Request for Renewal of ESL 100 Composition I as a Foundation Writing (FW) Course

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I. Course Description (Kapiolani Community College 2011-2012 Catalog)

Course Information

ESL 100 Composition I (3) KCC AA/FW
3 hours lecture per week
Prerequisite(s): Qualification for ESL 100 on the KCC placement test or a grade of "C" or higher in ENG 22, or instructor recommendation, or successful completion of ESOL 94.

ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

Upon successful completion of ESL 100, the student should be able to:

- Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
- Write a coherent in-class response to an assigned question or topic.
- Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

II. Changes

The updated Course Outline Request (COL) and Course Action Request (CAR) were approved by the Kapiolani Community College Curriculum Committee in the spring 2012 semester. The fall 2012 ESL 100 course syllabi were updated and standardized to reflect these changes.

The only change made in the course is that there are no longer course textbooks. All course
articles and videos are collected from online sources and are linked for students through the course Laulima sites.

III. Assessment

The following discussion of the ESL 100 course outline, syllabi, materials and activities included in the appendices presents evidence of the ways in which ESL 100 meets the Writing Foundations Hallmarks. The ESL 100 course outline (COL), sample syllabus and assignments discussed in this section are included in the appendix section.

**Hallmark 1: Students are introduced to different forms of college-level writing, including but not limited to, academic discourse, and are guided in writing for different purposes and audiences.**

As mentioned above and in Appendix 1 (page 8), the course competencies for ESL 100 address this Hallmark directly by stating that ESL 100 students should be able to: “Produce different forms of college-level writing, such as narrative, analytical and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.”

Students in ESL 100 are required to write essays in a variety of rhetorical modes, including discussion board posts, reflections, analytic essays, literary analysis papers and research papers. For example, the suggested schedule on the course outline for ESL 100 (Appendix 1: page 10) requires 13 papers, including analytic, narrative, literary and research. Although individual instructors have leeway in the precise number and rhetorical mode of their assignments, the assignments on the suggested schedule are typical of the assignments completed by students in ESL 100. For example, Syllabus A (Appendix 2: page 17) states that ESL 100 students will be required to write:

- 6 three-page source-based, informational “research” papers
- 1 three-page literary analysis paper (mid-term)
- 1 take-home final essay exam (due Final Exam Day)
- 2 in-class final essay exams (Final Exam Day)

and Syllabus B (Appendix 3: page 25) states that ESL 100 students will be required to write:

- 10 two-page papers
- 3 composite papers (6 pages)
- 5 in-class papers evaluated for accuracy

Samples of ESL 100 writing assignments, including a reflection, analytic, literary analysis and a research paper are provided in Appendices 4-7 (pages 28-32).

ESL 100 provides students with opportunities to practice writing for specific purposes and with other points of view in mind. For example, the ESL 100 course competencies include “Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays,
whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.” (Appendix 1: page 9) Writing assignments in ESL 100 include a specific purpose for writing. For example, the sample analytic essay (Appendix 5: page 29) provides students with their purpose for writing: “to explore your opinions about student diversity within the US education system”. In the sample reflection assignment (Appendix 4: page 28), students are instructed to post their reflections on the Laulima course discussion board so that other classmates can read and respond to them; as a result of this online peer interaction, other students become the audience instead of the instructor. The above examples reflect the guided practice in various forms of college-level writing, and the approaches to purpose and audience taught to ESL 100 students.

**Hallmark 2: Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and making effective use of written and oral feedback from the faculty instructor and from peers.**

As noted on the course outline (Appendix 1: page 8) writing assignments in ESL 100 engage students in the writing process. The course competencies for ESL 100 state that students are expected to be able to: “Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view of thesis, organizing, revising, editing and proofreading.”

Students typically engage in prewriting activities based on an academic content articles. Prewriting activities include brainstorming, group discussions, quick writing, mapping and outlining. An example list of brainstorming questions preceding an analytical writing assignment is included in Appendix 5, page 29.

Students revisit the writing process throughout the semester as they complete the various stages of their writing assignments. In sample syllabus A (Appendix 2: page 17) and sample syllabus B (Appendix 3: page 26), students are given directions about when and how students will submit drafts of their papers for feedback and revision.

Students normally complete two to four drafts of a paper, receiving peer and instructor feedback for use in revisions leading to the polished final draft. On preliminary drafts students focus on improving content and organization, while on later drafts they focus on editing for mechanics and grammatical accuracy. Peer and instructor feedback is given orally, in writing and on rubrics. A typical example of the rubric providing students with instructor feedback on the literary analysis essay assignment is provided in Appendix 8 (page 33). Instructors use rubrics to provide general feedback on content (the ideas are interesting and thoughtful), organization (the thesis tells the writer's main point, the points are organized clearly) and mechanics (the author has good control of grammar, punctuation and spelling). Instructors also provide specific feedback through written comments and conferences with students.

**Hallmark 3: Students complete at least 5000 words of finished prose-equivalent to approximately 20 typewritten pages.**

The ESL 100 course description (Appendix 1: page 8), like that of ENG 100 has added the
statement: “By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages”. All sections of ESL 100 require a minimum of 20 pages of polished prose. This is typically accomplished through reflections, analyses, reviews, and summaries of between 2-3 pages (at least 500 words each) and a 4-5 page research paper (at least 1000 words). These writing assignments and length requirements of the assignments are typical of the writing produced by students in ESL 100.

