

EL202 - ESL Writing Intensive Seminar

Seminar Leader: Ms. Ariane Simard
Email: a.simard@berlin.bard.edu
Office Hours: by appointment
Class meets every Monday, 2:00 p.m. to 5:15 p.m.
in room K24-1 room 12
Fall 2019

Course Description

Welcome to the Frankenstein edition of The ESL Writing Intensive. 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 course of the semester, students will develop an effective and original academic writing voice as well as review grammar and learn how to cite academic sources. Building on the

Language & Thinking workshops, we will put into practice essential writing techniques such as drafting, research, critical reading skills, peer review, re-writing and workshop. Graded coursework includes three short essays (2-4 pages), one in-class essay and one group radio project. Upon successful completion of the class, you should be able to think critically, as well as construct compelling narratives and effective written academic arguments. Through Ahmed Saadwai's novel *Frankenstein of Baghdad*, we will aim to define the terms 'human' and 'monster' in various forms. We will also take a look at some ideas about 'other', 'monstrous' and 'alien' in relation to some essays and films, including Ana Lily Amirpour's vampire film *A Girl Walks At Home Alone at Night*, Nagel's essay "What is it like to be a Bat" and some plays and short stories including Arthur Miller's "Crucible" and Nathaniel Hawthorne's "Young Goodman Brown"

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 daily writing habit. There is no busy work in this class.

Online Class Location and Contacting Instructor

You can find the syllabus, handouts, reading material and assignments on the google classroom site.

You can reach me at a.simard@bard.berlin.edu. It's helpful if you use a subject line that is pertinent.

If the entire class is willing, we can also create a WhatsApp list to keep in contact.

You can find a Fall 2019 course schedule online at:
<http://www.berlin.bard.edu/academics/courses/fall-2019/>

Requirements

Please show up on time, ready to write. Readings should be completed before class.

This class is an active workshop, which means that students should be ready to participate in peer reviews and discussions about the work during class time.

You will have a lot of opportunity to discuss your work with me and should feel free to talk about how you are approaching the assignment in one-on-one meetings. In addition, you can arrange to meet with me outside of class to discuss any concerns or writing challenges you might be working through.

Graded Assignments will include four written essays, a pod-cast, written peer reviews, reading questions and handouts from a grammar workbook.

Required Texts

Frankenstein of Baghdad by Ahmed Saadawi

A Short Guide to College Writing 5th Edition, by Sylvan Barnet, Pat Bellanca and Marcia Stubbs

Diary of a Grammar Zombie by Jennie Wadsworth (available for free online)

Handouts (provided in class or as links online)

“Young Goodman Brown” and “Rappaccini’s Daughter” by Nathaniel Hawthorne

Excerpt from “The Crucible” by Arthur Miller

“What is it like to be a Bat” by Thomas Nagel (L&T Reader)

Excerpt from “Orientalism” by Edward Said

“Vindication of the Rights of Women” Mary Wollstoncraft (L&T Reader)

“Gender is Burning” Judith Butler (L&T Reader)

Academic Integrity

Bard College Berlin maintains the staunchest regard for academic integrity and expects good academic practice from students in their studies. Syllabi should note that, instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section III Academic Misconduct.

To further illuminate this point, we will spend actual class discussing the roles of students, professors and staff for maintaining academic integrity. We will also discuss nonviolent teaching practices and methods students can implement to create a safe, harmonious learning environment for themselves.

Attendance

Attendance for ALL classes is expected. More than one absence 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 see the Student Handbook for regulations governing periods of illness or a leave of absence

Writing Assignments

Reading Notes **due with every reading**

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

Narrative Essay **final draft due week five**

The Narrative Essay is 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.

Descriptive Essay **final draft due week nine**

The descriptive essay is a short report that helps to define a term or set of events for the reader. We will work on this essay together as a class.

In-Class Essay **due in-class week nine**

The In-Class will be on two texts we work on as a class. Students will be given tips to help prepare for the in-class essay weeks in advance of the date.

Application Analysis Essay **final draft due week fourteen**

The Application Analysis Essay is a three-to-four page essay analyzing a few texts using the ideas of 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 two previous essays. Expect to write more than one draft of this essay.

Final Radio Group Project **due in-class week fourteen**

We will break up into small groups and produce a radio project to present online to the class.

Peer Review Letters **due two weeks before the final draft of each essay**

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

Grammar Quizzes **due every two-weeks**

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 as well as The Grammar Zombie handbook.

Assignment Deadlines

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

Policy on Late Submission of Papers

Syllabi for core and elective classes should note or refer to the following policy from the Student Handbook on the submission of essays: *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	50%
Peer Review	20%
Reading Questions	10%
Grammar Quizzes	10%
Participation (including self-assessment)	10%

Assessment

Over the course of the semester, you will be given grading rubrics to help understand what the grading standards are for each assignment. You will also have a chance to participate in assessing your own work at the end of the class.

