

**De Anza College, Spring 2014**  
**ESL 253-03: High Intermediate Grammar and Writing**

**Instructor: Clara Lam**  
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**Time/day: 12:30-2:20 pm, MW**  
**Classroom: MLC 260**

**Office Hours: 3:00-3:50 pm MW;**  
**10:25-11:15 am TTh; and by appointments**

Prerequisites: ESL 244, or qualifying score on the placement test.

Required Texts

1. Elbaum, Sandra N. *Grammar in Context 3* (5<sup>th</sup> Edition). Heinle Cengage Learning, 2010.
2. George, Jean Craighead. *Julie's Wolf Pack*. HarperTrophy, 1997.
3. *ESL 253 Supplemental Course Packet*, available at the De Anza Bookstore.
4. A standard college dictionary, such as *The Newbury House Dictionary of American English*, *The Longman Dictionary of Contemporary English* (new edition), or online dictionaries:  
*Merriam-Webster* at <http://www.merriam-webster.com/>  
*Dictionary.com* at <http://dictionary.reference.com/>

Course Description

This course is designed to help you improve your writing skills and knowledge of grammar through a variety of writing assignments and an intensive study of essential grammar points. There will be frequent writing practices, revisions, journal writing, and exams to help you develop your writing skills and reinforce the grammar points covered in class. The ESL Department has established the following Student Learning Outcomes (SLOs) for this class. Students will:

1. **Demonstrate understanding and usage of level-specific grammar and vocabulary in writing** through a) writing grammatically correct sentences and paragraphs with a variety of sentence structure; b) expanding vocabulary by using correct word choices and word forms.
2. **Write well developed, single and connected narrative, descriptive, and analytical paragraphs** through both in-class and out-of-class assignments, and journal writing.
3. **Evaluate your own writing for rhetorical structure** (idea development, topic unity, and transitional devices), **grammatical correctness, and clarity by means of revision and editing** through peer reviews, error identification (editing) exercises, and revising each assignment through several drafts.

Course Requirements

1. **Attendance:** Attend class regularly and on time. Inform the instructor if you have to miss a class, particularly the first two weeks. Arriving more than 10 minutes late is counted as an absence. If you have to miss a class, find out what you have missed and make up for the

work. **Please note a maximum of three excused absences is allowed; do not go beyond.** Quizzes and exams cannot be made up. If you stop coming to the class, it is your responsibility to drop.

2. **Writing assignments and assigned grammar homework:** There will be a total of three assignments, including one in-class given at midterm. For the in-class assignment, the instructor reads and grades the first draft. For the other two papers, students receive feedback on their first drafts from classmates; the instructor reads and grades the revised second drafts. When a paper (graded draft) is returned, it must be revised and returned in a folder the following class. All drafts (first and second) have to be submitted on time and typed. Late work results in one grade lower for the assignment. You will not get a new grade for the rewrites. Instead, you will receive a portfolio grade for revisions in content, organization, and grammar.

Requirements for each assignment

- a. Length: at least 250 words or one page (double spaced);
- b. Font size: 12; font type: Times New Roman
- c. Format: Include the following heading and indent the first line of paragraph.

	Your name
	ESL 253-03, Prof. Clara Lam
	Assign. #1, First draft, 4/20/2014
Title	

All assigned grammar homework has to be completed on time. Two points are deducted each time you fail to complete the homework.

**3. Portfolio:**

- A. When a paper (graded draft) is returned, revise it as needed on grammar, content and organization, and return it in a folder the following class meeting.
- B. Highlight all corrections (grammar and/or new content) on the final draft so that it will be easy to identify what you've changed.

4. **Warning:** All writing assignments should reflect your own work. You may ask for feedback from a classmate, a friend, or a tutor, but he/she should only make comments or suggestions on major problems, such as verb tense or the need for more details and examples. It is absolutely important that he/she does not rewrite the sentences or paper for you. A student who submits a paper written by someone else will receive 0 point for the first time and be dropped from class the second time.

5. **Journal Writing:** Frequent practice is the key to fluency in writing. With that in mind, the journal is where you can think and write more informally (as compared to assignments). The entries are responses to *Julie's Wolf Pack*, a fictional story written by Jean Craighead George, a naturalist who has traveled and written extensively about the behaviors of animals in the wild. This book is a sequel to her two other books about Julie, an Eskimo girl, who is saved by a

wolf pack when she is lost in the Arctic (North Pole). The other two books are: *Julie and the Wolves* (won the Newberry Award) and *Julie*.