**Hallmark 4: Instructors help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audience. Instructors also teach appropriate ways to incorporate such information, acknowledge sources and citations.**

This hallmark is specifically addressed by the ESL 100 course competency: “Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.” (Appendix 1: page 9) On the Course Outline suggested schedule for ESL 100 (Appendix 1: page 10) students begin working on information literacy skills during week 5. ESL 100 students are introduced to the online academic resources of the KCC library and work on developing research strategies, evaluating sources and generating reference citations as they write their course papers. Students practice locating, retrieving and citing sources from academic databases such as EBSCO. Learning to evaluate sources and select sources appropriate to the intended audience for particular assignments is included in the instruction on finding sources. Instructions for the sample literary analysis essay assignment (Appendix 6: page 30) state that students must “support your analysis of the story with additional examples from the module’s support materials, including the podcast, article, and movie”, and instructions for the sample research paper (Appendix 7: page 32) require that students “must include sources, including the module readings and videos, the movie, and classmate quotes from the discussion board posting”.

Students in ESL 100 learn to cite sources appropriately, both in-text and in a list of references at the end of their research writing, and work on these skills throughout the course in their many course writing assignments. Most ESL 100 instructors require students to use the APA citation format. Students also receive implicit instruction on plagiarism in class and work on ways to avoid plagiarism throughout the writing process. For example, in the course schedule found in sample syllabus A (Appendix 2: pages 21-22), a portion of one day each module is devoted to “integrating sources”, which includes the topics of plagiarism, citations and using sources to support ideas. These examples are typical of the extent to which information literacy and academic research protocols are significant elements in the ESL 100 curriculum.

**Hallmark 5: Instructors help students read texts and make use of a variety of sources in expressing their own ideas, perspectives and or opinions in writing.**

ESL 100 is a content-based course in which the content provided in reading material and lectures is thematically linked. The content theme for sections of ESL 100 focus on a variety of reading materials related to issues in American education, as is noted in the two sample syllabi (Appendices 2 and 3). As mentioned in the course description (Appendix 1: page 8), ESL 100 focuses on critical reading as well as expository college-level writing. Reading comprehension is
supported through purposeful reading. Through the thematic, content-based curriculum, students are given a purpose for reading each assignment, which helps them read complex academic texts in order to focus on specific information necessary to satisfy a given purpose for reading. Students then use this information found through the critical reading process to complete their writing assignments. In this way, reading and writing in ESL 100 are inextricably linked.

In addition to critical reading, the course competencies for ESL 100 require students to: “Analyze and interpret a literary work (non-fiction, fiction, or poetry, or drama) or other textual material. (Appendix 1: page 10).” For example, the sample literary analysis essay (Appendix 6: page 30) requires students to analyze “the short story *The School Days of an Indian Girl*, using literary terms and the other support materials for this module, including images, podcasts, articles, websites, and a full-length movie”. This assignment is supported by activities designed to help students understand how to complete a literary analysis and how to analyze the specific story assigned in ESL 100.

In ESL 100 students also practice summarizing, paraphrasing and synthesizing information from sources and appropriately integrating source information to support their reflections and personal opinions.
Appendix 1: ESL 100 Course Outline Form

Kapiolani Community College
Composition I

1. Course Alpha
   ESL

2. Course Number
   100

3. Addition? Deletion? Modification? If this is a modification, what changes are proposed?
   5 year update

4. Full Course Title
   Composition I

5. Date of this Course Outline
   05/03/2012

6. Prerequisite(s)
   ENG 22  Introduction to Composition ("C" or higher)
   ESL 100  Composition I (qualification for)
   ESOL 94  (successful completion)
   Prerequisite(s): Qualification for ESL 100 on the KCC Placement instrument, or a grade of "C" or higher in ENG 22, or successful completion of ESOL 94, or instructor recommendation.

7. Corequisite(s)

8. Recommended preparation

9. Credits
   3

10. Repeatable for additional credits?
    NO

11. Maximum number of credits for student transcript
    3

12. Cross-listed
    NO

13. Contact Hours (type)
    LEC (lecture)
14. Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.?
   3 lecture hours per week

15. Course Description
   ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

16. Suggested Methods of Evaluation - Measures of Student Achievement
   Analytical Paper(s)
   Final Exam
   Research Paper

Method of Evaluation
   Analytical Paper(s)
   Final Exam
   Research Paper

17. Suggested Methods of Instruction
   Collaborative Learning
   Lectures
   PowerPoint(s)

18. General Education Student Learning Outcomes
   Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
   Level 1
   GenED SLO
   Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

19. Program Student Learning Outcomes Addressed
   Program SLO
   Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication. (Liberal Arts)
20. Specific course level Student Learning Outcomes [not currently used at KapCC]

21. Course Competencies

Upon successful completion of ESL 100, the student should be able to:

- Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading. **Analytical Paper(s) - Final Exam - Research Paper**
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects. **Analytical Paper(s) - Final Exam - Research Paper**
- Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium). **Analytical Paper(s) - Final Exam - Research Paper**
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material. **Analytical Paper(s) - Final Exam - Research Paper**
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing. **Research Paper**
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work. **Analytical Paper(s) - Final Exam - Research Paper**
- Write a coherent in-class response to an assigned question or topic. **Final Exam**
- Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience. **Analytical Paper(s) - Final Exam - Research Paper**

Competency/PSLO: Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication. (Liberal Arts)

- Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
- Write a coherent in-class response to an assigned question or topic.
Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

22. Course Content with links

<table>
<thead>
<tr>
<th>Content/Competency</th>
</tr>
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<tbody>
<tr>
<td>Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.</td>
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</table>

23. Text and materials

There is no textbook for the course. All materials (readings, presentations, podcasts etc.) will be provided for the student either in class or on our Laulima site. Students must be able to access and use the course site located at http://laulima.hawaii.edu.

