



**Cristóbal Colón
University**

Instructor's Information

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Reading and Writing in English 1

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1. General Information

1.1 Course Objectives

The aim of this course is to help you develop your Academic Reading and Writing skills. Although such a goal may seem daunting, we will start with relatively simple writing tasks related to everyday communication. As the semester progresses, we will slowly move towards more formal types of writing. With that purpose, you will engage in four main learning tasks:

1. Simulations
2. Feedback Sessions (Conferences)
3. Language Labs
4. Reading Log

In the following section, you will find a description of each one of these tasks.

1.2. Learning Tasks

Simulations

A simulation is a learning experience in which participants are situated in a hypothetical scenario, take a role that implies a specific point of view, and conduct a series of actions to solve problems in collaboration with others. In each simulation, you will read texts of various sorts to inform you on the issues related to the simulation, and compose texts of your own. In advance, I will provide detailed *assignment sheets* for each text to guide your work.

As part of your composition work, you will revise and rewrite your texts based on feedback provided by your peers and the instructor. The presentation of multiple versions of each text will be essential in the development of your writing skills. Therefore, in order to get a grade in each assignment you will be required to submit two drafts following the course schedule (see *weekly plan* in section 5).

Additionally, for each of the major assignments, you will be required to attend a one-to-one conference with your instructor. During this meeting, your instructor will talk about the diverse aspects of your work that need attention and suggest ways to improve your text for the following submission. For details about these conferences see the weekly plan at the end of this syllabus.

Feedback Sessions

We will hold one-to-one conferences three times during the semester with the following purposes:

- Analyzing a sample of your writing to identify a limited number of personal learning goals for this semester.
- Revise the first version of your three major assignments to provide feedback in accordance with your learning goals
- Address any questions or concerns that you may have regarding your writing assignments.

Each conference will last 10 to 15 minutes and will be held during class time but in a different location (not in our regular classroom). A week before each conference, I will post on Moodle a list of the time slots assigned for each student and the place within university premises where we will meet.

Language Labs

Before, during, or after each simulation, you will engage in analyses of diverse linguistic aspects of academic writing. These analyses will require your intellectual engagement finding patterns, irregularities, and possible explanations for the organization of diverse text samples. Some of these samples will be taken from a corpus (a collection of published documents) and some others will be taken from your own work. The main objective of the language lab session will be to help you develop your knowledge of English grammar, punctuation, and discourse organization as well as your skills to improve your writing independently.

Reading Log

As part of a larger project that you will be developing in your English III class and in this course, you will be keeping a log where you will register your reactions to three different fiction pieces. You will be given a menu of short stories to choose those that you prefer (see section 6 of this syllabus). As you read your stories, you will write a weekly entry, which will be no longer than a well-developed paragraph (5 to 7 full sentences). In these log entries you are expected to express your opinion on the stories you read in thoughtful ways. I will not pay attention to grammar, spelling and punctuation when I assess your log, but I will be looking for coherent comments that convey your opinion of the readings. The purpose of this log is to help you develop fluency in your writing.

1.3 Expectations and Goals

In this class, I will consider us all as professionals engaged in academic work. As such, we will pay each other professional courtesies such as attending regularly to our class sessions, arriving on time, respecting each other's opinions, paying proper attention when others participate in class, and submitting high quality work as scheduled (by high quality work I mean assignments and simulation presentations to which you have devoted a great deal of thought and preparation and conforms to the assignment requirements).

I will expect that you compose your work to the best of your knowledge, addressing the specifications provided on the assignment sheets, and focusing on your personal writing goals (defined during the first conference). Also, I expect that you will responsibly engage in collaborative work during the simulations making pertinent contributions to help your team perform the best as possible.

2. Course Requirements

Assessment System

In order to pass this course, you are required to submit the following work:

2.1 MIDTERM ASSESSMENT PERIOD

Assignment	Criteria	Percentage	Additional Requirements
Diagnostic Text (second version)	Content, organization, grammar, lexis, spelling, punctuation.	10%	Submission of a first draft. Attendance to the individual conference Submission of a second draft

Assignment	Criteria	Percentage	Additional Requirements
Exercise Dossier	Submission in due time and manner, grammar accuracy, and punctuation.	5%	
Summaries	Presentation of key points Exclusion of non-essential information Exclusion/or inclusion of your point of view (whether it is an informative or evaluative summary), grammar, spelling, punctuation, documentation.	20%	
Simulations	Attendance and participation	10%	
Reading Log	Submission in due time and manner Coherence (comments that make sense depending on to the reading you are reporting on)	5%	

