

**Purdue University Calumet  
English Language Program  
ELP 021 Low-Intermediate Writing & Grammar – Summer 2012 Syllabus**

**Class Days:** M-R

**Class Times:** 9:00-11:50am

**Classroom:** Gyte 123

**Lab:** CLO 238

**Instructor:** Heather Torrie

**Office:** CLO 285

**Phone:** 219-989-2648

**Email:** torrieh@purduecal.edu

**Office hours:** Monday-Thursday 12:30-1:50 p.m. and by appointment

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**Course Description**

ELP 021 is an introductory writing course that focuses on skills and strategies for effective academic writing. This course will focus on developing your ability to write effectively in English through extensive practice in prewriting, drafting, revising and editing. You will engage in discussion and small group work to develop and improve basic composition skills, including organization, rhetoric, grammar and mechanics, and sentence structure.

**Materials**

- *First Steps in Academic Writing 2* (Pearson Longman)
- *Grammar Express Intermediate* (Pearson Longman)
- A folder (for all of your essays/ drafts)
- A notebook (for taking notes, class activities, and journal writing)

**Grading**

In order to pass this course and/or to exit the ELP, you must do the following:

- A. Have a minimum of 70% on quizzes and tests, regular attendance, completed homework assignments, and participation in group and class discussions

Writing assignments	30%
In-class (15%)	
Out-of-class (15%)	
Midterm	15%
Final	15%
Grammar quizzes	30%
Homework	10%

***AND***

- B. Receive a passing grade for your exit portfolio

*Note: Both requirements (A + B above) must be met in order to successfully pass this course.*

## **Exit Portfolio requirements**

Your final Portfolio must contain the following items:

### *Section 1: Out-of-Class Paragraph or Essay*

- 1) This section includes *one revised / polished* assignment completed out of class and all of its previous drafts. (Include up to three drafts.) Arrange them in reverse chronological order, with the revised / clean copy first, the last graded copy following on top, and so on. You will choose from two writing genres that you wrote during the semester.

### *Section 2: In-Class Paragraph or Essay*

- 2) You will include one in-class, graded assignment and a revised copy of this as well.

### *Section 3: Your Final Exam*

- 3) Your teacher will add your final exam into the portfolio for you. You will not have a chance to revise this exam before the instructors' final meeting.

**Note:** Your portfolio will be graded by the ELP Portfolio Writing Committee who will determine whether or not you have met the minimum criteria for your level and are ready to leave your current level and/or exit the program.

## **ELP Policies**

### ***English Policy***

Students are expected to use only English in their classes for their own benefit and out of respect for others who are attending Purdue University Calumet to further develop their English language skills.

### ***Attendance Policy***

Regular attendance is mandatory. In order to learn English, you need to attend all class sessions, arrive on time, and be prepared and attentive. If you will be absent, it is your responsibility to notify your teachers in advance. Ask other students or email your instructor for any due homework. **Late work will not be accepted.** Each essay must be printed out BEFORE class starts.

Students are allowed to miss three classes without penalty. A fourth absence will result in a consultation with an ELP advisor. A sixth unexcused absence and/or combination of lates turned into absences will automatically result in failure of the course and possible expulsion from the program.

A student will be marked late when they arrive up to 20 minutes after class begins. After 20 minutes, the student may be marked absent. Being late 3 times will equal one absence.

### ***Plagiarism Policy***

*What is plagiarism?*

*Plagiarism is presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged or cited. This includes, for example, copying another student's presentation, copying pieces of other student's essays, or copying homework assignments.*

Students in the ELP will quickly learn about plagiarism as part of their studies to prepare them for their university studies ahead, as plagiarism is taken very seriously in the U.S. academic environment. Regular university students can be asked to leave their program or be kicked out due to plagiarism.

In the ELP, after it has been made clear to students what plagiarism is, students found plagiarizing will be penalized the following way:

**For the 1<sup>st</sup> offense:** Students will receive a zero on the assignment

**For the 2<sup>nd</sup> offense:** Students will **also** be sent to meet with the ELP Director and may automatically fail their ELP class.

### ***Communication Policy***

Students in the ELP are required to regularly access their PUC email accounts. The ELP does not communicate through non-PUC emails because of issues of privacy. Additionally, the ELP cannot communicate information about other students (such as brothers, roommates, cousins, or wives) to a student. Finally, grade information must be picked up in person and will not be given over the phone or through email.

## Calendar

This calendar may be changed. Out-of-class writing assignments will include multiple drafts. There will be grammar quizzes every week.