24. Auxiliary Materials and Content

25. Reference Materials

26. Semester information

27. Effective Term

Fall 2012

28. Suggested Methods of Delivery

Hybrid

Online

Traditional Classroom
29. Grading Options
   Audit
   Credit/NoCredit
   Letter grade

30. Grading Scale and Weighting Suggestions
   Suggested Grading Scale:
   90 - 100% = A
   80 - 89% = B
   70 - 79% = C
   60 - 69% = D
   less than 60% = F
   Suggested Weighting:
   30% Analytical Papers
   30% Research Papers
   40% Final Exam

   Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined.

31. Is the course required or an elective in a degree or certificate program? If so, name the degree or certificate where the course is required.
   ESL 100 fulfills the Foundation Writing (FW) requirement for the AA degree and the ESL 100 and ENG 100 requirement for other programs, degrees and certificates.

32. For what program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?
   ESL 100 is a required course in the General Education Core. It fulfills the Foundation Written Communication Requirement in the UH System. No. No.

33. Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.
   No

34. Will this proposal require a change in staff, equipment, facilities, or other resources?
   No

35. Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?
   Yes
36. Is this an experimental course seeking regular status? Yes/No. If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?

No

37. How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?

STRATEGIC OUTCOME B: Hawai‘i’s Educational Capital - Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.

KAPIOLANI COMMUNITY COLLEGE COMPETENCIES

Computation and communication abilities

KCC GENERAL EDUCATION STUDENT LEARNING OUTCOMES

1. Express oneself clearly in written and oral communication.

AS DEGREE COMPETENCIES

1. Employ skills and understanding in language and mathematics essential to fulfill program requirements.

38. Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.

12th Grade Reading

39. Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.

Students will read approximately 4 pages a week

Students will write 13 papers (20 typewritten pages) for the semester

12th grade reading level

40. Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.

None

41. Background knowledge in related subject matter expected of students entering the course. Is a course is based on the expectation that students will have completed normal high school courses in related areas?

None

42. Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:
43. Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.

The Community Colleges have established course sequences that conform to the University of Hawai‘i system numbering pattern which has been adopted as accepted practice:

100 - 199 Initial or introductory courses applicable toward a baccalaureate degree.

44. Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.

   UH Manoa: ELI 100 Expository Writing: A Guided Approach, 3 credits.

45. Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.

   No

46. Is this course appropriate for articulation with the UH Manoa General Education Core Requirements? Yes/No

   Yes

47. Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation. (Please note that this is NOT a reference to UHM Gen Ed articulation.)

48. Maximum enrollment per class section? (and justification if maximum enrollment is not standard)

   20 (standard enrollment for ESL 100 as well as ENG 100)

49. Number of sections per semester or year?

   4 per semester

50. Exclude from catalog? Yes/No

   No

51. Justification

   5 year update

   Linking course content to course competencies to evaluation methods

   Linking course competencies to Program SLOs

   This course has not been updated in more than 5 years. We are complying with the request to link course competencies to SLOs and course content.
52. Special Comments for Catalog
   Comment: ESL 100 satisfies ENG 100 requirements at Kapiolani Community College
53. Status (active/inactive)
   Active
54. Restricted to Specific Semester(s)
55. Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation
   ESOL 94 F/S and ENG 22 are courses that were created to prepare students to advance into ESL 100 or ENG 100. ESOL 94 is the advanced level course in the ESOL program. ENG 22 is a course where conventions of academic writing are introduced, including research, technology and social practices of writing.
56. AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)
   AA/FW
57. AA General Education Extra
58. AS General Education Area
59. AS General Education Extra
60. Banner title
   Composition I
Appendix 2: Sample Syllabus A

COURSE SYLLABUS - ESL 100

COURSE NAME: ESL 100 – Composition I for Non-Native Speakers of English
COURSE ALPHA/CODE: ESL 100 (33173)
COURSE TIME/LOCATION: Mon. & Wed., 12:00 pm - 1:15 pm in ‘Iliahi 202
POPULATION: ESL 100 is an equivalent course to ENG 100 but designed to address the language issues of the ESL student.

INSTRUCTOR: Shawn Ford, ESOL Program Instructor
OFFICE: ‘Iliahi 220
OFFICE HOURS: Mon. & Wed., 1:30 - 2:00 pm
CONTACT: 734-9327; sford@hawaii.edu (the best way to contact me)

COURSE DESCRIPTION:
ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and writing based on sources. In this course, students also practice identifying and applying linguistic devices used in effective written communication.

By the end of the course, students will complete a minimum of 7500 words of finished (proofread, revised) prose, roughly equivalent to 30 typewritten pages. Comment: ESL 100 satisfies ENG 100 requirements at Kapi’olani Community College.

TEXTBOOK/MATERIALS:
There is no textbook for the course. All materials (readings, presentations, podcasts, etc.) will be provided for you either in class or on our Laulima course site. Students must be able to access and use our course site located at http://laulima.hawaii.edu
Students must use their hawaii.edu account for email communication to guarantee a response from the instructor. Students should expect an email reply within 24 hours; however, the instructor generally does not respond to email at night or on the weekends. Your understanding is appreciated.

