

Grossmont College
ESL 105 - 6690 Rhetoric for Academic Success Syllabus
Spring 2020

WHEN: Tue and Thur 9 am to 11:50 am in Building 100-123B

WHO: Professor Alyona (Aly) Gorokhova

Please email me through Canvas or use alyona.gorokhova-sco@gcccd.edu (Please allow 24 hours for a response)

Office 50-590Q (It's in the small building of offices down the steps from Building 51 and facing the football field. Call me if you need help finding the office: 619-644-7556)

Office Visiting hours:

Monday 10:00 am - 11:15 am
 12:30 pm - 1:45 pm

Wednesday 10:00 am - 12:30 pm

Tuesday & Thursday By appointment only, after 2 pm

WHO is your TEACHER?

Once upon a time I was in your shoes. English is not my first language. I was born in Russia, but raised in Kyrgyzstan, one of the Central Asian republics of the former Soviet Union. When I first moved to the United States at the age of 16, just like you, I was an outsider, trying to find my place in this culture, overwhelmed by the complexity of the English language. With time, practice and perseverance, I achieved fluency and became confident in my language abilities so much so that I decided to share my knowledge with the people who are just beginning this challenging, but rewarding journey. I believe that you can do it, too!

WHAT you need for this class:

This class is a zero textbook cost course, which means that you do not need to purchase a textbook for this class. Because of this, there will be a lot of handouts that you will need to keep well organized. For this you will need:

- Binder, notebook or loose-leaf college-ruled paper (8.5 X 11 - standard size)
- Access to computer, printer and word processing program (free in Tech Center)
- Any paper English/English dictionary



WHAT you will learn (Course Description)

ESL 105 is an English language development course for non-native speakers of English at the advanced level. This course further develops the skills taught in ESL 098 including academic and non-academic reading, writing, listening, speaking and grammar skills through the exploration of genre-based thematic units. Students will examine the features of a variety of texts in authentic and adapted form in order to develop genre awareness and apply this knowledge to new reading and writing opportunities. Students will read and analyze authentic and adapted texts as models for their own writing and speaking practice. Students will expand their cultural competence as they analyze texts and engage in cross-cultural communication with instructor and peers.

Course Objectives

The students will:

- a. Identify and analyze audience, purpose and genre features such as tone, register, rhetorical strategies, format, and grammatical structures used in various genres in order to understand and produce texts in model genres both familiar and unfamiliar.
- b. Interpret and respond in writing to advanced-level authentic and adapted texts in a variety of genres both academic and non-academic.
- c. Recognize and respond to common cultural references, allusions, and assumptions found in reading and listening texts, and connect those references to their own experiences in discussion and writing.
- d. Develop reading and listening skills including the ability to make inferences and distinguish fact from opinion and main ideas from details.
- e. Use context and structural cues and roots and affixes to infer meaning of new vocabulary.
- f. Produce and present effective short oral presentations.
- g. Apply the rules for the formation, meaning, and use of advanced grammatical structures when reading, writing, speaking and listening in English.
- h. Employ the various phases of the writing process in order to write effectively for target discourse communities.
- i. Demonstrate cross-cultural communication skills including the recognition of cultural diversity and relativity and the use of appropriate linguistic register and non-verbal cues.

WHAT do the letter grades mean?

You will earn a letter grade for ESL 105.

A 90-100% (An "A" means that you went far beyond the requirements of the course. You demonstrated truly exceptional effort and communicative skill development.)

B 80-89% (A "B" means that you did more than the instructor asked of the students each week. You asked thoughtful questions, did all of your homework to prepare for each class, and demonstrated above-average effort and communicative skills most of the time.)

C 70-79% (A "C" means that you satisfied the course requirements but did nothing noticeable beyond the weekly demands of the course. A "C" means you did typical student work at this level.)

D 60-69%

F all grades under 60%

If you would like to take this class for a pass/no pass, you must apply in the Admissions office before the deadline. Please check with a counselor before making changes to your schedule.

A look at our semester together

Two weekly blog posts and two responses each week	10%
Writing Tasks	40%
Midterm Project	10%
Quizzes	15%
Final Project	15%
Final Exam (Reading and Writing)	10%

A Matter of Time



Please understand that this is an intensive academic ESL class with **6 class hours** per week. As a rule of thumb, a college student should expect 2 hours outside of class per hour spent in class. This means about **12 hours a week of study outside the classroom** is expected. Develop a workable schedule that takes into account school, work, family, romance and other obligations you have. Sometimes students set up schedules that are impossible to maintain. Be realistic. Use your time wisely.

