

English 403 – Professional and Technical Writing for ESL Students
Summer 2008, Washington State University
Section 03: MTWRF 3:00-4:15, Thompson 105

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Course Syllabus and Assignments: http://www.academicsandbox.com/SM08/E403_03/	Office Hours: After class and/or by appointment
ESL Student Resources: http://www.wsu.edu/~gordonl/ESL/	

ATTENTION!

This class is designed for those students who are degree-seeking undergraduates at Washington State University. Enrollees must be either speakers of English-as-a-second-language or bilinguals. All persons enrolled in this class must have completed the Junior Portfolio and received the results. If "needs work" has been assessed, you are expected to have either finished that "needs work" or enrolled in it concurrent with your enrollment in this course.

Overview of the Course

English 403 is a professional and technical English class for ESL and bilingual speakers. The two goals of this class are:

- to prepare learners for real world experiences, both written and oral, that they will encounter in securing employment or positions in post-baccalaureate programs and
- to prepare learners to write in a variety of formats at an advanced academic and professional level.

Syllabus / Course Policies Requirement

You are required to read this syllabus, ask questions, and sign the online course policies located at <<http://www.wsu.edu/~gordonl/ESL>>. Click on Services for Students, then on ESL Program Policies, then on General ESL Policies. You are required to read these policies carefully and then sign your name (electronically) to the bottom of the policies. In doing so, you will create a permanent record that you have read and claim to understand the policies.

Required Texts and Materials

- *Easy Access*, 4th edition – Keene and Adams (ISBN: 0073203378)
Note: This book is available at Crimson and Grey, not The Bookie.
- A working WSU e-mail address
- eLearning access <<https://elearning.wsu.edu>>

Avery Microcomputer Lab (AML)

As a student in this class, you have access to the Avery Microcomputer Lab throughout the semester. For more information on the AML, please see the website at <<http://www.aml.wsu.edu/>>. On certain days (see course schedule), we will meet in the AML instead of our regular classroom.

Course Objectives and Outcomes

At the conclusion of the course, the student should meet the C-1 competencies stated in the Descriptors from the Common European Framework (excerpts taken from the Common European Framework of Reference for Languages: Learning, teaching, assessment, Cambridge University Press, 2001).

WITH RESPECT TO GENERAL SKILLS THE STUDENTS CAN EXPRESS THEIR OWN IDEAS, REFLECTIONS, AND UNDERSTANDINGS COHERENTLY IN WRITING AND SPEAKING. SPECIFICALLY, THEY:

- Can understand demanding texts and recognize implicit meaning.
- Can express themselves fluently without much obvious searching for expressions.
- Can use language effectively for academic and professional purposes.
- Can produce detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

WITH RESPECT TO SPECIFIC SKILLS THE STUDENTS:

Speaking

- Can give detailed descriptions of complex subjects, integrate sub-themes, develop particular points, and round off with an appropriate conclusion.
- Can give a well-structured presentation of a complex subject, expanding on supporting points of view at some length with subsidiary points, reasons, and relevant examples.
- Can express themselves fluently and spontaneously, with command of a broad lexical repertoire.
- Can contribute to complex group discussions, even on abstract, complex, and unfamiliar topics.

Writing

- Can write, revise, and present clearly organized professional and technical work in a variety of formats and for a variety of audiences.
- Can write clear and well-structured expositions of complex subjects.
- Can express own ideas, opinions, and reflections coherently in writing.
- Can accomplish high-quality secondary research and incorporate it into own work.

Listening

- Can follow and understand extended speech on abstract and complex topics beyond his/her field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
- Can easily follow complex interactions between third parties in group discussion and debates, even on abstract, complex, and unfamiliar topics.

Reading

- Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

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Attendance, Late Work, and Makeup Work Policies

For detailed information about the attendance policy in ESL classes, please see the ESL Help Desk at <http://www.wsu.edu/~gordonl/ESL/>.

- The ESL program and the university believe that attendance is important to promote learning. In some university classes, particularly language classes, regular attendance is very important for you to progress in your learning of the subject matter. Therefore, **attendance in this class will be taken from the first day of the semester.**
- **If you miss MORE than 5 classes**, you will not pass the class. It is your responsibility to drop or withdraw if there are further absences. If your name is on the roll book at the end of the semester and you have gone over the limit of permitted absences, you will receive an F in the class regardless of the grade you have earned in the class.
- If you **arrive late or leave early**, you will be marked as "tardy." Two tardies count as 1 absence.
- There are no "excused" absences and thus no makeup work. If you go beyond the 5 absences noted above, drop the class and take it in a semester when you can devote your time to it.
- You are responsible for knowing the policies and other information found on this syllabus and for following the schedule of assignments. Specific information on assignments and their due dates will always be available on the course website as well as in eLearning.
- I will not answer questions with answers easily found on the syllabus or on assignment sheets. Such questions include: What are we going to do on [date]? What did we do on [date]? Is it important for me to come to class? Can you excuse me from class? How can I makeup class that I missed? Can I turn this work in late?

Academic Integrity

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

I expect you to know and adhere to the policy on academic honesty explained in the General ESL Policies section of the ESL Help Desk at <http://www.wsu.edu/~gordonl/ESL/>.

