

**The University of Findlay  
College of the Liberal Arts  
Spring Semester 2011**

*The Mission of the University is to equip our students  
for meaningful lives and productive careers.*

**Course #/Title:** ENIN 340.01 Composition III for Nonnative Speakers

**Credit Hours:** 4

**Class Time/Place:** **Monday** 10:00 – 11:50 am DAVS 178 (Lab at 11:00 in DAVS 185)  
**Wednesday** 10:00 – 11:50 am DAVS 178  
**Friday** 10:00 – 10:50 am DAVS 178

ASC: Monday's 3:00 – 4:00 PM

**Prerequisites:** “S” in ENIN 240 or placement test

**Instructor:** Susan Romick  
Office: 1114 N. Cory (Room E)  
Email: romick@findlay.edu  
Number: (419) 434-4725

**Office Hours:** Monday 12:00 pm – 1:00 pm  
Tuesday 8:00 am - 9:00 and 11:00 am - noon  
Wednesday 12:00 pm – 1:00 pm  
Thursday 8:00 am - 9:00 and 11:00 am - noon  
And by appointment

**Course Description** This low-advanced composition course focuses on writing a variety of effective paragraphs using the writing process. The course emphasizes the development, expression, and organization of ideas, along with accuracy of language used in finished texts.  
Class meets five hours weekly, including one hour of computer lab time.

**Relationship to the Conceptual Framework** The mission of The University of Findlay's Intensive English Language Programs (IELP) is to offer innovative programs to international students. These programs are designed to increase English proficiency, to assist with acculturation to life in the United States, and to facilitate academic success at the undergraduate and graduate levels.

**Course Objectives** By the end of the semester you will demonstrate the ability to:

1. Write a variety of sentence
  - Simple
  - Compound
  - Complex
2. Write in a variety of tenses
  - Simple past (narrative and interview)
  - Simple Present (summary and process analysis)
3. Identify and label main parts of a paragraph
  - Topic Sentence
  - Supporting Sentences
  - Concluding Sentence
4. Use transitions to connect ideas in writing
5. Use a process approach to write paragraphs and multimodal compositions
  - Brainstorming
  - Outlining
  - Peer Reviewing
  - Conferencing

**Required Textbooks and other materials**

Great Writing 2  
 By: Keith Folse, April Muchmore-Vokoun, and Elena Vestri Solomon  
 3<sup>rd</sup> edition (only)  
 ISBN: 1424051002

Portfolio Folder

**Instructional Strategies**

Case Analysis		Library and Internet Research	
Debate		Practice/drill	X
Discovery/Independent Research		Problem solving	
Discussion/Questioning/Interviewing	X	Reading assignments	X
Experiential Learning		Role playing/simulation games	
Field Experience		Service Learning	
Group Presentation		Video/Audio Review and Critique	
Laboratory Experiences		Other	
Lecture	X		

**Methods of Assessment**

Abstracts		Participation	X
Attendance		Peer Evaluation	X
Capstone Project		Portfolio	X
Case Study		Portfolio Lab Performance	
Exams		Presentations	
Group Projects		Professional Evaluation	
Homework Assignments	X	Quizzes	
Internet Research		Research project	
Journaling		Other	X
Lab Performance			
Oral/written review of literature	X		

**Grading**

Homework	10%
Quizzes	5%
Timed Writings	10%
Writing assignments (Portfolio)	
Bio Poem	5%
Narrative Paragraph	10%
Analysis Paragraph	20%
Summary Paragraph	20%
Informative paragraph	<u>20%</u>
	100%

**Grading Scale**

93-100%	A	90-92%	A-		
87-89%	B+	83-86%	B	82-80%	B-
77-79%	C+	73-76%	C	70-72%	C-
67-69%	D+	63-66%	D	60-62%	D-
under 60%	F				

P = Passing -student demonstrates proficiency but may not have a passing grade due to illness or other circumstances.

N/C = No Credit –given to a student who fails the course but puts forth great effort during the semester. An “N/C” does not hurt one’s grade point average.

**Placement and Promotion Standards for Level 3:** Students who are placed in Level 3 must successfully complete all Level 3 IELP core coursework with a score of 73% or higher and pass a comprehensive final with a 73% or higher score. Students, who fail level 3 but present a verified TOEFL, must retake level 3.

