

# EL202 - ESL Writing Intensive Seminar

Seminar Leader: Mrs. Ariane Simard  
Course Times: Tuesday 13.30 to 16.45  
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Office Hours: TBD

## Course Description

This course is designed to develop the writing skills of non-native English speakers to prepare for academic work in American Standard English (ASE). Over the semester, students will review grammar, learn how to cite academic sources, as well as develop an effective and original academic writing voice. We will put into practice essential writing techniques such as drafting, research, critical reading skills, peer review, re-writing and workshop. Students will be graded on three short essays (2-3 pp) and one in-class essay. Upon successful completion of the class, students should be able to think critically, as well as construct compelling narratives and effective written academic arguments. In addition to some poems, short stories, and non-fiction, we will explore Berlin to help us examine ideas about identity in a rapidly changing city.

This class takes an approach that good writing is as much a practice as anything else. Much of the course work is designed to help you develop a strong personal habit of writing. There is no busy work in this class.

## Requirements

Students are expected to show up on time, ready to write. Readings should be completed before class. This class will be run as an active workshop, which means that students are expected to participate in peer reviews and discussions about the work.

Students should also expect to discuss their work with the instructor and will be expected to talk about how they are approaching the assignment in one-on-one meetings.

## Required Texts

On Writing Well by William Zinsser  
A Short Guide to College Writing 5<sup>th</sup> Edition, by Sylvan Barnet, Pat Bellanca and Marcia Stubbs  
Additional Readings are available online

## Attendance

Attendance at ALL classes is expected. More than one absence (that is absences from two sessions of 90 minutes) in a semester will significantly affect the participation grade for the course. Students who have missed more than 30% of the class, may risk failure. Please note, because we meet once a week, one absence=two class meetings.

Cell phone use in class counts as an absence.

Please see the Student Handbook for regulations governing periods of illness or a leave of absence.

### Written Assignments

#### **In-Class Writing**

We open every class with a brief, in-class writing assignment to get our minds attuned with writing.

#### **Reading Notes**

Notes on all assigned reading posed in the form of observation, questions and comments.

#### **Narrative Essay**

A two to three page essay describing a true story about yourself. We will use this essay as a way to examine the relationship between author and academic authority. Expect to write more than one draft of this essay.

#### **Research Essay**

A two to three page essay describing some of Berlin's monuments. We will use this essay as a way to learn how to cite and include critical work by other scholars in our own work. Expect to write more than one draft of this essay.

#### **Application Analysis Essay**

A three to four page essay analyzing a few texts using the ideas from another text. We will use this essay as a way to examine critical analysis and also as a way to showcase some of the techniques used in the above two essays. Expect to write more than one draft of this essay.

#### **Peer Review Letters**

Letters written to your peers assessing your peer's rough draft. The letter discussed what works and what doesn't work in their writing. A Peer Review Letter is due with every essay assignment.

#### **Grammar Quizzes**

Short, take home quizzes reviewing grammar topics covered in class. Source material for the quizzes include OWL Purdue, [A Short Guide To College Writing](#) and [On Writing Well](#)

### Assignment Deadlines

All written assignments are due electronically and should be uploaded to the virtual class portal, Google Classroom by Monday at midnight.

### Policy on Late Submission of Papers

Essays that are up to 24 hours late will be downgraded one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline and cannot receive a grade of higher than C.

Thereafter, the student will receive a failing grade for the assignment.

## **Grade Breakdown**

Essay Assignments

40%

Peer Review	20%
In-class Writing	10%
Reading Notes	10%
Grammar Quizzes	10%
Participation (including self-assessment)	10%

## Schedule

### I. Identity and Narrative—Writing about yourself

#### Learning Objectives

In this section, students will learn note taking, reading critically, peer review, drafting, workshop techniques, transitions, word order, using clauses (and punctuation) correctly, and authorial point of view

#### Week One—Tuesday, January 31<sup>st</sup>, 2017

Course Introduction  
Finding Subject Matter  
Narrative Essay assigned

#### Week Two—

(due Monday, Feb 6th, 2017 Google Classroom, midnight).  
Reading notes on Cooper's "Labyrinth" and excerpt from *Yes, Please* by Amy Poehler  
First rough draft of narrative

Tuesday, February 7th, 2017

Style and Grammar in Bernard Cooper's essay "Labyrinth"  
Grammar Review & Quiz

#### Week Three—

(due Monday, Feb 13th, 2017 Google Classroom, midnight).  
Reading notes on "Never Let Me Go" by Santiago Vaquera-Vásquez and "The Sound of Galton's Whistle" by Penny Guisinger  
Second Rough Draft of Narrative  
Peer Review Letter

Tuesday, February 14th, 2017

Techniques to steal in "Never Let Me Go" by Santiago Vaquera-Vásquez and "The Sound of Galton's Whistle" by Penny Guisinger  
Grammar Review & Quiz

#### Week Four—

(due Monday, Feb 20th, 2017 Google Classroom, midnight).  
Final draft of Narrative  
Reading notes on excerpt from "A Woman in Berlin" by Anonymous

Tuesday, February 21st, 2017

Setting and Authority—discussion of excerpt from “A Woman in Berlin” by Anonymous and *Les Glaneurs* by A. Varda

Introduce Research Essay

Film: *Les Glaneurs* directed by Agnes Varda

## II. Dig Where You Live—Writing about Berlin

Learning Objectives

In this section, students will learn MLA citation, creating concise description, analysis, defining text, introducing outside ideas, evaluating source material, creating thesis statements.