### Format of journal entries

*Julie's Wolf Pack* is a short book of 192 pages, which you can finish in a few settings, or you can read according to the schedule below. Reading the book more than one time will help you understand and appreciate it better. Select a quote (which can be several sentences or a paragraph) that you like in particular, according to the pages scheduled below. Then write a response of about ten to twelve sentences (slightly over half a page, double line spacing) to explain the importance of this quote (such as, it captures the main idea of the section, it highlights an important point, it has lively descriptions with language you admire, or it reminds you of an experience you had or read about). A total of five entries are required. The journal is due in week 8 before the midterm, but you will share some of the entries with a classmate in week 4. In the fifth (last) journal entry, share if you like the book, insights (new ideas) you've picked up from the reading, and whether you find the story believable. If your quote is about three typed lines, put quotation marks "... " around it and the page number at the end. See the examples below.

#### A short quote of about three lines (from *Julie of the Wolves*)

"Miyax was a classic Eskimo beauty, small of bone and delicately wired with strong muscles. Her face was pearl-round and her nose was flat. Her black eyes, which slanted gracefully, were moist and sparkling. Like the beautifully formed polar bears and foxes of the north, she was slightly short-limbed" (8).

A quote longer than three lines, indent the lines ten spaces from the left margin and set it off as a block like below. No need to use quotation marks.

Amaroq glanced at his paw and slowly turned his head her way without lifting his eyes. He licked his shoulder. A few matted hairs sprang apart and twinkled individually. Then his eyes sped to each of the three adult wolves that made up his pack and finally to the five pups who were sleeping in a fuzzy mass near the den entrance. The great wolf's eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra. (9)

Sample journal entries are available in the class's Catalyst website.

### Reading schedule for *Julie's Wolf Pack*

**Part I:** "Kapu, the Alpha" (pp. 3-53)

Week 2: pp. 3-40 (38 pages)

Week 3: pp. 41-79 (38 pages)

**Part II:** "Ice Blink, the Stranger" (pp. 57-151)

Week 4: pp. 80-119 (39 pages)

Week 5: pp. 120-151 (31 pages)

**Part III:** "Sweet Fur, Amy, the New Alpha" (pp. 155-192)

Week 6: pp. 155-192 (37 pages)

Grades

Writing Assignments	40 points
Assignment #1 & 3: 15 points each;	
Assignment #2 (in-class paragraph): 10 points	
Writing portfolio (revisions)	10
Journal	15
Grammar homework	5
<b>Exam 1</b> (Monday, 5/5, week 5)	10
<b>Exam 2</b> (Midterm, Wednesday, 5/28, week 8)	10 (20 in total)
<b>Exam 3 (Final, Thursday, 6/26, 11:30-1:30 pm)</b>	10

Grading Scale:	A+ 97-100; A 90-96, A- 89-90;
	B+ 87-89; B 82-86; B- 80-81;
	C+ 77-79; C 70-76;
	<b>F 0-69</b>

You will need to buy **three scantrons** for this class, one for each exam.

Office-Hour Visits

Successful students make use of every resource available to them, especially in approaching their instructors early on in the quarter before any problem may become a big issue. Come and visit during my office hours. I'll listen to what you need and do my best to help. My office is in F1, the first building on your left after you come down the stairs between the Administration Building and the cafeteria. A courtesy email before you come will make sure that I'll be there.

On-Campus Support Services

1. Visit the Student Success Center at [www.deanza.edu/studentsuccess](http://www.deanza.edu/studentsuccess) for different kinds of tutoring services.
2. Writing and Reading Center (WRC) in ATC 309 (Advanced Technology Center): for drop-in tutoring.
3. Individual tutoring is available, but you need to fill in a tutee application early if you need the service.
4. Listening/speaking Center (LSC) in ATC 313: for listening/speaking practice and multimedia software.

Important Dates

Apr 12, Saturday	Last day to drop for a refund for International students.
Apr 19, Saturday	Last day to add classes or for a refund for resident students.
<b>Apr 20, Sunday</b>	<b>Last day to drop with no grade of record.</b>
May 2, Friday	Last day to request P/NP grade
May 30, Friday	Last day to drop with a "W"
Holidays (College closed)	
May 24-26, Sat-Monday:	Memorial's Day weekend
<b>Final Exams</b>	June 24-27 (Tues to Fri)

*Please turn off your cell phone before entering the classroom or turn it to vibrate so that you and others can learn without interruptions.*