HOW to Succeed in this Class

1. Attend class regularly. Why?

Attending regularly keeps you up-to date, organized, and shows respect to your instructor and your peers.

Attending regularly helps you build a stronger relationship with your classmates and instructor. If you are in class the entire time, you will get all the information you need to succeed. Because it is so important to be present in class, if you are absent from this class more than six hours in the semester, you may be dropped. If you are tardy or leave early twice, you will be counted absent one time. A tardy includes being late to the beginning of class, after break, or to the lab (if scheduled).

2. Make up missed work if you are absent. Why?

If you have to be absent, even for a good reason, you will miss communicative tasks and lessons and you might miss points from assignments and tests.

You can find out the information you missed by checking Canvas, emailing me, and contacting your classmates.

If you have a **documented acceptable excuse** for missing class, you can make up points by checking with me.

3. Schedule enough study time. Why?

Only one third of the learning for this class is done in the classroom. The other learning is done by you outside of class by studying and completing assignments.

College students spend up to 2 hours studying for every unit. This class is six units, so you should schedule _____ hours to study for this class every week.

4. Leave your phone in your bag or pocket. Why?

Learning a language takes time and attention. Your smartphone distracts you. Recent research indicates that it can take us up to 23 minutes to regain our focus after being distracted.

5. Use student services. Why?

Grossmont College wants you to succeed! There are many services available here to help you for free. Some of the services are listed below. Others can be found on the college website or the student services summary posted on Canvas. Please ask me or our class assistant if you have a need and I will help you find the best service on campus.

Accommodations for Students with Disabilities: Students with disabilities who may need accommodations in their classes are encouraged to contact the Grossmont College Accessibility Resource Center (ARC) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact the ARC in person in Room 60-120 or by phone at (619) 644-7112 (voice) or (619) 644-7119 (TTY for deaf).

Tutoring Services:

Tutoring Center (appointments)

Location 70-202

<http://www.grossmont.edu/tutoringcenter/>

(619) 644-4556

English Writing Center (EWC) (walk-in)

Location 70-119

619-644-7516.

Counseling: While I can give you some advice about the ESL program, you should not make changes to your schedule without consulting a counselor. Counselors can give you advice about financial aid, CALWORKS, requirements for transfer, certificates and degrees, and the steps you should take to reach your goals. The counseling office is in building 10, and their phone number is 619-644-7208.

6. Stay academically honest. Why?

You are here to learn and develop academic autonomy. If you use another person's words or ideas, you are not learning. You become a secondhand mind when you don't think for yourself. You are at the correct level and in the correct place to learn the language. Cheating takes away your opportunities and creates injustice. I am here to help you avoid cheating, so if you are not sure if something is cheating, just ask!

If you cheat, you will very likely be caught. The penalty for cheating may include: failing the test or quiz, failing the class, or even suspension from school.

Cheating includes but is not limited to:

1. **Any** talking during a quiz or test
2. Copying from another student in or out of class.
3. Copying from any other author in or out of class.
4. Writing and memorizing a paragraph outside of class and then copying it during an in-class writing test.
5. Using an electronic translator to write more than three words in a row.
6. Bringing unauthorized notes to a test or quiz.
7. Obtaining and memorizing questions or answers to a test.
8. Using electronic devices, notes or hand signals to get the answers to a test.
9. Helping another student cheat.
10. The appearance of cheating.

Plagiarism is a kind of cheating.

Plagiarism is copying the words or ideas of another author and pretending those words or ideas are your own. You may not use the words written by other authors in books, magazines, websites, or other sources. Also, you may not use the words written by tutors, friends, or family members who are trying to “help” you. Here is a good “rule of thumb:” *If you write four words or more in the same order as another author without saying where you got those words, you are plagiarizing.* You must understand the ideas that you read first, and then write your assignments in your own words.

Grossmont College Policy on Cheating:

Academic Integrity: It is the responsibility of each student to understand the actions and behaviors that constitute academic dishonesty, including plagiarism and cheating, within each class as well as other venues on campus. Students are encouraged to ask questions of instructors and are expected to read the college’s statement on Academic Fraud (located in the class schedule). Penalties for actions inconsistent with classroom, library and College expectations for academic integrity range from a failing grade on an assignment, quiz, exam, paper, or project (which may lead to a failing grade in the course) to, under certain conditions, suspension, or expulsion from a class, program, or the college. For more information and/or further clarification, please consult with your instructor or contact the Student Affairs Office.