Statement on Disabilities

Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Disability Resource Center (DRC) during the first two weeks of every semester to seek information or to qualify for accommodations. All accommodations **MUST** be approved through the DRC, located in the Administration Annex Bldg, Room 205. To make an appointment with a disability counselor, please call 335-3417.

Classroom Environment

You are all adults, so please make every effort to act accordingly. Arrive on time to class and do not behave disruptively during class discussions and workshops. Be prepared to complete in-class assignments and engage in fruitful discussion with your classmates. While in class, turn off your cell phones or put them on silent mode. If you bring your laptop, use them only for purposes related to the class.

Course Website and Instructor E-Mail

You can access the website for this course at <http://www.academicssandbox.com/SM08/E403_03/>.

At the website, you will find this syllabus as well as copies of handouts given in class and many other useful resources.

If you have a question and cannot come to my office hours, or if you want to schedule an appointment, please e-mail me at: julie_meloni@wsu.edu

Please remember that an e-mail is a professional communication. Use proper salutation, grammar, complete sentences, and so on. If you do not receive a reply within 24 hours, send a query to see if I received your original message. Do not expect to reach your instructors 24/7 via e-mail. Plan your work accordingly so that questions and concerns can be addressed in a reasonable timeframe.

Grades

This course demands **student involvement**. If you do not take an active participation in your own learning process, the grade you earn will illustrate this. **Your instructor does not negotiate grades.**

All grading in the ESL Program follows the rubric outlined in University Regulation 90. For further information, see <<http://www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX>> and search for Regulation 90. In brief, A/B/C/D is defined as follows:

- A: Consistently excellent work
- B: Superior work
- C: Satisfactory
- D: Minimally passing-effort and achievement less than satisfactory

Your work in class will be assigned numeric grades. When letter grades are assigned at the end of the term, the following ranges will yield the corresponding letter grade:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	0-59	F
77-79	C+		

Assignments

There are four major projects in this class. Each project involves one or more actual papers. A detailed assignment sheet for each project, complete with expectations and due dates, will be provided in class.

- **Project 1: Specifications, Instructions, and Procedures (15%)**
- **Project 2: Employment Portfolio (35%)**
- **Project 3: Pitch Proposal (30%)**
- **Final (five 1-page essay responses to communication situations) (10%)**

An additional **10%** of your grade will be calculated from class participation and in-class writing assignments and other activities.

General Class Schedule

The schedule on the next page reflects off days, project due dates, and classroom changes. A detailed schedule of assignments will be provided as the semester progresses. I will notify you ahead of time if any dates changes; consider this a tentative schedule.

ENGLISH 403.03 // SUMMER SESSION II (JUNE 16 – JULY 25, 2008)

W E E K O N E		
M (06/16)	Thompson 105	Course overview and introductions
T (06/17)	Thompson 105	Introduction to Specifications, Instructions, and Procedures
W (06/18)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i>
R (06/19)	Thompson 105	Discussion/activities: Specifications, Instructions, and Procedures project
F (06/20)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i> 11:59pm-Specifications, Instructions, and Procedures project DRAFT due
W E E K T W O		
M (06/23)	Thompson 105	Workshop for Specifications, Instructions, and Procedures project drafts
T (06/24)	Thompson 105	Introduction to elements of the Employment Portfolio
W (06/25)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i> 11:59pm-Specifications, Instructions, and Procedures project FINAL due
R (06/26)	Thompson 105	Discussion/activities: Employment Portfolio items
F (06/27)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i>
W E E K T H R E E		
M (06/30)	Thompson 105	Workshop for Employment Portfolio items
T (07/01)	Thompson 105	Discussion/activities: Employment Portfolio items and interview techniques
W (07/02)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i>
R (07/03)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i> 11:59pm-Employment Portfolio project DRAFT due
F (07/04)	***** NO CLASS *****	
W E E K F O U R		
M (07/07)	Thompson 105	Introduction to Pitch Proposals
T (07/08)	Thompson 105	Discussion/activities: Pitch Proposals project
W (07/09)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i> 11:59pm-Employment Portfolio Project FINAL due
R (07/10)	Avery 103	<i>Lab Day: formal workshop, then work on projects and get instructor or peer feedback</i>
F (07/11)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i> 11:59pm-Pitch Proposals project DRAFT due
W E E K F I V E		
M (07/14)	Thompson 105	General Discussion and requests
T (07/15)	Thompson 105	By Request: polite letters – reject a job, accept a job, resign from a job, self-evaluation
W (07/16)	Avery 103	<i>course evaluations; also Lab Day: work on projects for this class and get feedback</i>
R (07/17)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i>
F (07/18)	Avery 103	<i>Lab Day: work on projects for this class and get instructor or peer feedback</i>
W E E K S I X		
M (07/21)	Thompson 105	Review of communications situations 11:59pm-Pitch Proposals project FINAL due
T (07/22)	Thompson 105	Review of communications situations, prep for final take-home writing assignment
W (07/23)	--	***no meeting: work on your final assignment and e-mail Julie with questions***
R (07/24)	--	***no meeting: work on your final assignment and e-mail Julie with questions***
F (07/25)	--	***no meeting: work on your final assignment and e-mail Julie with questions*** 11:59pm- FINAL writing assignment due