2.2 FINAL ASSESSMENT PERIOD

Assignment	Criteria	Percentage	Additional Requirement
Narrative Essay	Content, organization, grammar, lexis, spelling, punctuation.	15%	Submission of a first draft. Attendance to the individual conference Submission of a second draft
Informative Essay	Content, organization, grammar, lexis, spelling, punctuation, documentation according to APA norms.	15%	Submission of a first draft. Attendance to the individual conference Submission of a second draft
APA assignment sheet	APA norms application	5%	
Simulations	Attendance and participation	10%	
Reading Log	Submission in due time and manner Coherence (that our comments truly match the reading you are reporting on)	5%	

NOTE: Because this course is categorized as “workshop” (taller), it does not include second/third-time examination after the finals. Those students failing the final assessment will have to repeat the course.

3. Course Policies

3.1 Attendance

I will take roll each class period as required by UCC students' regulations. If you are not present when I do it, you will be marked as absent. If you arrive after that moment, you can always come in and participate in class, but that will not change the absence marked on the record. Your attendance record will be kept electronically on UCC students' online system and will be updated monthly by the administrative personnel. You are responsible for keeping yourself informed about your record. My responsibility is to submit the attendance sheet to the Office of the Registrar (Secretaría General Académica) each month. Once I submit each sheet, I will not keep copy or records of your attendance. If you reach the attendance cap fixed for this class, you will repeat the course as established in the regulations. Remember that the justification of your absences has to be dealt directly at the Registrar's Office and not with me.

If you miss a class, you are still responsible for the material covered in that class; however, I am not under the obligation to re-cover material missed while you were absent. You should ask your classmates to fill you in on missed material. Moreover, as your participation during a simulation is crucial, being absent will directly affect your grade. An unexcused absence during a simulation will result in a ten percent reduction of your score for the simulation. Two or more unexcused absences during the simulation will result in a zero (0) in the entire simulation.

3.2 Late work

Assignments turned in late **will negatively affect my evaluation of your work**. If you **anticipate** having difficulties in meeting deadlines, **please consult with me in advance** to find a solution. Nevertheless, if some unexpected event prevents you from submitting on time, you may turn in your assignment **no later than a class period after** the deadline. If you do so, be aware that late assignments will receive a grade 10% lower than marked in this syllabus (e.g. if you turn in a 100-point assignment, you will not receive a grade higher than 90). Moodle will be opened for late submissions only within the time limit mentioned above.

No late assignments (after the one-class period limit) will be accepted.

3.3. Academic integrity

Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, fabricating information, or helping another person cheat) will result in an official academic sanction. Violations may subject you to disciplinary action including receiving a failing grade on an assignment. You have the right to appeal the charge. Contact the head of the program or consult the regulations at: <http://www.ver.ucc.mx/>.

It is extremely important that you understand the concept of plagiarism. The following definition is by no means exhaustive; however, we will be discussing it further during this course:

Plagiarism consists of presenting someone else's written work, published or not, as one's own. Whenever wording or ideas are used from another source, they must be appropriately cited –the citation must clearly indicate which parts are from the original and which are not. This means, for example, if something is copied verbatim and is cited, but there are not quotation marks, this is plagiarism. Plagiarism is a serious offense and could result in a zero (0) for the corresponding assignment.

3.4 Electronic devices

This course will be enhanced by the use of technology. Every Thursday, we will use the Computer Center to have access to computers, internet resources, and other tools. During those sessions you will be expected to bring headphones for your use, in case there is audio material to work with during the lesson. Also, in some occasions you will be required to use your phone/tablet in certain learning tasks during our class time. If you do not own any of these devices, please let me know so that we can find a solution that can enhance your learning.

As useful as phones and other devices can be, they can also be a distraction. Therefore, I will ask you not to steal class time by inappropriate use of electronic devices (e.g. texting, talking on the phone, interacting on social networks, to name a few). I will not police your phone use, but if you use it inappropriately, it will certainly affect my evaluation of your participation in class.

3.5 Submissions

All assignments will be uploaded to Moodle. I will not accept assignments sent to my email. If you experience technical problems with Moodle the day of the submission, you can always send me an email to let me know. I will verify the situation with the Webmaster and get back to you with a solution, so that you can upload your work to Moodle as required.