	<b>First Steps in Academic Writing</b>	<b>Grammar</b>
<b>Weeks 1</b> <i>June 11, 12, 13, 14</i>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Introductions/Diagnostics</li> <li>• The Writing Process (Ch. 1)</li> <li>• Introduction to Paragraphs (Ch. 1)</li> <li>• Topic sentences (Ch. 2)</li> <li>• Supporting sentences (Ch. 2)</li> <li>• Outlining (Ch. 2)</li> </ul> <i>Writing assignments:</i> <ul style="list-style-type: none"> <li>• Practice Paragraph: Introducing People (Ch. 1)</li> <li>• <b>Assignment #1: List order paragraph</b> (Ch. 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Simple present/Present continuous (Units 1-4)</li> </ul>
<b>Week 2</b> <i>June 18, 19, 20, 21</i>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Formatting (Ch. 1)</li> <li>• Concluding sentences (Ch. 2)</li> <li>• Transition signals (Ch. 2)</li> <li>• Unity (Ch. 2)</li> <li>• Compound sentences (Ch. 2)</li> </ul> <i>Writing assignments:</i> <ul style="list-style-type: none"> <li>• Assignment #1: List order paragraph (continued)</li> <li>• <b>In-class #1: List order paragraph</b></li> </ul>	<ul style="list-style-type: none"> <li>• Subject/object pronouns (supplemental)</li> <li>• Simple past/Past continuous (Units 6-10)</li> </ul>
<b>Week 3</b> <i>June 25, 26, 27, 28</i>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Using specific details (Ch. 4)</li> <li>• Organizing using spatial order (Ch. 4)</li> <li>• Prepositional phrases (Ch. 4)</li> <li>• Complex sentences (Ch. 3)</li> <li>• There is/there are sentences</li> </ul> <i>Writing assignments:</i> <ul style="list-style-type: none"> <li>• <b>Assignment #2: Descriptive paragraph</b> (Ch. 4)</li> <li>• <b>In-class #2: Descriptive paragraph</b></li> </ul>	<ul style="list-style-type: none"> <li>• Simple past/Past continuous (continued)</li> <li>• Adjectives/Adverbs (Units 40-41)</li> </ul>
<b>Week 4 (Midterms)</b> <i>July 2, 3</i>	<ul style="list-style-type: none"> <li>• Midterm</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive/reciprocal pronouns (Unit 60)</li> </ul>

<b>Week 5</b> <i>July 9, 10, 11, 12</i>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Comma focus (Ch. 3/5)</li> <li>• Cohesion focus: demonstratives</li> </ul> <i>Writing assignments:</i> <ul style="list-style-type: none"> <li>• <b>Assignment #3: Opinion paragraph</b> (Ch. 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Future (Unit 19-20)</li> <li>• Modals: Future Possibility (Unit 36)</li> <li>• Modals: Advice (Unit 30)</li> <li>• Comparatives/Superlatives (Units 42-45)</li> </ul>
<b>Week 6</b> <i>July 16, 17, 18, 19</i>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Writing short essays</li> <li>• More transitional signals (Ch. 5)</li> <li>• Complex sentences continued (Ch. 5)</li> </ul> <i>Writing assignments:</i> <ul style="list-style-type: none"> <li>• <b>Assignment #4: Stating reasons essay</b> (Ch. 5)</li> <li>• <b>In-class #3: Opinion paragraph</b></li> </ul>	<ul style="list-style-type: none"> <li>• Comparatives/Superlatives (continued)</li> <li>• Modals: Ability (Unit 27)</li> </ul>
<b>Week 7</b> <i>July 23, 24, 25, 26</i>	<i>Topics:</i> <ul style="list-style-type: none"> <li>• Writing short essays (continued)</li> <li>• Sentence structure review</li> </ul> <i>Writing assignments:</i> <ul style="list-style-type: none"> <li>• Assignment #4: Stating reasons essay (continued)</li> <li>• <b>In-class #4: Stating reasons essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• Modals: Necessity (Unit 33-34)</li> <li>• Modals: Assumptions (Unit 37)</li> </ul>
<b>Week 8 (Finals)</b> <i>July 30, 31</i> <i>Aug 1, 2</i>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Collect portfolios</li> <li>• Final</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect (Units 11-12)</li> </ul>

### My grades

To keep track of how you are doing in the course, record your grades here.

Grading category	Weight	Grades
In-class writing	15%	
Out-of-class writing	15%	
Grammar quizzes	30%	
Homework	10%	
Midterm	15%	
Final	15%	