

ESL 10

Section #4609

Spring 2021



Class Info

Weekly Zoom: Every Tuesday, 6:30 pm-8:30 pm

Class Zoom Link: <https://santarosa-edu.zoom.us/j/98495226344>

Office Hours: Wed/Thu: 6:30 pm-9:00 pm (Contact me for an appointment)

Instructor

Welcome to ESL 10! I am excited to be your instructor this semester and look forward to working with you towards your educational goals. Please call me *Dr. Bookman* or *Professor Bookman*.

My job is to advocate for you, to support your curiosity and learning, and to help you become a more confident writer.

My number one priority is your success, so don't hesitate to contact me if you have any questions or concerns. Every question is a good question, and I'm here to help!

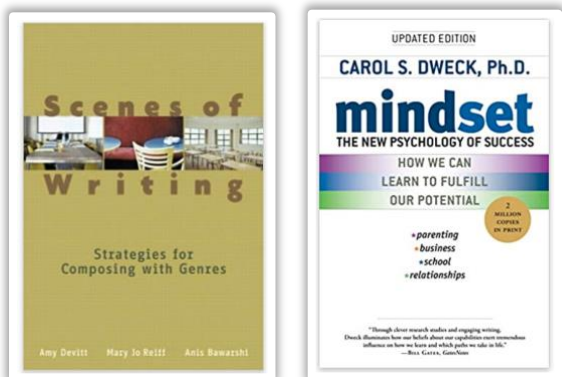
You can contact me

- 1) by email at bbookman@santarosa.edu
- 2) through [Canvas](#)'s Inbox
- 3) by leaving a voicemail at 707-527-4752.

I respond to emails and voice mails as soon as I possibly can and no later than 24 hours (Monday to Friday).



Bita Bookman, Ph.D.



Textbooks

Please purchase these two texts before the second week of the semester. They are available at the [SRJC bookstore](#) and on Amazon:

- 1) *Scenes of Writing: Strategies for Composing with Genres* by Amy Devitt, Mary Jo Reiff, & Anis Bawarshi, 2004
ISBN-13: 978-1981076543
- 2) *Mindset: The New Psychology of Success* by Carol S. Dweck, 2007
ISBN-13: 978-0345472328

Assignments and Grading

We will be doing a lot of interesting reading and writing. There will be Canvas discussions every week about the course readings. You will write three analysis papers and give presentations. I am excited to read your work and see your progress! Here's how the grades will be calculated:

- Participation and homework (25%)
- Paper 1 (Genre Analysis) (15%)
- Paper 2 (Comparative Analysis) (15%)
- Paper 3 (Genre Criticism) (15%)
- Vocabulary Quizzes (10%)
- Midterm Exam (5%)
- Final Exam (15%)

You will get a letter grade at the end of the semester:

A	90-100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	< 60%

To pass this course, you will need a C or better.

Participation

Students often ask me what they need to do to succeed in the course. In my experience, the most successful students are consistently active in the course by attending class meetings (on Zoom), turning in assignments on time, asking questions, and requesting help when they need it. Although you don't have to attend our Tuesday zoom sessions, they are 10% of your grade.

Our zoom meetings are also a great opportunity for you to connect with your classmates, learn from them, and build a community.



Course Description and Student Learning Outcomes

You probably know that learning a second language (and especially writing) is a lifetime journey. This course is one step forward in that journey. At the end of this course, you will be able to

- 1) Read, analyze, and respond to a representative sampling of academic genres across the curriculum with consideration of context, audience, purpose, and culturally-bound references.
- 2) Employ a variety of rhetorical strategies to write a comprehensive, well-developed, and coherent expository essay with a focused thesis and appropriate support.
- 3) Summarize and discuss academic college-level non-fiction and fiction.
- 4) Competently integrate multiple text sources for the purpose of developing a written argument, analysis, or interpretation.
- 5) Locate, read, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation.
- 6) Self-edit for common second language errors such as verb usage, word forms, and sentence boundaries.
- 7) Comprehend and use vocabulary from the Academic Word List.