COURSE OBJECTIVES/COMPETENCIES:
Upon successful completion of ESL 100, the student should be able to:
• Employ a writing process: gathering information and exploring ideas; developing and supporting a point of view; organizing, revising, editing, and proofreading.
• Utilize different forms of writing, such as narration, analysis, and persuasion to develop your ideas.
• Analyze and evaluate the logic, evidence and strategies of an argument.
• Analyze and interpret a literary work or other textual material.
• Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
• Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
• Write a coherent in-class response to an assigned question or topic.
• Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

COURSE FOCUS:
Today, school is the common denominator for everyone, and society needs more educated people. In the U.S., public education is mandatory through the twelfth grade. However, many large urban school districts struggle with dropout rates as high as 50%, and in some low-performing districts, only 25% of the students complete their high school diplomas. As a result, contemporary public education in the U.S. is constantly focused on educational reform through innovation in teaching and learning.
In this class, you will read articles, watch videos and write papers that explore one main question:

What are the best innovations for education reform in the U.S.?

COURSE CONTENT:
In ESL 100, you will develop your language through writing and reading. It is a "Writing to Learn" course, so most of your writing assignments will be exploratory writing. You will explore the topic of "educational reform" by reflecting on your educational experiences and opinions; examining articles, pod-casts and video-casts related to education in the U.S.; and providing your reactions to the course content.
In addition, everything you read, view, listen to, and discuss will be material for development of vocabulary, grammar, and writing structure. All questions about the content or the language of whatever material used in class is encouraged.
The class is organized into 8 separate but cohesive modules, each with its own content, activities, and assignments. Each module contains readings, media (pod-casts and video-casts), a movie, a vocabulary focus, a grammar focus, and writing assignments.
1. My Education: 21st Century Skills
2. The Student: Student Diversity
3. The Teacher: Teacher Training
4. The Student and The Teacher: Engagement
5. Minority Groups: Native American Education
6. The School: Management
7. The District: Social Issues
8. The Family: Community Involvement
Each module is 2 weeks long, including 4 class sessions, with specific recurring activities each session. Module 8 includes final exam week.
The class is scheduled to meet two days each week, but you will also be expected to do homework activities and post discussions and papers on-line.

WRITING ASSIGNMENTS:
You will be writing the following papers:
• 6 three-page source-based, informational “research” papers
• 1 three-page literary analysis paper (mid-term)
• 1 take-home final essay exam (due Final Exam Day)
• 2 in-class final essay exams (Final Exam Day)

For each paper, except the Final Exams, you will write
• 2 Discussion Board postings, which you must compile and bring to Module session 2
• A revision of your Discussion Board postings, which you will submit to your Dropbox before Module session 4
• Draft 1, which you must bring to Module session 4
• Draft 2, which you will post on the Discussion Board within 1 day of Module session 4
• Draft 3, which you will submit to your Dropbox before session 2 of the next Module

See the class schedule for more details of specific assignments due.

WRITING QUALITY:
By the end of the course, your writing should:
• Demonstrate an understanding of the content, including
  o your own feelings, and
  o conclusions that you have drawn;
• Demonstrate that you have
  o assessed information and determined its appropriateness,
  o evaluated the information, and
  o analyzed the information;
• Contain relevant and consistent ideas;
• Demonstrate an ability to restructure new information; and
• Display clarity and accuracy of your ideas through word choice and grammar use.

WRITING ASSESSMENT:
An A paper contains all of these qualities:
• an excellent understanding of the content
• excellent assessment, evaluation, and analysis of the information
• **excellent** ideas
• an **excellent** ability to restructure new information
• **excellent** clarity and accuracy of ideas through word choice and grammar

A **B** paper contains all of these qualities:
• an **adequate** understanding of the content
• **adequate** assessment, evaluation, and analysis of the information
• **adequate** ideas
• an **adequate** ability to restructure new information
• **adequate** clarity and accuracy of ideas through word choice and grammar

A **C** paper contains all of these qualities:
• **minimal** understanding of the content
• **minimal** assessment, evaluation, and analysis of the information
• **minimal** ideas
• **minimal** ability to restructure new information
• **minimal** clarity and accuracy of ideas through word choice and grammar

Papers that are assessed less than a **C** will not be accepted for credit and will not be given feedback. These papers are considered so deficient that they must be completely rewritten as if a new paper for the next draft.

All drafts of all papers will be assessed in this manner.

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**LATE PAPER POLICY:**

Papers are due as assigned – either at the beginning of class, when class starts or online before the assigned deadline – depending on the assignment instructions. It is very important that you are prepared on time with assignments and papers in this class for a number of reasons:

• **Class work:** Drafts of papers that you bring to class will be exchanged with classmates for discussion and feedback at the beginning of class. If you miss even a part of this activity, your paper is considered late, and you get no activity credit.

• **My class management:** I read and assess all of the same paper at one time and can therefore better evaluate your paper and understand your writing needs if you submit your papers on time.

• **Your own course management:** Every class session, you will be either writing a new paper, writing a draft of an old paper, or sometimes doing both. Once you get behind, it will be very difficult to get caught back up.

Papers submitted up to one day late will be given ½ credit. Papers submitted more than one day late will receive no credit. Late papers will not be given feedback or assessment.

The exception to the late paper policy is a paper submitted with a verifiable excuse, such as a doctor’s note due to illness.