### Week Five—

(Due Monday February 27<sup>th</sup>, 2017 via Google classroom, midnight)

Reading notes on excerpt from *Imaginary Homelands* by Salman Rushdie and *City of Quartz* by Mike Davis

Letter describing Research Essay Ideas

Tuesday, February 28th, 2017

Dig where you live—getting subject matter out of dirt

Discussion on excerpts from *A Woman in Berlin* by Anonymous, *City of Quartz* by Mike Davis and *Imaginary Homelands* by Salman Rushdie; as well as the film *Les Glaneurs* by Agnes Varda

How to structure academic arguments

Grammar Review & Quiz

### Week Six—

(Due Monday March 6th, 2017 via Google classroom, midnight)

Reading notes on “Masked Nostalgia, Chic Regression: The ‘Critical’ Reconstruction of Berlin” by Sebastian Schmalig, “ ‘Heros’ at the Wall” by Krishnadev Calamer and “the ‘Little Traffic Man’ That Could” by Olga Khazan

Rough Draft of Research Essay

Tuesday, March 7th, 2017

Citation Boot Camp—understanding academic citation

Grammar Review & Quiz

### Week Seven—

(Due Monday March 13th, 2017 via Google classroom, midnight)

Reading notes on “A Beacon in Berlin” by Thomas de Manchaux, “Berlin Story” by Alex Ross, “The Inadequacy of Berlin’s ‘Memorial to the Murdered Jews of Europe’ ” by Richard Brody and “The Berlin Wall, Twenty-Five Years Later” by Amy Davidson

Second Draft of Research Essay

Peer Review of Research Essay

Tuesday, March 14th, 2017

Workshop Research Essays

Grammar Review & Quiz

### **Week Eight—**

(Due Monday March 20th, 2017 via Google classroom, midnight)

Final Draft of Research Essay.

Tuesday, March 21st, 2017

Reviewing what we know so far

Introduce Application Analysis Essay

Grammar Review & Quiz

## **III. Illuminating Ideas—Writing about texts**

Learning Objectives

In this section, students will continue to learn about MLA citation, refining thesis statements, using one author's ideas to examine another author's ideas, source material, analyzing text, developing closing paragraphs

### **Week Nine—**

(Due Monday March 27th, 2017 via Google classroom, midnight)

reading notes on "Time and Material" by Robert Haas, "Aboriginal Landscape" by Louise Glück and "Dreamer in a Dead Language" by Grace Paley

Tuesday, March 28th, 2017

Reading Poetry and Fiction

Finding Your Thesis

"Murderers" by Leonard Michaels

Grammar Review & Quiz

### **Week Ten—**

(Due Monday April 3rd, 2017 via Google classroom, midnight)

reading notes on "This Morning, This Evening, So Soon" by James Baldwin and "Murderers" by Leonard Michaels

Rough Draft of Application Analysis due

Tuesday, April 4th, 2017

Developing an essay structure around your notes

Workshop Application Analysis Essay

Grammar Review & Quiz

### **Week Eleven—**

(Due Monday April 17th, 2017 via Google classroom, midnight)

NO HOMEWORK THIS WEEK

Tuesday, April 18th, 2017

Re-writing and rethinking the audience question  
Grammar Review & Quiz

**Week Twelve—**

(Due Monday April 24th, 2017 via Google classroom, midnight)  
reading notes on an excerpt from *The Red Book* by Orhan Pamuk  
Second Draft of Application Analysis due  
Peer Review of Application Analysis due

Tuesday, April 25th, 2017

Workshop Application Analysis  
Grammar Review & Quiz

#### IV. Under Pressure—Writing the In-Class Essay

Learning Objectives

In this section, students will review and test what they have learned via timed writing assignments.

**Week Thirteen—**

(Due Monday May 1st, 2017 via Google classroom, midnight)  
Final Draft of Application Analysis due

Tuesday May 2<sup>nd</sup>, 2017

Why We Write  
Practice In-Class Essay  
Grammar Review & Quiz

**Week Fourteen—**

(Due Monday May 7th, 2017 via Google classroom, midnight)  
Peer Review due In-Class Essay

Tuesday May 8<sup>th</sup>, 2017

Final In-Class Essay  
Final Grammar Workshop

**Week Fifteen—**

Tuesday May 16<sup>th</sup>, 2017  
Final Grammar Quiz

Scheduled class times are available online under the relevant course heading:

<http://www.berlin.bard.edu/academics/courses/spring-2017/>