**BBN-AME-204: American Language Development 2**

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| **Instructor** | William Hoversen | **E-mail** | whoversen@gmail.com  |
| **Office** | Online | **Office Hours** | By Appointment |

### Course Description:

### This class is an introduction to American academic writing. Emphasis will be placed on the academic communication skills necessary to function in the academic environment of a university. We will discuss how to communicate properly with professors, your academic colleagues, and compose material for formal communication.

This class will give you the basic expectations and teach you the rules for academic writing so that you can further your knowledge during your studies. We will be focusing on argumentative writing, the basic structure of an essay, and the rules of academic communication.

**Attendance:** Come to every single class. The university allows you to miss three (3) classes, if you miss four (4) you fail for the entire semester. If you bring a doctor’s note or some kind of official paper explaining why you were absent, it still counts as an absence. I take a note of all late students. Two (2) late occasions equal one (1) missed class. It adds up very quickly, so arrange you matters accordingly. It is your responsibility to know how many classes you have missed and how many times you have been late. I will not remind you at every class.

If I see you using your phone in class, you will be marked as absent. That includes taking notes or researching for in-class essays. Please refrain from checking your email or Facebook/Twitter/Instagram etc. during class. If I find you not paying attention during class and looking at other stuff on your chosen piece of technology you will be sent out of the room. If your mind is not on the class there is no reason for you to be there, bothering others who want to pay attention and learn.

**Class Participation:** Discussion and class writing are an absolute necessity in this course. You will be graded on your participation during in-class discussions, group activities, and in-class writing assignments. If you are not in class, you are not practicing and participating in English. Your in-class writing assignments will be included in your participation grade. If you choose to not do them, points will be deducted accordingly. You can fail up to three in-class writing assignments, a fourth failure will result in lowering your semester grade. Missing an in-class writing assignment will result in a failure. Furthermore, simply being able to "speak good English" will not be enough to pass the writing assignments.

**Home essays:** You will be writing one 1200 word essay this semester. The course will take you through all the steps of writing a successful essay. You will be handing in your homework online therefore there is no flexibility for deadlines. I understand that you work, you get sick, you are tired, etc. but since these assignments need to be handed in online, there is really no reason for you not to be able to hand them in on time.

**Evaluation**: Class Participation: 10%

 Peer Grading: 20%

Semester Essays (3): 70%

**Final Course Grades**:

100% to 90% = 5

89% to 80% = 4

79% to 70% = 3

69% to 60% = 2

**Rules of the class:** No off color language will be tolerated (I can joke, you can joke, but we will not put someone down, we will not make anyone feel uncomfortable). You must turn your mobiles off or silence them when you enter the classroom. If you are late, do not knock, just come in as unobtrusively as possible and take a seat. I reserve the right to change the syllabus at any time.

**Important links:**

Schedule Spring 2018

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|  | Class | Subject | Notes and links |
| 1 | Feb 9 | Introduction | * Syllabus Overview and the basics of an essay
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| 2 | Feb 16 | Argumentation and Choosing a TopicHard vs. Soft Topics | <https://owl.english.purdue.edu/owl/resource/588/04/> |
| 3 | Feb 23 | Research and Acceptable SourcesThe Majesty of the Outline | Topics Due for Semester Essayshttps://owl.english.purdue.edu/owl/resource/588/1/ |
| 4 | Mar 2 | Thesis Statement and PlagiarismMLA, Citations, Paraphrasing, Works Cited | Crafting a Strong Thesis StatementAvoiding Unintentional Plagiarism <https://owl.english.purdue.edu/owl/resource/747/02/><https://owl.english.purdue.edu/owl/resource/747/03/>[https://owl.english.purdue.edu/owl/resource/747/05](https://owl.english.purdue.edu/owl/resource/747/05/) |
| 5 | Mar 9 | Pop vs. Academic WritingEstablishing audience | <https://owl.english.purdue.edu/owl/resource/747/02/><https://owl.english.purdue.edu/owl/resource/747/03/><https://owl.english.purdue.edu/owl/resource/747/05/> |
| 6 | Mar 16 | Individual Consultations | Group 11st Essay – 3pgs Soft Topic |
| 7 | Mar 23 | Individual Consultations | Group 21st Essay – 3pgs Soft Topic |
| 8 | March 30 | Peer Review | Break Out Groups in Zoom to critique each other’s workEvaluations of 1st essay thesis statements |
| 9 | Apr 6 | No Class  | Spring Break |
| 10 | Apr 13 | No Class |   |
| 11 | Apr 20 | Individual Consultations | Group 12nd Essay – 3pgs Hard Topic |
| 12 | April 27 | Individual Consultations | Group 22nd Essay – 3pgs Hard Topic |
| 13 | May 4 | Individual Consultations | Group 13rd Essay – 5pgs Hard Topic |
| 14 | May 11 | Individual Consultations | Group 2 3rd Essay – 5pgs Hard Topic |