Student Learning Outcomes

These sentences explain what the ESL department and the college want you to be able to do at the end of the semester.

Upon completion of this course, our students will be able to do the following:

- A. Write compositions that effectively address the discourse community of assigned genres and demonstrate understanding of audience and purpose by using appropriate genre features including academic and technical content-area specific vocabulary and accurate grammatical structures.
- B. Read and listen to advanced-level sources and respond effectively in extended written or oral discourse.

Tentative Schedule of Activities and Lessons

Module One: Happiness, Gratitude, and Writing (Week 1-9)

Weeks/ Dates	Activities and Tasks
Week 1: Jan 28-30	<ul style="list-style-type: none"> ➤ Syllabus and Diagnostic ➤ GAP: Genre ➤ Canvas: posting responses and peer responses
Week 2: Feb 4-6	<ul style="list-style-type: none"> ● GAP: Audience ● Assignment #1: News Report ● Quotations ● Interviewing a person
Week 3: Feb 11-13	<ul style="list-style-type: none"> ➤ Final interviews ➤ GAP: Purpose ➤ Writing: guided group narrative ➤ Assessment: GAP quiz ➤ Writing task: narrative report based on interview
Week 4: Feb 18-20	<ul style="list-style-type: none"> ● Writing: RACE strategy ● Student-teacher conferences on narratives ● Sentence structure
Week 5: Feb 25-27	<ul style="list-style-type: none"> ➤ Listening Quiz ➤ RACE strategy practice ➤ Midterm Project introduction ➤ GAP analysis of mentor texts
Week 6: Mar 3-5	<ul style="list-style-type: none"> ● RACE strategy test ● Midterm project workshop
Week 7: Mar 10-12	<ul style="list-style-type: none"> ➤ Vocabulary review/ assessment ➤ Midterm project workshop
Week 8: Mar 17-19	<ul style="list-style-type: none"> ● Midterm project presentations/ reflections ● GAP quiz
Week 9: Mar 23-27	SPRING BREAK - NO CLASSES (CAMPUS CLOSED)

Module Two: How to Survive College and Succeed (Week 10-18)

Week/ Dates	Activities and Tasks
Week 10: Mar 31-Apr 2	<ul style="list-style-type: none"> → GAP: Audience review/ analysis → Reading: College Survival Guide → Writing: audience analysis, summary → Reading: 11 Surprising Factors
Week 11: Apr 7-9	<ul style="list-style-type: none"> <input type="checkbox"/> GAP: Audience <input type="checkbox"/> Video: Grit - They Key to Your Success <input type="checkbox"/> Video: TEDTalk <input type="checkbox"/> Writing: Reflection <input type="checkbox"/> Listening quiz
Week 12: Apr 14-16	<ul style="list-style-type: none"> → Writing: review RACE strategy → Introduce FINAL PROJECT → Reading: PBL → Grammar: Transitions, Adjective Clauses → Writing: Reflection
Week 13: Apr 21-23	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor Video #1: Goofus and Gallant <input type="checkbox"/> Mentor Video #2: Student Success Story <input type="checkbox"/> FINAL PROJECT workshop <input type="checkbox"/> Grammar: Passive and Gerunds
Week 14: Apr 28-30	<ul style="list-style-type: none"> → Mentor Text #3: Disruptive Behavior → Writing: Audience analysis → Grammar: Modals w/ Passive
Week 15: May 5-7	<ul style="list-style-type: none"> <input type="checkbox"/> FINAL PROJECT - workshop (writing and crafting)
Week 16: May 12-14	<ul style="list-style-type: none"> → FINAL PROJECT - workshop (information gathering, editing, production) → Student-Teacher Conferences → RACE strategy review and practice
Week 17: May 19-21	<ul style="list-style-type: none"> <input type="checkbox"/> FINAL PROJECT presentations/ reflections and assessments <input type="checkbox"/> FINAL EXAM (Part 1) - May 21 (9:00-11:50 am)
Week 18: May 26	FINAL EXAM (Part 2) - May 26 (9:25 - 11:25 am)