NOTE: Service Learning component highlighted in red.

Instructor: Lisa Wilkinson-Habib
Class time: M & W 1:00-3:50pm
Classroom: CS204
Office: CN 207
Office hours: 4:00-5:30 pm Monday and Wednesday
Phone: 314-984-7549
E-mail: lwilkinson@stlcc.edu
Required texts: Why do all the Black Kids Sit Together in the Cafeteria and Other Conversations about Race by Beverly Daniel Tatum, PhD.
Recommended: The Color of Water by James McBride
Independent Writing by T. O'Donnell and J. Paiva
Other necessities: a 1½” or 2” 3-ring binder with lots of loose-leaf paper
5 divider pages
a folder with horizontal pockets
USB port if possible, or 3½ floppy disk
access to computer in order to type, save and print assignments
4 “ x 6” lined index cards
a good English-English learners’ dictionary

COURSE DESCRIPTION AND OBJECTIVES:
This course is designed for non-native English speakers who have demonstrated general fluency in reading and writing English, and need to develop clarity in using English for academic purposes. Instruction in the course will focus on reading and writing responses to texts. Additional hours in a lab or with an ESL tutor may be recommended. By the end of this course, you should be able to:

1. read historical fiction or best-selling non-fiction with almost complete comprehension
2. write logical and complete expository material, including logically connected ideas and paragraphs with sufficient support
3. use reading as a basis for essays
4. evaluate your own and others’ written work in a serious and constructive manner
5. use effective editing and revising techniques
6. write clear, complete sentences relatively free of grammatical errors
7. paraphrase and summarize reading material
8. find materials in the library related to a research project
9. evaluate your own progress in writing in English and identify areas for further improvement
10. **READING GOAL:** 800 PAGES
WRITING GOAL: 175-200 PAGES

EXPECTED PERFORMANCE OUTCOMES:

1. In 50 minutes in response to a written prompt, students will be able to write a piece which is judged by two assessors other than the class teacher to demonstrate the following characteristics:
   - Comprehensibility
   - Completeness
   - Focus
   - Sufficient and relevant support
   - 75% correct verb forms and tenses
   - 75% correct sentence structure
   - Avoidance of plagiarism

2. Students will produce a 9-item bibliography to the writing project including 3 books, 3 newspaper and 3 journal articles.

3. Students will demonstrate reading comprehension through in-class writing related to a book, through personal responses in a double-entry journal, and through class discussion.

4. From first drafts done in class, students will write summaries of articles and books, which include three important points from the source and which meet the criteria in #1 above.

5. Students will complete a writing project which shows development through the following process:
   - Student selects topic.
   - Student formulates questions on the topic.
   - Student finds information in the library.
   - Student reports to the class about what has been learned.
   - Student writes a final paper which answers the original questions and summarizes and synthesizes the information gathered through this process and which:
     i. Includes a title page, table of contents and bibliography
     ii. Is 7 to 10 pages long (2000 words)
     iii. Meets the criteria in #1 above.

6. Students will list their areas of strengths and weaknesses at several stages during the semester.

COURSE REQUIREMENTS

1. Reading assignments – 800 pages total
   - You will read approximately 9 pages of Why do all the Black kids sit together... every day (7 days a week) for a total of around 60 pages per week.
   - You will sometimes be given supplementary reading assignments.
   - After the class finishes reading our core text you will also read other books about your topic. As you work on your research paper, you will need to choose and read additional articles about your topic.
2. Writing Assignments – 175 to 200 pages total
   • Double-entry journal: As you read from assigned reading, you will keep a double-entry journal. Journals will be collected and read by the teacher once a week. You will receive a grade for each journal, a maximum of 10 points. Journals that are turned in after class time on the day they are due can receive no more than 7 points.
   • In-class writing: You will do several in-class writings during the semester. You will be given 20 minutes to discuss the topic, then 60 minutes to write. You will choose 1 in-class writing to put in your midterm portfolio (1st draft only), and 2 for your final portfolio (1st and 2nd drafts, both written in class). These pieces of writing must pass the portfolio committee evaluation in order for you to pass the course.
   • Position Paper
   • Article Summary
   • Book Review
   • Research Paper: You will complete a 7- to 10-page research paper. A title page, outline and list of works cited will be part of the research paper, but do not count these pages as part of the 7 to 10 pages.
   • Each of the above assignments will be explained in detail later. In general, the first draft of each assignment must be completed in class; subsequent drafts and final copies must be typed. Students will write at least 2 drafts, sometimes 3 or 4, of each assignment, except for the journals.

