

AB Writing Syllabus (Fall 2023)

Course Description

This course helps prepare students for research-based writing. Students participate in writing conferences, peer review, and other activities to help enhance their writing processes and products.

Course Learning Outcomes

1. Writes level-appropriate drafted and timed text.
 1. Writes in the past, present, and future.
 2. Writes multiple paragraph length text.
 3. Writes introductory paragraphs for multi-paragraph compositions.
 4. Writes a clear thesis sentence for text.
 5. Writes effective topic sentences for paragraphs.
 6. Writes logically organized paragraphs.
 7. Adequately supports ideas with facts, examples, and reasons.
 8. Writes effective concluding sentences in paragraphs.
 9. Uses a variety of cohesive devices.
 10. Ends multi-paragraph compositions with an appropriate conclusion.
 11. Adapts language to fit the audience, material, context, time constraints.
2. Synthesizes information from written and spoken texts.
 1. Summarizes main ideas of texts.
 2. Summarizes major details or key arguments in texts.
 3. Connects ideas and details among different texts.
 4. Synthesizes information from sources as support for original ideas.
 5. Paraphrases sources without plagiarizing.
 6. Cites sources using appropriate in-text formatting methods.
3. Effectively implements appropriate writing strategies.
 1. Uses pre-writing to structure texts.
 2. Reads and rereads their texts to identify and correct errors.
 3. Responds to teacher, tutor, and peer feedback.
4. Incorporates a variety of high frequency academic vocabulary in writing.

*Level-appropriate text type information is found on the Level Descriptors page.

Required Materials

- A personal device if possible.
- Bluebooks: available at the front office or at the BYU store.
- A separate notebook for taking notes
- Pen or Pencil
- Access to Google Drive or Microsoft Office 365
- The textbook is available online [here](#)
- [Links to an external site.](#)
- .

Grades

Students at the ELC receive two different grades: a proficiency grade and a learning experience grade. The ELC uses these grades to help measure language proficiency and student engagement, respectively.

Assignments & Assessments

The following is a list of assignments for the class. The dates of these activities can all be seen on the calendar at the end of this document.

Proficiency

The proficiency grade shows how well the student understands and uses English. It is based on performance on drafted essays, timed writing, and integrated writing. Generally students will need a minimum proficiency score of above 74% in order to be considered to advance to the next proficiency level. Students who continue to lack progress in their proficiency may be dismissed.

Drafted Writing (35%)

You will be asked to complete 3 drafted essays. Each essay will be 1-2 pages in length with straightforward organization and information from credible sources without plagiarizing. You will revise your own writing and receive revisions from others. You are responsible for responding to feedback and revisions. You will write a descriptive essay, compare/contrast essay, and a cause/effect essay. You will be given instructions in class and on Canvas as well as examples that you can refer to for guidance.

Timed Writing (30%)

You will be asked to complete 4 timed writing assignments during the semester in which you will not have the ability to draft, seek feedback, and revise. For 2 of the timed writing assignments you will have 10-minutes to write. For 2 of the timed writing assignments, you will have 30-minutes to write. The LATS rubric will be used to grade your writing for these. Please see the Canvas course for the LATS rubric. Timed writing gives a snapshot of your ability and can be used to measure whether or not you are mastering a variety of skills including making an outline, drafting a paragraph, or writing an entire essay. These will be completed during class and I will give you the prompts on the day of the assignment. These are to be completed individually with no outside help.

Integrated Writing (30%)

You will complete 3 formal integrated writing activities during the semester. Integrated writing activities support many different course outcomes (e.g., the ability to summarize, the ability to write in all time frames, etc.). A TOEFL integrated task will be used for some of the integrated writing practice. Other examples of integrated writing include writing a summary of a lecture that you will listen to, writing a letter to the author of a news article or book, comparing two different TED talks, etc. Additional information will be given in class and on Canvas for these assignments.

Academic Discussion Tasks (5%)

You will complete 2 academic discussion tasks during the semester. These will be completed by contributing to a discussion board on Canvas. A TOEFL Discussion Task will be used for these discussions. Being able to participate in an online discussion is important part of modern academic society and may expected of you in many formal and informal settings.

Late Proficiency Assignment Policy

Proficiency assignments are accepted during the three-week grading period in which they are due. However, your "Proficiency Assignments Timeliness" Learning Experience grade for the 3 week period will be dropped by 5% for every day that the assignment is late.

Students with excused absences are allowed to make up missing proficiency assignments within that grading period without penalty. Assignments that the student chooses not to complete by the extended deadline should receive a 0. When an excused absence occurs too close to the three-week grade report for students to complete, it must be completed by the following grade check.

The following assignments cannot be made up when the absence is unexcused because they must be completed in class:

- 10-minute Timed Writings
- 30-minute Timed Writings

Learning Experiences

Learning experience grades at the ELC demonstrate student effort to learn, practice, and apply the language learning principles taught in class. Some of these learning experiences may occur outside of the classroom, while some learning experiences may be measured by in-class participation. Attendance alone \neq learning experience points. Students are expected to maintain 80% in this grade category.

The following assignments are all learning experiences. However, other learning experiences may be added throughout the semester according to the needs of the class.

Preparation Assignments

You will be required to complete a short reading before coming to class for many days. This helps you to be prepared to participate in class and to get the most learning out of class. As a part of this assignments, you will be required to submit 3 things you learned from your reading to canvas.

Drafted Writing: Essay Brainstorms, Outlines, Thesis, and Drafts

All of these assignments help you to practice drafting and revising an essay. Because you are not expected to have a perfect, or even good essay when you first start writing, these assignments are all simply learning experiences. On the first draft, you will receive feedback from your peers. On your second draft, you will receive feedback from your teacher.

Peer Feedback and Student-Teacher Conference Forms

One of the key learning outcomes for this course is that you will be able to receive and respond to feedback from your peers and teacher. Receiving feedback is a skill. In this class, we will learn what it means to receive and implement feedback into our writing.

Integrated Writing: Informal

While you will have 3 formal integrated writing tasks throughout the semester. We will also complete regular informal integrated writing tasks as practice.

Timed Writing: Informal

While you will have 4 formal timed-writing tasks throughout the semester. We will also complete regular informal timed writing tasks as practice.

Quick Writes

Each day, you will be given 5 minutes to write at the beginning of class. The purpose of these assignments is not to write perfectly, but simply to get used to writing regularly. You will be evaluated purely by completion of these quick writes. The teacher and your peers will not read or give feedback on your quick writes. It is expected that you will write these Quick Writes in a Bluebook.

Weekly Reflections

An important part of the learning process is reflecting on our learning. At the end of each week, you will complete a reflection on canvas about how you felt you performed in class that week and what you learned.

Late Learning Experience Policy

Learning Experiences must be completed within the three-week grading period. However, for each day that the assignment is late, your assignment grade will be dropped by 5%.

Teachers will excuse grades in this category for any and all excused absences as indicated by the Student Life Advisor, but a teacher may still require a missed learning experience to be completed. If an excused absence occurs too close to the three-week grade report for students to complete, it must be completed by the following grade check.

The following learning experiences cannot be made up when an absence is unexcused because they must be completed in class or rely on other people for completion:

- Peer Feedback Forms
- Timed Writing: Informal

- Quick Writes

Language Acquisition Tests (LATs)

Language Acquisition Tests (LATs) are given at the end of each semester. They are used to test your progress in English in each skill area. If you plan to continue studying at the ELC, you must take the LATs. (from The Student Handbook) This semester, you will take your LATs on **December 13th and 14th.**