The catalog description of the class is as follows: *This course is designed for non-native English speakers and emphasizes preparing students for the writing and critical reading demands across the disciplines by covering academic genres representative of the college at large. Students receive instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, and research strategies. An additional focus is integrated grammar and academic vocabulary instruction based on needs typical of second-language learners.*

Course Papers

In class, we will discuss that each genre consists of specific features, and the features reflect certain ideologies and conventions that the members of a discipline share and value. The course papers are designed to train you to identify and analyze genre-specific features and connect them to the ways of thinking within different disciplines. They will help you become aware of different genre expectations, gain rhetorical flexibility, and adjust your writing to different rhetorical contexts.

I will be there to support you while you complete three course papers: 1) genre analysis, 2) analyzing variations within one genre, and 3) genre criticism.



Paper 1: In this paper, select 3 different genres to analyze. To do this, identify 3-5 sample texts that are representatives of each of the genres you have selected. Analyze the features of the texts. What do the texts in each genre have in common? What features are specific to each genre? Identify as many patterns as you can in each genre and explain the significance or meaning of those patterns (See the sample genre analysis of complaint letters on pp. 64-73 of the textbook). Pay attention to different element of the texts: scene, situation, content, rhetorical appeals, structures, format, sentences, words, and tone. Remember, it is not sufficient to only list the characteristics of each genre. You must also provide detailed explanation for each feature. For example, it is not sufficient to state “argumentative essays use evidence to support claims.” You must also explain the types of evidence, sources, citation style, and how the evidence is often incorporated into an argumentative text.

Here are some genres for you to consider: personal journals, short stories, novels, biographies, white paper, technical reports, research articles, complaint letters, argumentative essays, persuasive essays, shopping lists, limerick poems, free-verse poems, labels, thank-you and get-well letters, poster presentations, informational booklets, letters to the editor, fairytales, news articles, user manuals, picture books, film scripts, photo essays, product catalogues, book reviews, technical writing, film reviews, recipes, comic books, parodies, advocacy journalism, invitations, text messages, tweets,



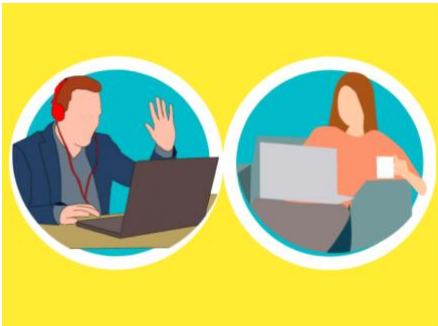
Paper 2: In the second paper, select a genre that is commonly used in your discipline, job, or a field you may be interested to pursue in the future (e.g., nursing, business, engineering, law). This genre could be one of the genres you selected in task 1. Find two representative samples of the genre.

First, analyze the genre patterns and connect them to the values and conventions in that discipline. In other words, discuss how the features of the genre characterize what is valued in that discipline. For example, in social and behavioral sciences such as nursing and psychology, often APA style of citation is used. The reason for this is that in social and behavioral sciences recent research studies are much more relevant and valued than older research studies. So in APA, in-text citations, the year of publication is cited along with the last name of the author. To find out the values and assumptions of your chosen discipline, you will need to read relevant sources, or you may interview an expert in the field or a professor at SRJC.

Second, compare/contrast the two samples of the genre to see how differences in their linguistic and rhetorical choices reveal differences in their audiences and tone. Write your findings and interpretations in the form of an argument (See the sample comparison of two restaurant menus on pp. 74-79 of the textbook).



Paper 3: Choose a genre (it can be one of the genres you analyzed in Task 1 or 2). Carefully examine its features. Then, using the questions in Box 4.1 on page 161 of your textbook, develop a critique of the genre. Write a position paper stating and then developing a claim about some aspect of the genre's effects. Support your claim with evidence taken from the genre. Your position paper should include both the effects that the genre has and the strengths and/or limitations of these effects. See the sample student paper, "For the Bride or the Groom" on pp. 154-158 of your textbook as an example.



One-on-One Conferences

I'd love to connect with you individually on Zoom every few weeks to see how you're doing and to give you individualized feedback. Please be on time for your conferences and bring questions! Check canvas for instructions on how to join our Zoom conference.