3. Other Assignments:
   • Textbook work: Some exercises from Independent Writing will be assigned.
   • Research note cards
   • Bibliography
   • Outline and Outline drafts
   • Oral presentations

4. Select and submit a passing portfolio.
5. Participate enthusiastically in discussions and group work.
6. Attend class regularly and complete and turn in assignments on time.

SERVICE LEARNING
In this class we will participate in Service Learning. The Service Learning Coordinator will visit our class to talk about the ESL Service project, and a Cultural Exchange with Kirkwood’s Robinson School. You will be expected to participate in preparation and reflection activities for each of these projects. St Louis Community College has a strong commitment to Learning with Service and Civic Engagement. Hopefully, as you engage in these activities, you will learn about the topics we are studying and learn about how to be an active member of our community.

For more information on Service please visit the Service Learning website at: www.stlcc.edu/ServiceLearning.

ORGANIZING YOUR BINDER
Use your divider pages to organize your binder into the following sections:
1. Free-writing
2. Double-entry journals
3. Vocabulary notes
4. Handouts, notes and exercises
5. Writing projects

IMPORTANT: KEEP ALL OF YOUR WORK FOR THE WHOLE SEMESTER IN YOUR BINDER. YOU MUST KEEP ALL DRAFTS OF ALL WRITING ASSIGNMENTS. DO NOT THROW ANYTHING AWAY UNTIL YOU GET YOUR FINAL GRADE.

HOW TO SURVIVE 060
1. This is a very demanding class for you and your instructor. Because this is a 6-credit course and you are expected to do 2 hours of work outside class for every hour in class, you should expect at least 12 hours per week of homework for this course. It is typical for students to spend 2 to 3 hours daily, 7 days a week on their work for this course.
2. If you work full-time or have many other demands on your time, you need to consider carefully whether or not you will have time for this class. If, after the first week of class, you feel that this course is too hard for you or that you will not have the necessary time, please talk to me first and then to your counselor and or advisor in Clark Hall.
3. Some of the work will be done during class time. Take good advantage of this time.
4. It will be impossible to succeed in this course if you do not keep up with your reading assignments. Follow the reading schedule carefully. Do not get behind because other assignments will not easily allow you time to catch up
5. Stay on schedule with all written assignments.

GRADING SYSTEM
Some assignments are graded (marked for errors) and some are ungraded (not marked). Even if an assignment is ungraded, it is still required. For each graded assignment you will receive points. You will not receive a letter grade. For some assignments, you will complete 3 or 4 drafts and earn points for your revising work and points for your editing work. The following guidelines will be used in assessment of writing assignments:
1. comprehensibility
2. completeness
3. focus
4. sufficient and relevant support
5. 75% correct verb forms and tenses
6. 75% correct sentence structures
7. Avoidance of plagiarism
Double-entry journals will receive a weekly grade also with a maximum of 10 points. These criteria will be used when evaluating journals:

1. Full quantity is turned in on time. (7 pages per week)
2. The student made good choices of which pieces of text to include.
3. The student copied those sections correctly.
4. The student wrote an accurate 1-sentence summary or paraphrase sentence of the writer’s idea below the copied section.
5. The student wrote his or her thoughtful reaction to the copied section and expressed his or her ideas clearly. Rather than personal stories, these responses should be looking for linkages among ideas and ideas for the student’s own writing.

**IMPORTANT:** THE PORTFOLIO COMMITTEE DETERMINES WHETHER OR NOT YOU PASS 060. YOUR TEACHER DETERMINES YOUR FINAL GRADE. YOU CANNOT PASS 060 IF YOU FAIL THE PORTFOLIO REGARDLESS OF YOUR GRADES ON OTHER ASSIGNMENTS. IF THE PORTFOLIO COMMITTEE PASSES YOU, YOUR TEACHER STILL HAS THE OPTION TO FAIL YOU IF YOUR COURSE WORK IS UNSATISFACTORY.