Even if I do not accept a paper because it is late, then you still must revise the paper and submit the next draft on time as required or the paper draft will also be considered late.
EVALUATION:
All assignments, drafts of papers, and class activities will be given 1 point credit. Credit points will be entered into the course gradebook on the Laulima course site so that students can track their progress over the semester. Students are responsible for tracking their progress and completing all assignments. Final grades will be determined based on a combination of credit points for completing course requirements (quantity) and assessments of final exams (quality):

\[
\text{Credit Points for Requirements (quantity) + Final Exam Assessments (quality) = Final Grade}
\]

- If you complete 95-100% of the assignments, including required activities and drafts of all papers, on time, you will receive a minimum of a B for the course.
- If you complete 85-94% of the assignments, including required homework activities and drafts of all papers, on time, you will receive a minimum of a C for the course.
- If you complete 70-84% of the assignments, including required homework activities and drafts of all papers, on time, you will receive a minimum of a D for the course.
- If you complete less than 70% of the assignments, including required homework activities and drafts of all papers, on time, you will receive an F for the course.

The quality of your final exams will determine your final grade. If you have a pre-final grade of B, a high quality final exam and research paper CAN push you up to an A. If you have a pre-final grade of C due to late or missing papers, the quality of your final exam and research paper can push you up to a B. However, if you do poorly on your final exam, regardless of your pre-final grade, then your grade will be lowered appropriately.

Writing quality is assessed based on the criteria provided above.

If you have a pre-final grade of D or F because of late or missing assignments or papers, the final exam will not help to raise your grade.

Students are responsible for keeping track of their writing submissions through Laulima, including all required drafts of all papers.

NOTES ON ATTENDANCE:
I do not take attendance, but I know those who come to class regularly and on time, and those who do not.

Each class is filled with opportunities to learn about the course content and about English vocabulary, grammar, and writing. That’s why you invest time and money to come to college. I return papers, make announcements, and check assignments at the beginning of each class, and I discuss homework assignments at the end of each class. Missed class time means missed opportunities for learning.

However, I understand that things happen, and people will be late or miss class sometimes. It becomes a concern if it is a regular occurrence and/ or it affects instruction and learning, even with a valid excuse.

Class activities (quizzes, etc.) can only be made up with a valid excuse during scheduled office hours.
Late students should enter class quietly, pick up papers and submit assignments at the end of class *during office hours*, and ask classmates for missed announcements and information.

Students who miss class with a valid excuse should see me during my office hours for any missed assignments, information and papers. Students who miss class with no valid excuse can get their papers returned but should ask classmates for any missed announcements and information.

I take no responsibility for students who miss class time, either through consistent lateness or *more than 1 absence*. In other words, if a student has problems with lateness or absences, I am not responsible for that student’s learning, performance, or final grade in my course.

If you are a student with a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the Disability Support Services Office, Ilima 103, 734-9552, or email kapdss@hawaii.edu for assistance.

**SCHEDULE/ IMPORTANT DATES:**

- **Monday, Jan. 16**  HOLIDAY: MLK, Jr. Day
- **Monday, Feb. 20**  HOLIDAY: Presidents’ Day
- **Mon.-Fri., Mar. 26-30**  SPRING BREAK!
- **Mon., April 2**  Last day to withdraw or change grade option
- **Wed., May 2**  Last Day of Instruction
- **Wed., May 9**  Final Exam Day (12:15-2:15 pm)

The class schedule with holidays, due dates, and final exam date will be posted on our Laulima course site.
## COURSE MODULE SCHEDULE:

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<thead>
<tr>
<th>Module</th>
<th>Day 1: Intro to the Module Topic/ Focus</th>
<th>Day 2: Exploring the Module Topic/ Focus</th>
<th>Day 3: Language Development</th>
<th>Day 4: Writing Workshop</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>- Intro to Course</td>
<td>- Discussion 1 Draft 1 exchange and submit</td>
<td>- Paper 1 Draft 1 exchange and discussion</td>
<td>- Paper 1 Draft 1 exchange and discussion</td>
</tr>
<tr>
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<td>- Intro to the Topic/ Focus: My Education/ Educational Value &amp; 21st Century Skills</td>
<td>- Exploring the Topic/ Focus</td>
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<td>- Vocabulary</td>
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<td>- Grammar</td>
<td>- Discussion 1 Draft 2</td>
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<td>HW:</td>
<td>- Paper 2 Draft 2</td>
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<td>- Discussion 2 Draft 1</td>
<td>(Discussion Board post)</td>
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<td>HW:</td>
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<td>- Discussion 3 Draft 1</td>
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<td>HW:</td>
<td>- Paper 4 Draft 2</td>
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<td>- Discussion 4 Draft 1</td>
<td>(Discussion Board post)</td>
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<td>HW:</td>
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<td></td>
<td>- Discussion 5 Draft 1</td>
<td>(Discussion Board post)</td>
</tr>
</tbody>
</table>
| 2      | - Paper 1 Draft 2 return                | - Discus
<p>|        | - Intro to the Topic/ Focus: The Student/ Student Diversity | - Vocabulary Quiz            | - Paper 2 Draft 2       |
|        | HW:                                    | - Grammar                                | HW:                         | (Discussion Board post) |
|        |                                        | - Movie review (Discussion Board post)   | - Discussion 2 Draft 2      | - Paper 2 Draft 2       |
|        |                                        |                                        | HW:                         | (Dropbox)               |
|        |                                        |                                        | - Discussion 3 Draft 2      | (Dropbox)               |
|        |                                        |                                        | HW:                         | - Paper 3 Draft 2       |
|        |                                        |                                        | - Discussion 4 Draft 2      | (Dropbox)               |
|        |                                        |                                        | HW:                         | - Paper 4 Draft 2       |
|        |                                        |                                        | - Discussion 5 Draft 2      | (Dropbox)               |
|        |                                        |                                        | HW:                         | - Paper 5 Draft 2       |
|        |                                        |                                        | - Discussion 5 Draft 1      | (Discussion Board post) |
| 3      | - Paper 2 Draft 2 return                | - Discussion 3 Draft 1 exchange and submit | - Paper 5 Draft 1 exchange and discussion | - Paper 4 Draft 1       |
|        | - Intro to the Topic/ Focus: The Teacher/ Teacher Training | - Exploring the Topic/ Focus | - Integrating Sources | (Discussion Board post) |
|        | HW:                                    | - Vocabulary                             | HW:                         | - Paper 3 Draft 2       |
|        |                                        | - Grammar                                | - Discussion 3 Draft 1      | (Discussion Board post) |
|        |                                        | - Movie review (Discussion Board post)   | HW:                         | - Paper 4 Draft 2       |
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|        |                                        |                                        | HW:                         | - Paper 5 Draft 2       |
|        |                                        |                                        | - Discussion 5 Draft 2      | (Dropbox)               |
|        |                                        |                                        | HW:                         | - Paper 5 Draft 2       |
| 4      | - Paper 3 Draft 2 return                | - Discussion 4 Draft 1 exchange and submit | - Paper 4 Draft 2 exchange and discussion | - Paper 4 Draft 1       |
|        | - Intro to the Topic/ Focus: The Student and The Teacher/ Engagement | - Exploring the Topic/ Focus | - Integrating Sources | (Discussion Board post) |
|        | HW:                                    | - Vocabulary                             | HW:                         | - Paper 3 Draft 2       |
|        |                                        | - Grammar                                | - Discussion 4 Draft 2      | (Dropbox)               |
|        |                                        | - Movie review (Discussion Board post)   | HW:                         | - Paper 4 Draft 2       |
|        |                                        |                                        | - Discussion 5 Draft 2      | (Dropbox)               |
|        |                                        |                                        | HW:                         | - Paper 5 Draft 2       |
|        |                                        |                                        | - Discussion 5 Draft 1      | (Discussion Board post) |
| 5      | - Paper 4 Draft 2 return                | - Discussion 5 Draft 1 exchange and submit | - Paper 5 Draft 1 exchange and discussion | - Paper 5 Draft 1       |
|        | - Intro to the Topic/ Focus: Minority Groups/ Native American Education | - Exploring the Topic/ Focus | - Integrating Sources | (Discussion Board post) |
|        | HW:                                    | - Vocabulary                             | HW:                         | - Paper 5 Draft 2       |
|        |                                        | - Grammar                                | - Discussion 5 Draft 2      | (Dropbox)               |
|        |                                        | - Movie review (Discussion Board post)   | HW:                         | - Paper 5 Draft 2       |
|        |                                        |                                        | - Discussion 5 Draft 1      | (Discussion Board post) |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Day 1: Intro to the Module Topic/ Focus</th>
<th>Day 2: Exploring the Module Topic/ Focus</th>
<th>Day 3: Language Development</th>
<th>Day 4: Writing Workshop</th>
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<td>- Intro to the Topic/ Focus: The School/ Management</td>
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<td>- Paper 6 Draft 1 (print out)</td>
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<td>- Grammar: Discussion &amp; Quiz</td>
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<td>- Movie review (Discussion Board post)</td>
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<td>- In-class Exam</td>
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Appendix 3: Sample Syllabus B

KAPIOLANI COMMUNITY COLLEGE-University of Hawaii
English as a Second Language
4303 Diamond Head Road
Honolulu, Hawaii 96816

ESL 100 (Fall 2012)

COURSE SYLLABUS - ESL 100

COURSE NAME: ESL 100 - Expository Writing for Non-Native Speakers of English

POPULATION: ESL 100 is an equivalent course to ENG 100 but designed to address the language issues of the ESL student.

COURSE ALPHA/CODE:

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Days</th>
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<th>Location</th>
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<td>MW</td>
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<td>ILIAHI 106</td>
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</table>

INSTRUCTOR: Frank Noji

OFFICE: Iliahi 233

OFFICE HOURS: MTWR – 0930-1100

COURSE DESCRIPTION:
ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. By the end of the course, students will complete a minimum of 7500 words of finished prose, roughly equivalent to 30 typewritten pages.

Comment: ESL 100 satisfies ENG 100 requirements at Kapi'olani Community College.

COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of ESL 100, the student should be able to:
• Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view, organizing, revising, editing, and proofreading.
• Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
• Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
• Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
• Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
• Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
• Write a coherent in-class response to an assigned question or topic.
• Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

COURSE FOCUS: Contemporary public education is constantly focused on two issues: the quality of education and equal access to an education. In this class, you will try to answer this questions:

What does “equal access to an education” mean?

COURSE CONTENT:

“There are no dull subjects. There are only dull writers.” H. L. Mencken

The word “school” comes from the Greek word meaning “leisure” because education was available to only the wealthy could afford the time to get an education. Today, school is the common denominator for everyone and society needs more educated people.