4. Course Materials

APA (2010). *Publication manual of the American Psychological Association*. Washington, D.C.: APA

Brandt, C. (2009). *Read, research and write: Academic skills for ESL students in higher education*. Thousand Oaks, CA: Sage Publications. **[RRW]**

Carlock, J. ,Eberhardt, M., Horst, J., & Menasche, L. (2010). *The ESL writer's handbook* Ann Arbor, MI: University of Michigan Press. **[Handbook]**

Halleck, G. (2013). *English Composition Simulations*. Dubuque, IA: Kendall Hunt **[ECS]**

Smalley, R.L., Ruetten, M.K., Kozyrev, J.R. (2012). *Refining Composition Skills: Academic Writing and Grammar* (6th ed.). Boston, MA: National Geographic Learning. **[RCS]**

Note: The required readings for each week, with specific page numbers, will be published each Friday on Moodle

5. Weekly Plan

All assignments will be submitted via Moodle (unless otherwise instructed) on the date established in this weekly plan, before 11pm. Work uploaded after 11pm will be considered as late submissions.

Week	Topic	Reading	Submission Deadlines
1 Aug/08 Aug/11	Course Presentation Reading Strategies Diagnose Essay Writing	Syllabus Handouts	Aug 11 /Diagnose Essay First draft (to be done in class)
2 Aug/15 Aug/18	Conference 1 (See schedule on Moodle)	Handbook	
3 Aug/22 Aug/25	Language Lab55 (Conference)	ECS (The Lottery)	Aug 27 / Reading Log Entry 1.1
4 Aug/29 Sep/1	Language Lab	RCS Handbook	Sept 3rd/ Reading Log Entry 1.2 Sep 2/ Diagnose Essay/ Second draft
5 Sep/5 Sept/8	Simulation 1 <ul style="list-style-type: none"> • Reading and Listening • Preparation Simulation 1 <ul style="list-style-type: none"> • Presentation and debriefing 	RRW Assignment Sheet	Sept 8/ Reading Log Entry 2.
6 Sep/12 Sep/16	Language Lab <ul style="list-style-type: none"> • Informative Summaries • Paraphrasing Language Lab <ul style="list-style-type: none"> • The Paragraph 	ECS (Tulsa Riot) Handbook	Sep 12/Summary 1 (1 st Draft) Sep 16/ Reading Log Entry 2.2
7 Sep/19 Sep/22	Language Lab <ul style="list-style-type: none"> • Punctuation Exercises Simulation 2 <ul style="list-style-type: none"> • Reading and Listening 	Handouts Assignment Sheet	Sep 22/Summary 1 (2 nd Draft) Sep 25/ Reading Log Entry 3.1
8 Sep/26 Sep/29	Evaluative Summaries Simulation 2 <ul style="list-style-type: none"> • Preparation • Presentation and debriefing 	Handouts	Sep 29/ Reading Log Entry 3.2 Oct 1/ Summary 2 (1 st Draft)

Week	Topic	Reading	Submission Deadlines
9 Oct/3 Oct/6	Language Lab <ul style="list-style-type: none"> • Corpus-aided grammar analysis • OWLs tools • Collocation Dictionaries Language Lab <ul style="list-style-type: none"> • The Essay (genre features review) • Choosing your topic and finding sources • The introduction 	RCS Assignment Sheet	Oct 6 th /Exercise Dossier (printed version to submit in class) Oct 7 th / Summary 2 (2 nd Draft)
10 Oct/10 Oct 13	Language Lab <ul style="list-style-type: none"> • Reference list using APA • In-text citations • The outline • The body paragraphs 	RCS Handouts	Oct 13 th /Reading Log Entry 3.3
11 Oct/17 Oct/20	Language Lab <ul style="list-style-type: none"> • The conclusion • Peer review session 	RCS Handouts	Oct 20/ Narrative Essay (1 st Draft)
12 Oct/24 Oct/27	Conference 2 (See schedule on Moodle)		
13 Oct/31 Nov/3	Simulation 3 (Plagiarism) <ul style="list-style-type: none"> • Reading and Listening • Preparation • Presentation • Debriefing 	Handouts	Nov 3/ Narrative Essay (2 nd Draft)
14 Nov/7 Nov/10	Language Lab <ul style="list-style-type: none"> • The informative essay • Grammar Focus 2 	Handouts Assignment Sheet	
15 Nov/14 Nov/17	Language Lab TBA		
16 Nov/21	Language Lab Peer Review		Nov 21/ Informative Essay (1 st Draft)

Week	Topic	Reading	Submission Deadlines
Nov/24	Conference 2		

Final Exam

Date	Subject
TBA	Informative Essay Second Submission

6. Free Readings

Stephen Crane - A Dark-Brown Dog

W.W. Jacobs - The Monkey's Paw-

Edgar Allan Poe - The Tell-Tale Heart

Oscar Wilde - The Canterville Ghost

Oscar Wilde, - The Happy Prince

Oscar Wilde - The Selfish Giant

Virginia Woolf - A Haunted House