The portfolio committee is made up of the 060 teachers at this and other STLCC campuses.

The portfolio is a collection of several pieces of a student’s work, some of which is selected by the student. At midterm, you will submit a mini-portfolio, consisting of one in-class writing to the committee. At the end of the semester, each student will assemble a portfolio consisting of two sections of the research paper written in class.

If your portfolio does not pass, your instructor must give you a PR, D or F. Students who have completed all the work and do not have excessive absences, and have continued to come until the end of the semester, but do not pass, will receive a PR, which means they must enroll in ENG060 again.

**Midterm Grade:** 50% based on class work (points possible so far), 50% based on results of midterm portfolio (It is quite common for students to fail the midterm portfolio whereas many more students pass the final portfolio. Because midterm portfolio results are often low, C’s and D’s are common midterm grades. The midterm grade is not permanent. It is erased and replaced by the final grade.)

**Final Grade:** If you pass the portfolio, your grade will be determined as follows:

A “C” student:

- Misses no more than 4 classes (12 hours)
- Arrives on time and does not leave early
- Is respectful to the teacher and other classmates
- Participates in class activities
- Completes most assignments by the due date
- Receives a C average on class assignments
- Meets the Expected Performance Outcomes
• Passes the portfolio committee evaluation
• Receives 70-79% of total points possible (280-319)

A “B” student:
• Misses no more than 3 classes (9 hours)
• Arrives on time and does not leave early
• Is respectful to the teacher and other classmates
• Participates actively in class activities
• Completes almost every assignment by the due date
• Receive a B average on class assignments
• Sometimes exceeds the Expected Performance Outcomes
• Passes the portfolio committee evaluation
• Receives 80-89% of total points possible (320-359)

An “A” student:
• Misses no more than 2 classes (6 hours)
• Arrives on time and does not leave early
• Is respectful to the teacher and other students
• Participates actively in class activities
• Completes all assignments by the due date
• Receives an A average on class assignments
• Consistently exceeds the Expected Performance Outcomes
• Passes the portfolio committee evaluation
• Receives 90-100% of total points possible (360-400)

**GRADES**

<table>
<thead>
<tr>
<th>Weekly journals, notes, summaries, note cards with drafts</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Paper with drafts</td>
<td>30 points</td>
</tr>
<tr>
<td>Book Review with drafts</td>
<td>30 points</td>
</tr>
<tr>
<td>Article Summary with drafts</td>
<td>30 points</td>
</tr>
<tr>
<td>In-Class essays</td>
<td>30 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50 points</td>
</tr>
<tr>
<td>Homework/ Participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Final research Paper complete with drafts</td>
<td>100 points</td>
</tr>
<tr>
<td></td>
<td>400 total points</td>
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</tbody>
</table>

**Important Dates**

8-22 Classes begin
9-5 No classes Labor Day
10-14 Midterm
10-18 No classes Service Day
11-11  Last Day to withdraw  
11-24  
11-27  Thanksgiving break  
12-12  
12-18  Finals Week  

Welcome to English 060!  
It’s a lot of work, but we can do it!  