ESL 100 will focus on developing your language through writing and reading. It is a Writing to Learn course so the writing that you will be assigned will be exploratory writing. You will explore the topic of “access to education” by doing research and reflecting on your findings.

Everything you read and see and discuss will be material for development of vocabulary and structure. All questions about the content or the language of whatever material used in class is welcome.
The class is scheduled to meet two days each week but you will also be expected to participate in on-line discussions which. The on-line discussions will be a writing exercise and doing research.

You will be writing the following papers:

PAPERS:

All papers will be ARGUMENTATION papers. They will consist of five parts:
• Defining the problem,
• investigating the causes of the problem,
• some barriers the problem presents,
• possible solutions to the problem,
• an argument of how the solutions address the barriers.

Papers:

• 10 two-page papers
• 3 composite papers (6 pages)
• 5 in-class papers evaluated for accuracy

My Education:

* Why do I want an education
* Did my education prepare for the 21st century?

Students:
Students are dropping out of school and not achieving. How can student achievement and persistence be improved?

Teachers:
Students are not learning. How can teacher quality be improved?

School System and culture:
The present school system is not appropriate for the students today. How can the school system be updated?

Your writing should demonstrate:

An understanding of the content
Your writing shows clarity and accuracy.
Your ideas are relevant and consistent.

An ability to restructure new information
You will demonstrate that you have
- assessed information and determined its appropriateness.
- evaluated the information.
- analyzed the information.

A new understanding of the content
You have
- added your own feelings
- communicated conclusions that you have drawn

Control of the language (accuracy)
You have to be able to
- Identify nouns and its modifiers
- Identify verbs and its modifiers
- Use tense correctly and consistently
- Be able to edit for: subject-verb agreement, pronoun consistency, tense consistency, and fragments.

WRITING:

You will be handing in papers in each class. Every Saturday, a piece of writing will be due. You will get the papers back with my feedback the following class. A revision of the paper is due the following Friday. So each week you will have a new piece of writing due on the weekend and a revised piece of writing due on Friday.

NOTE: Although I accept late papers (up to one week), it is important that you try to turn in your papers on time. I correct all of the papers in one sitting and can therefore better evaluate your paper and learn about your writing needs if you hand them in on time.

I will also give you feedback on your use of language in the posting to the discussion board.

EVALUATION:

- If you turn in your paper on time you will receive 85 points. So if you complete all of the writing including revisions on time, you will receive a B for the course.
- If you turn in a paper late (three days), you will receive 60 points.
- If you turn in a paper later than three days, you will receive 40 points.

The quality of your final exam, final take home and research paper will determine your final grade. If you have a B, a high quality final exam and research CAN push you up to an A. If you have a C, the quality of your final exam and research paper can push up to a B, etc. The quality of your final exam can also lower your B to a C.

In order to get an A, you need to have an accuracy score of 60% and satisfy the clarity-organization and the clarity-criteria, and have a clear thread in your papers.
Appendix 4: Sample Reflection Assignment

Module 3

Discussion Board Posting #3: Teacher Training –

The readings and presentations from Day 1 explain some of the problems that result from our diverse yet unequal education system. Many analysts and critics point to teachers as both the source of and the solution to many of these problems. The result is a call for more teacher training: training of pre-service teachers in college and university teacher preparation programs, and training (a.k.a. "professional development") of in-service teachers who are currently teaching in the education system.

*Why do these analysts and critics believe that teacher training is a solution to these problems? How might teacher training help solve these problems? Do you believe teacher training is important and will be effective at solving these problems? Explain. Use ideas from the reading material and from your own experiences in your response.*

Post your message on the Discussion Board in the forum Module Content Discussions. Your post should be a minimum of 250 words. Afterwards, post a reply to one other person's posting; post your reply under your own original posting so I can see both of your posts together. Your reply should be a minimum of 150 words. Print out a copy of your posts and bring it to the next class session for discussion and submission for feedback.
Appendix 5: Sample Analytic Essay Assignment

Paper 3 Writing Guide

TOPIC: Teacher Training to Help Solve the Dropout Crisis
DUE DATE: Draft 1 due at the beginning of the next class period
LENGTH: 3 pages minimum, double spaced
FORMAT: Use 12 point Arial font, nothing smaller

Put your full legal name, the date, paper # draft #, and the title of the paper in the header, and page numbers in the footer.

PRE-WRITING/ CRITICAL THINKING QUESTIONS
Before you begin writing, work through these critical thinking questions. These questions will help you explore your thoughts about the topic broadly and deeply. After thinking, organize your ideas to write a coherent essay about the main topic, Teacher Training to Help Solve the Dropout Crisis. DO NOT simply write a paper that answers each of these questions one by one.

- **Purpose:** To explore your opinions about teacher training to help solve the dropout crisis.
- **Concepts:** Why do students drop out of high school? What are the results of dropping out of high school? Why is teacher training important in the context of the US education system? What are the results of teacher training?
- **Issue/ Question:** What can teachers do to help solve the dropout crisis?
- **Information:** What information do you need to help you think through the topic and write your paper?
- **Assumption:** Look at your concepts. Is there anything that you are assuming about dropping out of high school and teacher training?
- **Inferences:** Have you made any conclusions about dropping out of high school and teacher training? Have you come to the best possible conclusions? Are these conclusions logical? Are there any other conclusions that you could make?
- **Point of View:** Is your opinion about the dropout crisis and teacher training based on your personal ideas only, or is it influenced by any cultural or social values? Is there another way for you to think about the issue? What other points of view are there on the topic?
- **Implications:** What will happen if we ignore the dropout crisis and we do not train teachers?