Discussion Boards

During the course, you will participate in a discussion board every week. When posting on discussion boards

- write posts that are on-topic and within the scope of the course material
- take your posts seriously; review and edit your posts before sending
- always give proper credit when referencing or quoting another source
- read all messages in a thread before replying
- avoid repeating someone else's post without adding something of your own to it
- avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- always be respectful of others' opinions, even when they differ from your own
- express any differing opinions in a respectful, non-critical way
- do not make personal or insulting remarks
- be open-minded
- You may want to watch this short video on 10 Rules of "Netiquette" (internet etiquette)
<https://www.youtube.com/watch?v=gWI9e6DL3lw>

Plagiarism and Academic Dishonesty

You are in this course to learn academic reading and writing, and the best way to learn is to do the work yourself, get feedback, and revise your work. Cheating will not help you improve your skills. Academic dishonesty in college is a serious offense. Examples of academic dishonesty include copying from the internet, submitting work done by someone else, and doing assignments in the place of another student.

The first plagiarized work will result in an F grade in the assignment, and the second plagiarism will result in suspension from the course. Students who plagiarize are referred to the Conduct Dean for disciplinary action. For more information, please see [Policy 3.11 for Academic Integrity](#).

Course Policies

We are here to share knowledge with each other and to build a learning community. While I support you in any way I can, I expect you to be proactive and to take ownership of your own learning. Learning a new skill is a challenging yet rewarding journey, and I have no doubt that with hard work and commitment you will succeed.

Every week, I create a new module for tasks and materials for that week. I will also send announcements on Canvas to let you know about upcoming assignments and events. Please check your Canvas and your email every day.

As a general rule, for every 1 unit in college, students must plan to do 2 hours of homework per week. So, because this class is a 4.5-unit online course, please plan to work on the course assignments for about 13 hours a week. This includes our weekly Zoom meetings on Tuesdays.

To succeed in this course, it's really important that you complete all the tasks on time. It only gets more challenging if you let the work pile up!

Remember, think of me as your learning partner. We are a team. Please reach out to me if you need help with the course materials, study skills, time management, or anything else.



Although I'm strict about deadlines, I understand that emergencies happen. Life happens! There are also times where you may need a little more time to hand in the work you would be prouder of. Contact me and tell me what's happening. I will be happy to give you an extension as long as you communicate with me before the assignment is due.

Late work that is not discussed with me in advance gets a 50% penalty except in exceptional circumstances (e.g., with a doctor note).

Extra Credit

It makes me happy when my students ask me how they can earn extra credit! I believe they ask because they are serious about their studies and plan to continue their education beyond my course. Here are some ways to earn extra credit (for up to 25 points):

- Meeting with writing tutors
- Attending online college events
- Doing extra peer-reviews
- Doing extra group presentations

List your activities in the [Extra-Credit Log](#) (Make a copy of the form for yourself).

Disability-Related Accommodations

It is the mission of the Santa Rosa Junior College to support inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcomed to contact the [Disability Resources Department](#) (DRD). DRD is a resource for students that provides authorization for academic accommodations, training and access to assistive technology, and collaborates on strategies for academic success.

Student Health

Physical and mental health issues can make it difficult to be a successful student. SRJC has resources to help you. I strongly encourage you to contact the Student Health Services at <https://shs.santarosa.edu>. Please reach out! You are not alone!



Writing Tutors

I am always available to meet on Zoom one-on-one to help you with your writing. But, you can also meet with an ESL tutor online. On Canvas I will send out the instructions on how to make an appointment with a tutor. You will earn 1 bonus point every time you meet with a tutor. Remember to use the [Extra-Credit Form](#) to log your tutorial sessions.

Important Academic Dates

January 20, 2021	CLASSES BEGIN
January 26, 2021	Last day to register/add semester length class without instructor's signature or add code
January 31, 2021	Last day to drop semester length class and be eligible for a refund

February 7, 2021	Last day to register/add semester length class with the instructor's signature or add code
February 7, 2021	Last day to drop a semester length class without "W" symbol
February 11, 2021	No classes (Professional Development Day for Instructors)
February 12, 2021	No classes (Lincoln's Day Holiday)
February 15, 2021	No classes (Washington's Day Holiday)
February 28, 2021	Last day to opt for P/NP for a semester length class
March 22-28, 2021	No classes (Spring Break)
April 25, 2021	Last day to drop a semester length class with "W" symbol
May 22-28, 2021	Final Examinations