**Honor Code**

I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violates the University’s Honor Code, I may, in my discretion, report it to the appropriate personnel.

**Plagiarism:** Please do not use someone’s work (property). If you do, you must give the person credit for his or her work. If you steal someone’s words, you are plagiarizing. This is a serious offense. We will discuss this in great detail throughout the semester. For now, it is important that you do not copy words, sentences, or phrases from the Internet, books, magazines, or other sources.

**IELP Policies: Below are four very important IELP policies.**

1. It is important that all students come to class on time and ready to learn.
2. Students are expected to take their final exams at the time listed on the course syllabus. No exceptions will be made unless there is an emergency.
3. If students decide to go back to their home countries during any university break they must make an appropriate travel arrangements so that they can come back to campus in time for the first day of a new semester.
4. Electronic Devices: Cell phones, pagers, and other electronic devices that may be disruptive to the class must be turned off while in class.

**Course Policies and Practices**

Attendance: Students are expected to come to class everyday on time. If a student is sick or has another valid excuse for missing a class, the absence will be considered excused. However, the student must call or e-mail the instructor prior to the missed class to report that they will be absent. The student should also ask the instructor what he/she missed in class. Students are responsible for all missed work. *In addition to class attendance, students will meet with a tutor in the Academic Support Center (ASC) once a week.*

Homework: Students are expected to complete all homework assigned.

Late assignments will be checked, but will not be given a grade.

Writing assignments: During the semester, there will be numerous writing assignments. It is important to complete each part of the assignment as it is assigned. Be sure to keep ALL PAPERS for all assignments.

Student/Teacher Conferences: Throughout the semester, class time will be used for student/teacher conferences. We will meet individually to discuss writing progress. These conferences count as a regular class and are required.

**Final Exam Date**

Monday, May 2, 2011 from 12:00 – 1:50 pm

If you cannot attend the final exam, it is your responsibility to consult the Dean of the College of Liberal Arts about rescheduling the exam.

**Special Services**

If you are a student with a disability, it is your responsibility to register with the Office of Disability Service and notify your instructor one week prior to any needed service so that reasonable accommodations can be made for you.

**Course and Instructor Evaluation**

Informal midterm and University Final Evaluations will be given.

Tentative Schedule (Subject to change)

Week	Curriculum
Week 1 1/10 - 14	Introductions/Syllabus/bio poem (using Microsoft Publisher) Diagnostic Present Bio Poems Pages 1 – 4 Define a paragraph Read for specific information Identify present tense verbs

Week 2 1/17 - 21	Pages 9 – 13 Identify main features of a paragraph Pages 177 – 181 Identify main parts of a narrative paragraph
Week 3 1/24 - 28	Pages 182 – 187 Identify main parts of a narrative paragraph Using prewriting strategies for composing a narrative paragraph - Write a clear and concise topic sentence for a narrative paragraph - Write clear and focused supporting sentences for a narrative paragraph - Write a clear and concise concluding sentence
Week 4 1/31 – 2/4	Peer review Conferences
Week 5 2/7 - 11	Using Descriptive Words
Week 6 2/14 - 18	Writing descriptive paragraphs
Week 7 2/21 - 25	Writing descriptive paragraphs
Week 8 2/28 – 3/4	Descriptive paragraphs due Review Mid term exam
Week 9 3/14 - 18	Mid Term Evaluations - Identify an analysis paragraph and its main parts - Answer comprehension questions about sample analysis paragraphs
Week 10 3/21 - 25	Using transitions - Brainstorming for a specific process analysis paragraph topic - Outlining a process analysis paragraph
Week 11 3/28 – 4/1	Peer Review Conferences
Week 12 4/4 - 8	Quiz Writing a summary paragraph using the process approach Writing a summary paragraph
Week 13 4/11 - 15	Writing a summary paragraph
Week 14 4/18 - 22	Interview an American student and write an informative paragraph Writing an informative paragraph
Week 15 4/25 - 29	Course Wrap-up
Week 16	Final exam: Monday, May 2, 2011 12:00 – 1:50 PM