REVISIONS - DRAFTS 2 & 3:
By the due date and time, attach draft 2 of your paper to the Laulima discussion forum Paper 3 Draft 2: Teacher Training to Help Solve the Dropout Crisis, as a new topic message.  
- Be sure to name your file in the form: Familyname_paper3_draft2.doc  
- Be sure to type your name in the subject line of your forum.  
- By the due date and time, upload draft 3 of your paper to your Laulima dropbox.  
- Be sure to name your file in the form: Familyname_paper3_draft3.doc
Appendix 6: Sample Literary Analysis Essay Assignment

Paper 5 is an analysis of the short story *The School Days of an Indian Girl*, using literary terms and the other support materials for this module, including images, podcasts, articles, websites, and a full-length movie.

Length: 3-4 pages (minimum/maximum)

The goal of the Literary Analysis Paper is to learn how to analyze a literary work by using literary analysis strategies and terminology.

**Directions:**

Begin your paper by providing a brief **summary** in terms of **Plot**, **Setting**, **Characters**, **Point of View**, and **Theme** (What is this story about? Where/when does it take place? Who are the characters, and what are their roles in the story? Who is telling the story? What is the major theme/conflict of the story?)

In the next section of your paper, focus on the **main character** of the story. Provide an analysis of the story in terms of **Characterization** of the **Protagonist** (describe in detail the personality of the Indian Girl). Then provide a further analysis of the Protagonist in terms of **Pathos** (How does the writer appeal to the audience’s emotions?)

Next, provide a deep analysis of the **theme** of the story in terms of **Conflict** (character against character, character against society).

Then, based on this Conflict and your previous analysis, provide an analysis of the story **details** in terms of **Imagery** (atmosphere, mood tension), **Symbolism** (something that means something else), and **Irony** (Irony of Circumstance).

In the next section of your paper, **support** your analysis of the story with additional examples from the module’s support materials, including the podcast, article, and movie.

**Conclude** your literary analysis by providing your own reaction to the story (How does her story make you feel about her struggle? What is your emotional reaction about her story?)

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<th>Plot-</th>
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<tr>
<td>Setting-</td>
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</table>
Characterization-

Protagonist-

Pathos-

Conflict-

Imagery-

Symboism-

Irony-

Support-

Conclusion-
Appendix 7: Sample Research Paper Assignment

Paper 8: Final Take-home Writing Exam Guide

TOPIC: Family and Community Involvement in our Schools
DUE DATE: Draft 1 due at the beginning of the next class period
LENGTH: 3 pages minimum, double spaced
FORMAT: Use 12 point Arial font, nothing smaller

Put your full legal name, the date, Final Take-home Writing Exam, and the title of the paper in the header, and page numbers in the footer.

PRE-WRITING/ CRITICAL THINKING QUESTIONS
Before you begin writing, work through these critical thinking questions. These questions will help you explore your thoughts about the topic broadly and deeply. After thinking, organize your ideas to write a coherent essay about the main topic, Family and Community Involvement in our Schools. DO NOT simply write a paper that answers each of these questions one by one.

- **Purpose:** To explore your opinions about family and community involvement in our schools.
- **Concepts:** How can families be involved in schools? How can communities be involved in schools?
- **Issue/ Question:** How will family and community involvement in schools solve problems such as the drop out crisis?
- **Information:** What information do you need to help you think through the topic and write your paper?
- **Assumption:** Look at your concepts. Is there anything that you are assuming about family and community involvement in our schools?
- **Inferences:** Have you made any conclusions about family and community involvement in our schools? Have you come to the best possible conclusions? Are these conclusions logical? Are there any other conclusions that you could make?
- **Point of View:** Is your opinion about family and community involvement in our schools based on your personal ideas only, or is it influenced by any cultural or social values? Is there another way for you to think about the issue? What other points of view are there on the topic?
- **Implications:** What will happen if families and communities are not involved in our schools?

• Your final take-home writing exam must include sources, including the module readings and videos, the movie, and classmate quotes from the discussion board posting.
• Your final take-home writing exam must include references, in-text citations, and a references list at the end of your paper.
• Your final take-home writing exam must also include the proofreading checklist.
• Name your file in the form: Familyname_finalexam.doc
• You must upload a copy of your final take-home writing exam to your drop box and bring a copy with the proofreading checklist attached to class on the final exam date.
Appendix 8: Sample Essay Rubric

Literary Analysis Evaluation

<table>
<thead>
<tr>
<th>Literary Analysis Categories</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Lacking</th>
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<tbody>
<tr>
<td>Summary- Plot</td>
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<td>Summary- Setting</td>
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<td>Summary- Characters</td>
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<td>Summary- POV</td>
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<td>Summary- Theme</td>
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<td>Character- Protagonist</td>
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<td>Character- Pathos</td>
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<td>Theme- Conflict</td>
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<td>Details- Imagery</td>
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<td>Details- Symbolism</td>
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<td>Details- Irony</td>
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<tr>
<td>Conclusion</td>
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Reading and Writing Categories

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<th>Lacking</th>
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</thead>
<tbody>
<tr>
<td>Support- additional sources used</td>
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<tr>
<td>Understanding of the short story</td>
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Comments: ________________________________________________________________

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Overall Paper Grade: ______________________