

ELING 150: First-Year Writing for International Students

All information in this syllabus is subject to change.

COURSE INFORMATION

Course: ELING 150 (section 004)

Semester: Fall 2022

Time: MWF 2:00 – 2:50 PM

Classroom: JKB1125

INSTRUCTOR INFORMATION

Instructor: Miss Michelle Lung

yslunggg@byu.edu or email through Learning Suite (inbox)

Office Hours: JKB 4026L

(by appointment)

EVALUATION

<i>Daily Participation</i>	5%
<i>Regular Assignments</i>	5%
<i>Consultant Meetings</i>	5%
<i>DWCF Weekly Paragraphs</i>	10%
<i>Summary & Analysis</i>	15%
<i>Research Paper</i>	20%
<i>Persuasive Writing</i>	15%
<i>Writing in the Workplace</i>	15%
<i>Research Presentation</i>	10%

GRADING SCALE

A	94-100 %
A-	90-93.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	0-59.9%

Welcome to ELING 150 (section 004)! This class is designed specifically for international students who don't speak English as their native language. My role as your teacher is to help you become comfortable and skilled at writing. If writing in English is something you struggle with, don't worry! You're in the right place.

COURSE OUTCOMES

Rhetorical Knowledge

Students should demonstrate that they can focus on a well-defined purpose in writing, write clearly for a specified audience, use conventions of format and structure appropriate to the rhetorical situation, and adopt a voice, tone, and level of formality suited to the purpose and audience. They may also learn about and practice the following: responding to the needs of different audiences; responding appropriately to different kinds of rhetorical situations; writing in several genres; and exploring the ways different genres shape writing and reading.

Processes of Writing

Students should develop productive and flexible individual and collaborative writing processes, including prewriting, drafting, revising, editing and proofreading. These processes could include the following: collecting data, finding supporting evidence, and creating good arguments; organizing the material for a paper; writing successive drafts of the same paper; group writing; seeking and using peer responses; revising; editing grammar, usage, and punctuation; and using conventional formats.

Critical Reading

Students should be able to read and evaluate written materials from a variety of genres. They should demonstrate their ability to read critically, which would include some of the following: analyzing and evaluating arguments; identifying authors' claims and main ideas; identifying supporting evidence;

MODULES

This class is organized into five modules. Each module focuses on a different aspect of writing. You will produce at least one piece of polished writing per module.

1. **Principles of Good Writing (2 weeks)**
2. **Summary & Analysis (3 weeks)**
Project: Movie Critic Post
3. **Research (6 weeks)** *Project:* Research Paper & Presentation
4. **Persuasive Email (2 weeks)**
Project: Persuasive Email
5. **Writing in the Workplace (2 weeks)** *Project:* Cover Letter

identifying premises and unstated assumptions; evaluating logic and logical fallacies; drawing inferences; synthesizing ideas; identifying and evaluating analogies and figurative language; and distinguishing among emotional, ethical, and rational appeals.

Processes of Library Research

Students should demonstrate that they can locate and evaluate print and electronic sources and use these sources to write a documented research paper.

Knowledge of Conventions

Students should demonstrate their knowledge of the following: common formats for different kinds of texts; genre conventions ranging from purpose and structure to tone and mechanics; methods of documenting borrowed information; and conventions of edited syntax, grammar, punctuation, and spelling.

Accountability and Grading

I will use two different types of grading to rate your work in this class:

Accountability-Based Grading

One of this course's major objectives is to help you gain more confidence in your writing. I believe you can better achieve this goal if you aren't constantly having to stress about your grades and wonder whether your skills are good enough to make the cut. Because of this, many assignments are graded on an *accountability* system -- points come from you doing the assignment on time and following instructions, not from how good your writing is. Regular assignments, DWCF Weekly Paragraphs, prewriting, and rough drafts will be graded this way.

Mastery-Based Grading

On the other hand, I also care about helping you improve your writing abilities and master certain writing skills. For this reason, some assignments are graded on a *mastery* system -- points are given using a rubric and come from you both completing the assignment correctly/on time *and* doing it well. The Final Drafts of all your major writing will be graded this way.

