double-sided, when necessary
- Previous drafts will always be submitted with the copy of an edited product
- Printed copies of the result of on-line assignments will show the work has been completed and, when applicable, will include a grade or number of exercises completed.

Doubts/Questions
Please address them immediately. It is important that you leave class with a clear picture of the requirements and activities for each and every assignment.
Questions
As a part of learning, questions are a very important contribution in class. Please ask any and every question that arises, as we move ahead with our work.

FIRST WEEK
DAY 1

IA Short written task
IB Evaluation of Writing while students work on idioms, IA, Chapter 1
II. Students assigned to either of two groups [high & low]
III. Discussion of Class Goals and Expectations [See above.]
IV. Questions??
V. An Outsider - Who is an outsider in your culture?
VI. Questionnaire - to be filled out to help me find out what your interests are, and to structure the class so that every student’s interests are reflected in the work we do

Example Assignments
• [1] Read & Take Notes
  o Reading/Writing
    ▪ Learning to Read and Write
    ▪ The Need to Improve Your Reading
    ▪ The Need to Improve Your Writing
    ▪ The Spoken Word: The Base For Writing and Reading
• [2] Read: The Outsiders, Chapter 1
  ▪ A Who are they and how are they identified?
  ▪ B Which are the traits that make them outsiders?
  ▪ C What do they represent in your society?
  ▪ D How do you feel about them?

Day 2

I Discussion of readings [http://www.criticalreading.com/]
II Sharing: Outsiders in your culture
III B Identification of cultural influences in the writing of particular languages
III C English language writing format
IV A Purposes of Writing
IV B Non-Verbal and Social Aspects of Language
V Types of Writing
Day 3

I Pre-class Activities
II TO
A Comparison of information in Ch. 1 & that provided by students of their outsiders
B Idiom: Jumping: students bring up who gets jumped
III Sizing up People & Stereotyping
A1 Filling out Survey & Sharing it w/class
A2 Qualities to be remembered by: Writing your own gravestone
IV Vocabulary from TO
A Groups: 1 - 19
B Practice Quiz & Share w/class

Day 4

I Pre-class Activities
II IA
A1 Idioms Fill-in
A2 Idioms in Ads
A3 Idioms in your language: Write & Explain; match to an American one
II TO
B1 Idioms List: Meaning and usage
B2 Vocabulary Practice
B3 Discussion of 2 chapters
III Read and answer questions, pp 12-15

SECOND WEEK
Day 5

I Pre-class Activities, including collection of class evaluations
II TO
A1 Go over idioms within context of book & explain
A2 Each idiom in a sentence [Pairs check] III Literary Terms Sheet
IV A1 Review: Oklahoma Facts Sheet
A2 Book Starter Sheet
A3 Socs & Greasers: Venn Diagram
V TO
Discussion: key moments

Day 6

I Pre-class Activities
II Discussion of Class Evaluations
III IA
A. Questions re. pp 14, 15
B. Pairs Create an Ad, Present & Explain to class
IV. TO
A. Pairs/Groups Write 10 Q's for each TO chapter
B. Ask and Answer

Day 7

I. TO: Assessment
II. Catch-up
III. New Idioms, Chapter 6/Effort]

Day 8

I. Pre-class Activities
II. TO
A. *Pairs write comprehension questions for assigned sections
B. Ask & Answer
II. Review Idioms
B1. Success & Qualities, p 94
B2. Discussion
C. Finding idioms & reviewing meaning

THIRD WEEK
Day 9

I. Pre-class Activities
II. Music for TOs [Depends on whether equipment is working or not.]
III. Go over Assessment
IV. IA
A. Finish Identifying Idioms
B. Go over fill-in
C. Meanings
V. Pairs advice someone, using new idioms
VI. TO:
A. *Questions for Ch. 8

Day 10

I. Pre-class Activities & Collect Class Evaluations
II. TO
A. Ask & Answer, Chapter 9
B. Class checks list of differences & similarities between TO and their home group
Northwestern University

B. Soda Pop Music??

III
A. Idioms in usage
B. Pairs read assigned ad & explain to the class

IV Pep talks: Definitions & Usage

Day 11

I. Pre-class Activities
II. Share & Discuss Class Evaluations
III. Individual Presentations: Pep Talks
IV. TO
A. Go over questions for Ch. 10

IV
A. Thesis Statements
B. Begin Thesis Statement for TO Essay

Day 12

I. Pre-class Activities
II. TO
A. Submit First draft of TO Essay
B. Go over Ch. 11
C. Identify Idioms

III
A. Go over Rubric for Project
B. Begin work on 110A/110 B for Oral Presentation

FOURTH WEEK

Day 13

I. Pre-class Activities
II. TO Essays
A. Check Corrections w/Partner or Group
B. Work individually w/instructor
III. Oral Presentations
IV. TO
A. Ask & Answer, Ch. 12

V. IA [Problem Solving, Ch. 3]
A. New Idioms
B. Identifying new idioms

Day 14

I. Pre-class Activities
II. 1st & 2nd Drafts of TO Essay
A. Review 2nd drafts in Pairs
B. Review individually w/instructor
C  Work on Corrections: Submit 1st & 2nd Drafts of TO Essay

III  A  Go over pp 40-41  
B  Meanings of Idioms

Day 15

I  Pre-class Activities  
II  Submit 3 drafts of TO Essay  
A  Go over oral work  
B  Explaining ads & idioms to the class  
III  Fill-in for job cover letter  
IV  Using examples, write your own resume/curriculum vitae

Day 16

I  Pre-Class Activities  
A  Submit your typed resume/curriculum vitae  
B  TO Essay returned w/a grade  
III  Job Application Letter  
A  Substitute some phrases w/idioms you’ve learned so far  
IV  Wrap-up for the course  
V  Participation Certificates  
VI  Final Class Evaluations  
VII  Farewells!