

# RHETORIC FOR ACADEMIC SUCCESS

COURSE SYLLABUS, SPRING 2020

## Welcome to our class!

This semester will be fun, interesting, and challenging as we explore new ways to use English and learn new academic skills. We will expand our identities as users of English, and we will become more active members of the global English-speaking community. We will work closely together and help each other to learn and achieve our goals.

We will read a wide variety of texts & genres and engage in authentic writing and discussion. As we explore new ideas and new ways of seeing ourselves and each other, we will become more knowledgeable. As we gain experience in contributing to our community, we will become more confident. As our knowledge and confidence grow, so will our success!

## A little about Susan:

I am a professor, but I am also a lifelong student. I love learning more about English, teaching, my students, myself, and the world. I prefer a community-oriented classroom where my students and I can collaborate to achieve our goals. I hope that you to attend class often, participate, and challenge yourself. I will work very hard to support you!



## Course details:

Mondays and Wednesdays  
1 - 3:55 P.M.  
Building 52  
Room 562

## Your instructor:

Susan Zyphur  
Pronouns: she, her, hers  
619-555-5555  
Office: 50-590R

Visiting Hours:  
Mon/Wed 11:50 - 12:50  
and 4 - 5 P.M.  
Tues 2 - 4 P.M.  
Can't stop by? Email me!  
[szyphur@email.edu](mailto:szyphur@email.edu)





## What is this course?

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.

## What will we learn?

We'll be focusing on listening, speaking, reading, and writing in ways that reflect college-level competencies, and we'll also be talking about American college culture and how to succeed in your future college classes. In order to do this, we'll need to work together and learn with and from each other. This is necessary in college and in life, so we'll practice it often this semester. You'll make many friends, but you'll also learn how to work effectively with people who have different languages, cultures, beliefs, and opinions.

## What will you need?

- ANY paper English/English Learners' dictionary
- 3-ring binder and college-ruled loose-leaf paper
- Access to a computer, printer and word processing program (free in the Tech Center)
- The desire to learn
- The willingness to study and practice
- The courage to make mistakes
- The patience to listen even if you disagree

"Language is power, life and the instrument of culture, the instrument of domination and liberation."

ANGELA CARTER





## 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).

## Land Acknowledgement

I want to acknowledge that the land on which we gather is the traditional and unceded territory of the Kumeyaay Nation. I want to pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands.

## What will we do?

- ☞ 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.
- ☞ Interpret and respond in writing to advanced-level authentic and adapted texts in a variety of genres both academic and non-academic.
- ☞ 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.
- ☞ Develop reading and listening skills including the ability to make inferences and distinguish fact from opinion and main ideas from details.
- ☞ Use context and structural cues and roots and affixes to infer meaning of new vocabulary.
- ☞ Produce and present effective short oral presentations.
- ☞ Apply the rules for the formation, meaning, and use of advanced grammatical structures when reading, writing, speaking and listening in English.
- ☞ Employ the various phases of the writing process in order to write effectively for target discourse communities.
- ☞ 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 does Grossmont College expect?

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

- 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.
- Read and listen to advanced-level sources and respond effectively in extended written or oral discourse.



## How much time will we spend?

This is a rigorous, intensive course. It's common to spend about 2 hours of study time for every one hour in class. We will meet for about 6 hours every week, so you can expect to spend about 12 hours of study time per week on this course. It is important to manage your time wisely if you want to be successful in this or any college course. If you would like help with time management or arranging your schedule, please visit the Counseling Center. If you would like help with study skills or course assignments, please visit the Tutoring Center or the English Writing Center. If you are experiencing housing or food insecurities, please visit the College Basic Needs website for information and assistance.

## What work will we complete?

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%

## How will grades be assigned?

A	B	C	D	F
90-100%	80-89%	70-79%	60-69%	0-59%
You went far beyond the requirements of the course. You demonstrated truly exceptional effort and communicative skill development.	You did more than was asked of you each week. You asked thoughtful questions, did all your homework, and demonstrated above-average effort and communicative skills most of the time.	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.	You did not satisfy the weekly requirements for this course.	You did significantly less work than this course required.

## Counseling Services

Location: Building 10  
<https://www.grossmont.edu/student-services/offices-and-services/counseling/>

Hours:

Mon & Tues: 8am-6pm

Wed & Thur: 8am-5pm

Fri: 8am-1pm

619-644-7208


## Tutoring Services

Tutoring Center  
 Location: 70-202  
<http://www.grossmont.edu/tutoringcenter/>  
 (619) 644-4556

English Writing Center (EWC) (walk-in)  
 Location: 70-119  
 619-644-7516

## Basic Needs Support

<https://www.grossmont.edu/student-services/offices-and-services/basic-needs/>



## What about out-of-class assignments?

ESL 105 is a college-level course designed to prepare you for success at the college and university level. We only have about 6 hours per week to meet and practice English together; that is not enough time to become properly prepared for your next course. To help us improve our English skills more quickly and effectively, we will have out-of-class assignments to practice with.