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>READING, JOURNALS, HOMEWORK, ETC.</th>
<th>WRITING ASSIGNMENTS/PROJECTS</th>
</tr>
</thead>
</table>
| 1    | 8/22 | *Buy Why are all the Black Kids Sittin Together in the Cafeteria: And other Conversations about Race* & the *Color of Water* and *Independence Writing*  
Bring a binder to class on Wednesday  
Read *Tatum* pp 3-48  | *Diagnostic Writing Sample*  
Introduction to Blackboard  
Introduction to Free writing  
Introduction to 060 journals /write in class  
Start reading groups  
Paragraphs  
Syllabus *Quiz* |
| 2    |      | Read & work on Journals  
Read *Tatum* 49-102  
by the start of class  
**Journals** due at the beginning of class.  | Begin work in *IW* assignment  
Work on journals in class  
Paraphrasing  
Reading *quiz*, group discussion, and free-writing  
Introduce Search path  
Module 1 & 2 due next week on Monday |
| 3    |      | Read & work on Journals  | *In-class Writing* |
|   | Read & work on Journals | Peer Review, Revising and Editing  
|   | Tatum pp 103-154 by the start class  
|   | on Wednesday.  
|   | Journals due at the beginning of class.  
|   | Brainstorm on topic ideas  
|   | Reading quiz, group discussion, and free-writing  
|   | Work in IW  
|   | Module 3 & 4 due next week on Monday  
| 4 | Read & work on Journals  
|   | Read Tatum pp 155-219 by the start class  
|   | on Wednesday.  
|   | Journals due at the beginning of class.  
|   | Begin process of selecting your topic  
|   | In-class Writing  
|   | Reading quiz, group discussion, and free-writing  
|   | Work in IW  
| 5 | Read & work on Journals  
|   | Read McBride Chapters 1-7 by the start of class  
|   | on Thursday.  
|   | Journals due at the beginning of class.  
|   | In-class Writing  
|   | Finalize Topics  
|   | Start searching for books on your topic  
|   | Reading quiz, group discussion, and free-writing  
|   | Work in IW  
| 6 | Read & work on Journals  
|   | Read McBride Chapters 9,10,11,12,  
|   | 18, 19, 20, 22, 23, & 25 by the start of class  
|   | on Wednesday.  
|   | Journals due at the beginning of class.  
|   | Position Paper  
|   | 1st and 2nd draft in class  
|   | Bring book to class for approval  
|   | Reading quiz, group discussion, and free-writing  
|   | Introduce research note cards/summary  
|   | How to write an academic book review  
| 7 | Start reading the book you have chosen for your research – about 60 pages  
|   | start research note cards/summary  
|   | Book Review  
|   | Choose writing for midterm evaluation  
|   | Peer edit book review  
|   | work in IW  
|   | How to write an Article Summary  
| 8 | Read 60 pages – your book and articles  
|   | (continue note cards/summary)  
|   | Article Summary  
|   | Peer review article summary  
|   | Start 2nd draft in class  
|   | How to write an Outline  
| 9 | Read 60 pages – your book and articles  
|   | (continue note cards/summary)  
|   | Start Outline of Research Paper  
|   | Peer review of outlines  
|   | Revise Outline and prepare oral Presentation  
|   | Expectations and tips for giving an oral presentation  

It’s midterm. Keep Trying! KEEP WORKING!!!!!!!!!!!!!
| 10 | Read 60 pages – your book and articles (continue note cards/summary) | Give presentations 1st drafts of body I and II |
| 11 | Read 60 pages – your book and articles (continue note cards/summary) | Prepare detailed outlines of each section of project 1st draft body III 2nd drafts of body I and II |
| 12 | Read 60 pages – your book and articles (continue note cards/summary) | 1st draft of intro and conclusion 2nd draft of body III |
| 13 | Read 60 pages – your book and articles (continue note cards/summary) | 2nd draft intro and conclusion Continue drafting and revising sections of Research Paper in class turn in 3rd draft at the end of class |
| 14 | Continue reading as needed | Finishing touches to Research Paper – time to work in class Thurs - Collect Final Portfolio! |
| 15 | No class for ESL writing courses | (Teachers read portfolios.) research papers turned in no later than 12:30 pm in my office on Monday December 12, 2022 |

**Finals week DECEMBER 12-18 Our final meeting**

The ESL Service Learning project involves ESL students enrolled in ENG 070, an advanced level English as a Second Language reading and writing class, preparing personal stories from their countries combined an educational piece from their core reading text. For example, in a linked world mythology and literature class, students write or adapt myths and folktales from around the world. The compiled stories are made into readers and sent to a local elementary school. A few weeks later, Students meet face to face and share more information about home countries, including geography, language information, political situations, and holidays, etc. ESL students return to campus and write a reflection essay about participation in this Service project. It has been a successful exchange for both groups of students.