Grade Breakdown

Items:	Percent of Final Grade:
Daily Participation	5%
Regular Assignments	5%
Class Survey –10 points	
Personal Introduction – 10 points	
Reflections (Week 3, 8, 13) – 10 points each	
Consultant Meetings	5%
Two 30-minute meetings – 10 points each	
DWCF Weekly Paragraphs	10%
A-G – 30 points per week	
Summary & Analysis	15%
Outline – 10 points	
Draft 1 – 10 points	
Draft 2 – 10 points	
Consultant/Teacher Conferencing – 10 points	
Final Draft – 47 points	
Research – Research Paper	20%
Research Proposal – 10 points	
Annotated Bibliography – 10 points	
Outline – 10 points	
Literature Review – 10 points	
Results – 10 points	
Discussion – 10 points	
Consultant/Teacher Conferencing – 10 points	
Final Draft – 75 points	
Persuasive Writing – Persuasive Email	15%
Outline – 10 points	
Draft 1 – 10 points	
Draft 2 – 10 points	
Final Draft – 47 points	
Writing in the Workplace – Cover Letter	15%
Job Posting – 10 points	
Draft 1 – 10 points	
Draft 2 – 10 points	
Final Draft – 40 points	
Research – Research Presentation	10%
Script – 30 points	
Presentation – 30 points	

Assignments and Assessments

1. Daily Participation (5%)

Though attendance will not be monitored directly, active participation in each class period will be. You should plan to fully engage in all classroom discussions and activities. Your full engagement is vital to your learning. Active participation will not only help you achieve a higher grade, but it will help you master the relevant knowledge and skills needed to become an effective writer. Depending on your level of participation each day in class, you will be awarded a 1 (marginally engaged), 2 (mostly engaged), or 3 (fully engaged with meaningful contributions). This participation score may also reflect your preparation or completion of tasks assigned for the class period on a given day. Your lowest participation score will be dropped.

2. Regular Assignments (5%)

Class Survey (Due: Tuesday, August 30, by 11:59 pm, submit via Learning Suite)

The purpose of these surveys and questionnaires is to help me know how I can better help you succeed in this class. You will complete a class survey, three self-efficacy scales (SES), three self-regulated learning perception scales (SRLPS), and a questionnaire. It's important for you to complete these surveys on time. The due dates of each survey are listed below. You will find the links of these surveys and questionnaire on Learning Suite.

Personal Introduction (Due: Friday, September 2, by 11:59 pm, submit via Learning Suite)

The purpose of this assignment is to a) get you practicing your writing and b) help me, and your fellow students, learn more about you. You will write a short (1/2 to 1-page) description of yourself and create a slide show in Google Slides that showcases your writing. To do this, divide your essay into short paragraphs, then place one on each slide. Add pictures, music, and/or anything else you'd like to add to the slide show to make it interesting and express yourself. Upload your slide show to our class Google folder and check out your classmates' presentations. See Learning Suite for more details.

Reflection #1 (Due: Wednesday, September 28, by 11:59 pm, submit via Learning Suite)

An important part of your experience is your own metacognition about your learning in this course. This will include three related assignments. The first is a thoughtful introspection regarding your aspirations and apprehensions about this course (100-125 words). You will include the goal and plans that you have set with the consultant in the first reflection.

Reflection #2 (Due: Tuesday, October 18, by 11:59 pm, submit via Learning Suite)

The second is a reflection on how you feel about what you have learned in the class to that point, what about your approach to the class you think is going well, any adjustments you would like to make in your approach before the end of the course, and a report on the goal (150-200 words). Submit this assignment to Learning Suite.

Reflection #3 (Due: Tuesday, November 29, by 11:59 pm, submit via Learning Suite)

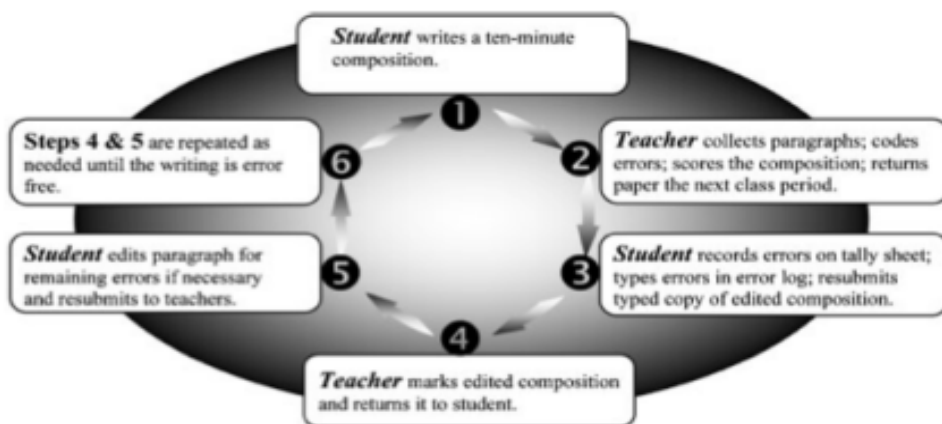
The final piece is a comprehensive reflection on how you feel about what you have learned in the course, including commentary about the original aspirations and apprehensions mentioned the first week of class (150-200 words). Submit this assignment to Learning Suite.