Grossmont College recommends about 2 hours of out-of-class work for each hour spent in class. For this course, that's about 12 hours per week. Please be prepared to make time for out-of-class assignments. I recommend completing assignments early enough that you can take a break and then check your work before submitting them.

It takes us 5-7 years to become fluent in a new language with daily practice. It takes longer if we don't practice daily. Our out-of-class work will help with that!

## Course Assignments

### Course blog:

- Create two new posts per week (due Sundays at 11:59 PM):
  - The first will always be a gratitude journal. Post 3 things that you're grateful for that week!
  - If you're not assigned a topic for your second post, you may choose your own from the list provided on Canvas (in the Announcements section).
- Also, respond to at least 2 of your classmates each week.

### Writing assignments:

Throughout this course, we will discuss and practice a variety of writing forms. You will also be assigned out-of-class work. You may turn written work in prior to the due date for ungraded feedback, but please arrange this with me in advance.

### Quizzes:

Our quizzes are designed to assess how you are doing with the course material throughout the semester. They are a great way for you to know if you need to change your study habits, go to the Tutoring Center or English Writing Center, or meet with me during visiting hours. I will drop your lowest quiz score, so it won't count toward your final grade.

### Midterm and final projects:

Our two main projects for this course will be team projects:

- Our midterm project will be a written essay following the "IMDR" format. More details will be provided in early March.
- Our final project will be based on a genre of your choice. More details will be provided in April.

### Final exam:

Our final exam will focus on reading and writing skills, which we will practice throughout this course. If you come to class, pay attention, participate, and do your out-of-class assignments, you will probably do well on your final exam. More details and opportunities for practice will be provided in May.



## What are "cheating" and "plagiarism?"

Cheating and plagiarism are taken very seriously in the United States, whether in college or in the workplace. At college and university, students waste their educational time and money - and disrespect their professors effort - by pretending to complete work that is not their own. The purpose of education is to learn and think for yourself. You are in the correct class for your skills and abilities, and I and the College will provide the academic resources that you need to succeed. However, if you copy another person's answers or words and pretend that they are your own, the consequences will be very serious for you as well as for any other student(s) involved.

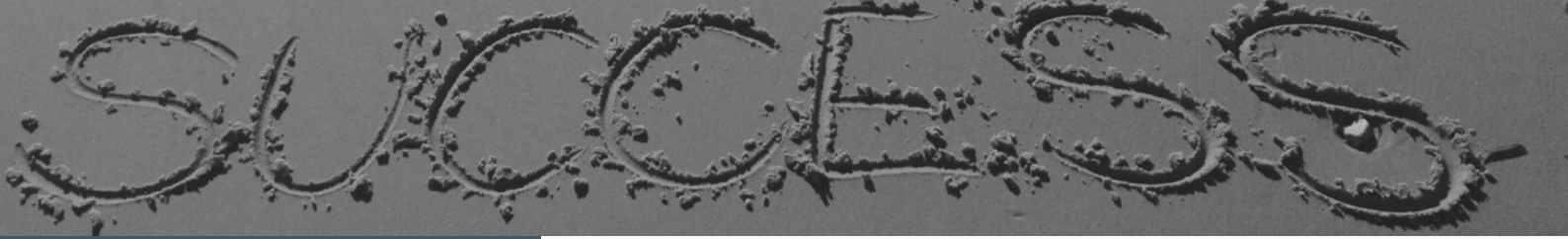
Some examples of cheating include (but are not limited to):

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

Plagiarism is a kind of cheating. Plagiarism is copying the words or ideas of another person 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. If you use quotes and reference the original author, do so sparingly.

## Grossmont College Policy on 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.



## Important Dates:

January 27: Classes begin

February 9: Last day to drop without a "W" and get a refund

February 14, 15, 17: Holiday (no classes)

February 28: Last day to apply for pass/no pass

March 23-28: Spring recess (no classes)

April 26: Last day to drop (with a "W")

May 25: Holiday (no classes)

May 26-June 1: Final exams

June 1: Classes end



**TIME FLIES  
WHEN  
YOU'RE  
HAVING  
FUN**

## How can I do well in this course?

Succeeding in this course will be easy if you follow these simple steps:

- ☺ Attend class regularly and often! This increases your English exposure and practice time, helps you to build relationships with others in class, and keeps you current on class content, assignments, and upcoming events.
- ☺ Arrive on time to avoid missing important announcements and disrupting the class!
- ☺ Do your out-of-class assignments - even if you're absent! I have spent considerable time and effort planning assignments and readings that will help you to be successful in this course, which will also help you to be more successful on your English journey and in future courses.
- ☺ Come to class prepared to participate! Homework and outside reading assignments will often be used as a starting point for class activities, so complete them before class begins. Plan ahead to ensure that you have enough time to complete your out-of-class work. Bring your course materials to class.
- ☺ Challenge yourself! You will get the most out of this class (and improve your grade) by participating. This means paying attention, volunteering ideas, asking thoughtful questions, and engaging with the material and class activities.
- ☺ Turn off your cell phone or set it to silent and leave it in your bag or pocket to avoid disrupting the class. If you have a circumstance that requires that you receive phone calls during classtime, please tell me in advance.
- ☺ Follow the rules of polite American classroom culture: Please don't eat, and drink only from closed containers. (Class potlucks are an exception.) Consider the effects of your behavior on the people around you, and behave in a way that supports your own and others' learning. When speaking to me or to other students, use the names and/or titles that we have requested.
- ☺ Be academically honest! Do your own work, and give credit to others' work when appropriate. More about this on page 6!
- ☺ Contact and meet with me early and often! I'm here to support you! Visiting hours are dedicated to helping you to get the most out of this course. Special arrangements can be made if you can't meet during my visiting hours, so please don't hesitate to speak with or email me.