Schedule

I. Identity and Narrative—Writing about yourself

Using our personal stories as a way to access narrative structure, we will examine the way stories are told in both oral and written form. What makes a narrative compelling? Why are stories important? In addition we will talk about stories told from a first person point of view, like *Frankenstein* and what that rhetorical device does to help move a narrative forward. In addition to writing a narrative we will talk about note taking, reading critically, peer review, drafting, workshop techniques, transitions, word order, using clauses (and punctuation) correctly, and authorial point of view.

Week One—Monday, September 2nd, 2019

Course Introduction
Finding Subject Matter
Narrative Essay assigned
Post a Reading Question

Week Two—Monday, September 9th, 2019

Naming Subject Matter
Discussion *Frankenstein* of Baghdad pp 1-78
First draft of narrative essay due
Take home grammar quiz on [Grammar Zombies](#)
Post a Reading Question

Week Three—Monday, Sep 16th, 2019

Film Screening *A Woman Walks at Home Alone at Night*
2nd draft of narrative essay due
[A Short Guide to College Writing](#) (SGTCW) chapters 1-3
Post a Reading Question

Week Four—Monday, September 23rd, 2019

Discussion Frankenstein of Baghdad pp 79-158
Excerpt of Said Orientalism
Peer Review Narrative Essay
Take home grammar quiz on [Grammar Zombies](#)
Post a Reading Question

II. Monster vs. Human--On Naming

In Ursula Le Guin's short story "The Secret of Names," a magician tries to kill a monster by calling out its true name. While we are not out to slay any monsters (we'll leave that to the villagers), we do want to be able to define what a monster is. While we are at it, we will read some writers who also are grappling with how to define people or groups of people. After we have some critical ideas and definitions in hand, we'll take those ideas and try to integrate these ideas into our own descriptive writing.

In addition to writing a descriptive essay, we will continue to work on note taking, reading critically, peer review, drafting, workshop techniques, transitions, word order, using clauses (and punctuation) correctly, and the techniques of writing effective description. We will also look at MLA and APA guidelines and talk about how to cite outside sources.

Week Five—Monday, September 30th, 2019

Discussion Frankenstein of Baghdad pp 160--230
Introduce Descriptive Essay
Post a Reading Question

Final Draft Narrative Essay due at midnight uploaded to the Google classroom

Week Six—Monday, October 7th, 2019

Discussion "What is it Like to be a Bat" Thomas Nagel
[A Short Guide to College Writing](#) (SGTCW) chapters 4-6
1st draft descriptive essay due
Take home grammar quiz on [Grammar Zombies](#)
Post a Reading Question

Week Seven—Monday, October 14th, 2019

Excerpt from "The Crucible" by Arthur Miller and "Young Goodman Brown" by Nathaniel Hawthorne
"Gender is Burning" by Judith Butler

2nd draft Descriptive Essay due
Post a Reading Question

Week Eight—Monday, October 21st, 2019

“Rappaccini’s Daughter” by Hawthorn and “Vindication of the Rights of Women” by Wollstonecraft
Peer Review Descriptive Essay
Take home grammar quiz on [Grammar Zombies](#)
Post a Reading Question

Week Nine—Monday, November 4th, 2019

In-Class ESSAY
(There will be no make-ups if you miss the in-class essay)
Introduce Podcasting Assignment

Final Draft of Descriptive Essay due at midnight uploaded to the Google classroom

III. Stitching it all together and bringing it to life

Like Dr. Frankenstein, we will create our own masterpiece. Working in small groups, we’ll create a radio project using some of the ideas and terms we have learned as places to begin our projects. Moving toward a critical response, we will also develop a final paper that will examine the novel through the lens of the critical and philosophical texts we have read. As part of our process of discovery, we will also discuss some of the different kinds of rhetorical arguments you can use in writing and ways these methods might help in drafting stronger essays in the future. We will continue to work on reading critically, drafting, peer review, workshop, using grammar correctly, and will practice citing outside sources.

Week Ten—Monday, November 12th, 2019

Question and Thesis writing workshop
[A Short Guide to College Writing](#) (SGTCW) chapters 6-10
Application Analysis using excerpt from Salman Rushdie’s [Imaginary Homeland](#)
Take home grammar quiz on [Grammar Zombies](#)
Post a reading question

Week Eleven—Monday, November 18th, 2019

Application Analysis first draft due
Creating arguments through podcasting
Post a reading question

Week Twelve—Monday, November 25th, 2019

Application Analysis 2nd draft due
Writing for an audience
Take home grammar quiz on Grammar Zombies
Post a reading question

Week Thirteen—Monday, December 2nd, 2019

Application Analysis Peer Review session
MLA review; putting it all together
Post a reading question

Week Fourteen—Monday, December 9th, 2019

Final Group Presentations

FINAL ESSAY DUE ON THE LAST DAY OF COMPLETION WEEK uploaded to the Google classroom.