3. Consultant Meetings (5%) (September 28 and October 26)

We have the unique and excellent opportunity of having a trained writing consultant (aka EIC) attending our class. They are here specifically to help you refine and master your writing skills and excel in this class. As part of this, each of you will be expected to meet with them twice during the semester for 30 minutes (one by September 28 and another one by December 2), though you are encouraged to meet more often if you need extra help. Be prepared to share with the consultant a writing goal you would like to work towards for this semester. She will make some plans with you during the first meeting. During your second consultant meeting, you will reflect on the semester and share with her to what extent you have achieved the goal. She will give a report of whom they met with. You will receive points for attending the consultant meetings. You do not need to submit anything for this assignment.

4. DWCF Weekly Paragraphs (10%)

Dynamic Written Corrective Feedback (DWCF): In this class, we will participate in a system designed by BYU professors called Dynamic Written Corrective Feedback. This system is designed to help you improve your grammar, punctuation, and style. More information is available on Learning Suite and will be provided in class. Starting Week 3, a DWCF paragraph will be assigned every other week. We will complete six rounds of DWCF during the class, meaning you will produce and polish six total DWCF paragraphs (three drafts each). The exact due dates for each stage of the process are provided on the Schedule. Here's a diagram showing how the system works:



5. Summary & Analysis – Movie Critic (15%)

The goal of this project is to help you practice summary and analysis in a setting where you have a real audience (not just the teacher). To this end, you will write a critical review of a movie of your choice. See Learning Suite for more details. **Length:** 600-700 words (approximately 2 pages, double spaced)

Outline (Due: Friday, September 16, by 11:59 pm, submit via Learning Suite)

Draft 1 (Due: Tuesday, September 20, by 11:59 pm, submit via Learning Suite)

Draft 2 (Due: Saturday, September 24, by 11:59 pm, submit via Learning Suite)

10-minute Consultant/Teacher Conferencing (September 26 or September 28)

Final Draft (Due: Saturday, October 1, by 11:59 pm, submit via Learning Suite)

Summary: First, you will summarize the movie. Assume your audience has not seen the movie before. Think about how much explanation and background information you need to provide for the audience to understand your summary. If you choose a movie that is part of a series (for example, one of the Avengers movies or one of the Harry Potter movies), you may assume your audience is familiar with the world or universe the movie takes place in and that they've seen earlier movies in the series. Feel free to share spoilers and give things away.

Analysis: Next, you will provide a brief analysis of the movie. You should cover at least one of the movie's themes and discuss the specific things in the movie (scenes, characters, etc.) that help convey the theme(s).

Critique/Recommendation: Critique is another form of analysis. In this section, you will talk about good and/or bad things about the movie and discuss how well the filmmakers and/or actors did at making the movie, conveying the themes, etc. End by telling your audience whether you recommend the movie and giving it a rating (1-5 stars, with 1 star being the worst and 5 stars being the best).

6. Research – Research Paper (20%)

The goal of this project is to help you learn the ins and outs of the research process, including how to craft a good research question, search for and find sources of information on your research topic, discern whether sources are sound, identify bias, do research, and glean pieces of data that can help you answer your question, synthesize, structure, and write your paper, follow APA format, and cite correctly. See Learning Suite for more details. **Length:** 1000+ words (5-6 pages, double spaced)

Research Proposal (Due: Thursday, October 6, by 11:59 pm, submit via Learning Suite)

Decide on a research topic and do a bit of background research. Then craft a good research question (not too broad, too narrow, or too subjective). Submit a short write-up (2 paragraphs) that includes your research question, a brief overview of why you chose this topic, who your target audience is, and what you hope your research will contribute.

Annotated Bibliography (Due: Saturday, October 8, by 11:59 pm, submit via Learning Suite)

Find at least seven good sources that you plan to use in researching your topic and compile them into an annotated bibliography. For each source, include the full citation in APA format (the

bibliography part) and 1-2 sentences summarizing the main ideas of the source (the annotation part).