# What kind of environment will we create?

Our classroom is a place where everyone will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. All members of this class will contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If you have any questions or concerns about this, please speak with me or visit Grossmont College's Student Rights & Responsibilities website at <https://www.grossmont.edu/campus-life/student-affairs/student-complaints-and-due-process.aspx>.



## Frequently Asked Questions (FAQs):

### How many classes can I miss?

You can miss up to six hours (2 class meetings) during the semester. If you miss more than that, you may be dropped from the course. If you are tardy or leave early twice, you will be counted as absent one time. A tardy includes being late to the beginning of class, after a break, or to the lab (if scheduled).

### What should I do if I need to miss a class or will be late to class?

In American college culture, you should always notify your instructor in advance if you know that you'll be late or miss a class. Also, you should not ask your instructor what will be covered in the class, ask them to send you materials, or ask for new out of class assignments. This is what Canvas and your classmates are for. Make friends in this class and get their contact information so that you can get what you need if you're late or absent. If you have a documented acceptable excuse, you can contact me and I'll help you to make up missed points.

### What if I don't finish my homework on time?

Many American college instructors do not accept late work, so staying current on your assignments is an important part of being a successful college student. In this course, we are still learning about college success, so you can turn in assignments up to one week late for a maximum of half credit. If you know in advance that you'll miss class, you can email completed out of class assignments to me before the start of class on the due date. Just as partially completed work will receive partial credit, work that is not completed will not receive credit.

### Why do I need to work with other students? The teacher should just teach me!

Many decades of research on language learning has shown that sitting in a chair and taking notes while a teacher talks is not a good way to learn a language. The goal of this course is for you to be able to use English at a college level. In order to do that, you need to practice using English. You also need to practice using skills that are commonly used in college and the workplace, such as working collaboratively with others.



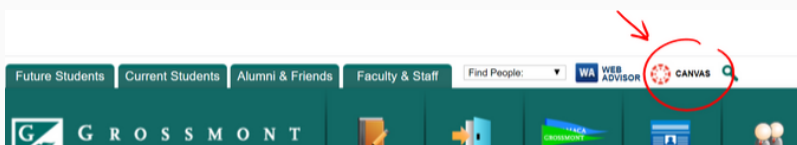
## Frequently Asked Questions (FAQs) cont.:

### Will I ever receive a zero on an assignment?

You may receive a zero if you don't turn in an assignment or if I suspect you of cheating or plagiarizing. However, you will not receive a zero provided that you attempt to complete an assignment and turn it in within one week of the due date. You may turn assignments in early for feedback without a grade, but you must arrange this with me in advance. You may then use this feedback to refine your work and turn it in on the due date for a (potentially) higher grade.

### How do I access our course on Canvas?

1. Open up Google Chrome or Mozilla Firefox.  
VERY IMPORTANT! DO NOT USE ANY VERSION OF THE INTERNET EXPLORER OR THE MICROSOFT EDGE BROWSER.
2. Go to the Grossmont College website:  
<https://www.grossmont.edu>
3. Click on the red Canvas logo:



4. Enter in your WebAdvisor Username (or your legal firstname.lastname).
5. Enter in your eight digit birthdate for the password (e.g. 07151995 for July 15, 1995).
6. Click "Log In."
7. Click on "Courses" in the vertical bar on the left side of the screen.
8. Select "ESL 105-6245."

### Why isn't there a course schedule in this syllabus?

What, when, and how you learn depend on many things. Although the material and skills that we will cover are the same in every ESL 105 course, how much time we spend learning and practicing new skills will depend on your needs. My goal is your success. This means that the course schedule can't be predicted on the first day. We will discuss and negotiate the best schedule for our class together during the first week of the semester.

### What if I have a special circumstance that may affect my performance in this class?

Please contact me!

### What if I do poorly on an assignment or quiz?

Please contact me!

### What if I have trouble accessing our course on Canvas?

Please contact me!

### What if I have a question that isn't listed here?

Please contact me!

### How can I contact you?

1. Talk to me before/after class or during the break.
2. Visit my office during visiting hours.
3. Email me at [szyphur@email.edu](mailto:szyphur@email.edu).
4. Call my office at 619-555-5555.



### How should I thank my instructors for helping me?

Say "thank you" or give them a card or letter with a personal message. Do not try to give any of your college instructors money or gifts at any time during the semester (even food).