Outline (Due: Tuesday, October 11, by 11:59 pm, submit via Learning Suite)

Create an outline for your paper. Separate your paper into topics and subtopics, organize your paper, and plan out your paper's structure. Include as much detail in this outline as you can and put in references (citations) to your sources where you can.

Literature Review (Due: Thursday, October 13, by 11:59 pm, submit via Learning Suite)

Results (Due: Tuesday, October 18, by 11:59 pm, submit via Learning Suite)

Discussion (Due: Saturday, October 22, by 11:59 pm, submit via Learning Suite)

Consultant/Teacher Conferencing (October 24 and 26)

Final Draft (Due: Saturday, October 29, by 11:59 pm, submit via Learning Suite)

7. Persuasive Writing – Persuasive Email

The goal of this project is to help you practice persuasive writing by composing an email to a real decision maker in your life, persuading them to do or change something that affects you or your family and friends. For example, you could ask your landlord to fix something in your apartment, ask your favorite restaurant to include something on their menu, ask your boss for a raise, ask a professor to change the due date of an assignment, or ask a senator/representative/government leader to take a particular stance on an issue. See Learning Suite for more details.

Total Length: 450-700 words (1½ to 2 pages, double spaced)

Outline (Due: Tuesday, November 1, by 11:59 pm, submit via Learning Suite)

Draft 1 (Due: Thursday, November 3, by 11:59 pm, submit via Learning Suite)

Draft 2 (Due: Tuesday, November 8, by 11:59 pm, submit via Learning Suite)

Final Draft (Due: Saturday, November 12, by 11:59 pm, submit via Learning Suite)

Be sure to pay attention to and/or include the following in your email:

- Maintain a friendly, respectful, non-confrontational tone
- Show the decision maker that you respect them and understand their point of view
- Provide at least three good arguments/reasons why your position is valid
- Make sure your email is well organized and well crafted; include an appropriate greeting and concluding statement/sentence.

8. Writing in the Workplace –Cover Letter (15%)

We will discuss how writing relates to the workplace, and we will learn the basics of how to craft a standard American cover letter. With cover letters, we will learn how to write persuasively for a specific (real-life) audience. See Learning Suite for more details.

Length: 1 page, single spaced

Job Posting (Due: Tuesday, November 15, by 11:59 pm, submit via Learning Suite)

Draft 1 (Due: Saturday, November 19, by 11:59 pm, submit via Learning Suite)

Draft 2 (Due: Wednesday, November 23, by 11:59 pm, submit via Learning Suite)

Final Draft (Due: Saturday, November 26, by 11:59 pm, submit via Learning Suite)

9. Research – Research Presentation (10%)

The goal of this project is to help you learn the ins and outs of the research process, including how to craft a good research question, search for and find sources of information on your research topic, discern whether sources are sound, identify bias, do research, and glean pieces of data that can help you answer your question, synthesize, structure, and write your paper, follow APA format, and cite correctly. See Learning Suite for more details.

Script (Due: Saturday, December 3, by 11:59 pm, submit via Learning Suite)

Presentations (December 5 and 7, present in class)

Prepare a short (5-7-minute) presentation about your research topic and findings. Your presentation needs a visual aide (PowerPoint or Google Slides) and should include your research question (and why you chose it), your main findings, and implications (the “why” of your research).

Late Work Policy

Most assignments are due at 11:59 pm that day. Most assignments turned in late will receive 70% credit. Certain assignments, though, cannot be turned in late; for example, if you show up for a peer review day without a draft of your paper, your partner won’t have anything to review for you and won’t receive credit for that assignment.

Attendance Policy

Consistently attending class is a central part of learning and improving your English. When you are absent from class, you miss important information and practice opportunities that you need to improve your English.

If you know that you will be absent from class for any reason other than an illness (i.e., a family wedding or a death in the family), you should notify the teacher in writing. These absences will be considered on an individual basis and may not necessarily be excused. Being absent also results in missing class participation points that are part of your participation grade. Whenever you are absent from class, please contact your classmates to receive information on the assignments that you missed. Students who are ill should go to the Student Health Center (see Health Care or <http://health.byu.edu> for more information).

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the

university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and our own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through Ethics Point at <https://titleix.byu.edu/reportor> 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Course Calendar

The calendar for the entire semester is listed in the next page. The calendar is subject to change. It can be accessed through

https://docs.google.com/document/d/1QSqDSc_7wcrHIG6IKqYYf10mdij1IPriXFdKsvSiofo/edit?usp=sharing