Course Syllabus and Schedule
ESL 115-001: Fall Semester, 2011
Basic Writing in English as a Second Language (6 credits)
MWF 2:00 - 3:50 pm in Physics 126

Note: We may need to make changes in this course syllabus and schedule. Please check your UWM email regularly to receive any important news.

Instructor: Cathy Kaye
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Mailbox: 6th floor of Curtin Hall, across from Curtin 674
Office hours: MW 4:15-5:15 pm and at other times by appointment
Email: cjkaye@uwm.edu (Email is the best way to reach me.)
Phone: (414) 229-6180 (Please leave a detailed message if I don’t answer.)

Course prerequisite: Score at level 1 on the ESL-PIC test or permission of instructor.

Administrative drops: Students who do not attend the first three classes may be administratively dropped from the course to make space for students wishing to add the course.

Course description and goals: Students in ESL 115 will expand their mastery of English grammar and vocabulary in the context of writing and reading. Much of the instruction will be individualized, focusing on each student’s individual challenges with writing and reading in English. The goal of ESL 115 is to help students more successfully write and read in English for other university courses, as well as in the world outside the university.

Accessibility for students with disabilities: If you will need accommodations to meet any of the requirements of this course, please communicate with me about this as soon as possible. An important resource for students with disabilities is the Student Accessibility Center: Mitchell 112, (414) 229-6287, http://www4.uwm.edu/sac/index.html.

Accommodation for religious observances: Students will be allowed to complete course work that is missed because of a religious observance. If you have a religious observance that will require you to miss a class or a conference, please communicate with me about this as soon as possible so that we can make whatever arrangements may be necessary.

Required texts
- Better Writing through Editing by Jan Peterson and Stacy A. Hagen
  Do NOT get a used copy of this book!
- Scarface by Paul Kropp
- Caught in the Blizzard by Paul Kropp
- Silent Honor by Danielle Steel
Recommended texts (optional, not required)

- Understanding and Using English Grammar: Chartbook, A Reference Grammar by Betty S. Azar
- Rules for Writers by Diana Hacker
- In Our Own Words: Student Writers at Work by Rebecca Mlynarczyk & Steven B. Haber
- Longman Advanced American Dictionary

If you do not find a book you need at the UWM Bookstore (in the Union), ask an employee. Sometimes they have more copies of a book in another location. Also, to make sure you have the correct course and book information, take this syllabus with you when you go to buy books.

D2L course website: We have a course website on Desire 2 Learn (D2L), which you can access through the UWM homepage: www.uwm.edu. From the small dropdown menu near the top and center of the UWM homepage, select “D2L.” Use the same username and password you use to access PAWS and your UWM email. Our D2L website allows you to do a lot, such as submit writing assignments (in “Dropbox”), have written conversations with your classmates and teacher (in “Discussions”), and access course documents (in “Content”).

Taking this course on an ungraded (credit/no credit) basis: Graduate students and other students who do not need a grade for this class should consider taking this class on a credit/no credit (ungraded) basis. This is a grading basis you can choose on PAWS when you register for the class. If you do this and get a C- or higher in the class, the class will be on your transcript as “credit,” but there will be no grade for this course on your transcript. If your grade is D+ or lower, this class will not be on your transcript. In either case, the grade will not count in your grade point average (GPA). If you need help changing your grading basis for this course, email me (ckaye@uwm.edu) during the first two weeks of classes.

Portfolio evaluation: At the end of the semester, you will write two final in-class essays, in two different classes, and take a reading test. These two final in-class essays, along with your reading test score, will be your portfolio and will be evaluated by a committee of teachers who do not know you. (You will use your UWM student number instead of your name to identify yourself on your final in-class essays.) You will write two final in-class essays for your portfolio so that you have two chances to do well. The portfolio readers (a group of ESL writing instructors) will decide whether your English writing and reading skills, as represented in your portfolio, are strong enough to qualify you for ESL 116. In order to qualify to succeed in ESL 116, your portfolio must meet the ESL 115 portfolio passing criteria, which are printed below. If the portfolio readers decide that your portfolio demonstrates sufficient writing and reading skills, you will receive a final grade of at least C in ESL 115, qualifying you to take ESL 116. However, if the readers feel that your portfolio does not demonstrate the level of writing and reading skills necessary for you to enter ESL 116, you will receive a final grade of C- or lower in ESL 115, and you will not yet be qualified to take ESL 116. On the other hand, if the portfolio readers feel that your ESL 115 portfolio is very strong, they will evaluate it as if it were an ESL 116 portfolio. If your portfolio passes at the ESL 116-pass level, you will be invited to move directly to ESL 117 next semester, skipping ESL 116.
Portfolio Passing Criteria for ESL 115

Passing ESL 115 portfolios should demonstrate the student's ability to communicate in written English. Portfolios contain two final in-class essays. At least one of the in-class essays needs to use grammar (especially verb forms and tenses, agreement, clause structures and sentence boundaries), word order, spelling and punctuation that are correct enough so that the portfolio readers can generally understand the writer's meaning. ESL 115 portfolios also include reading comprehension scores. The portfolio readers consider the student’s reading comprehension when they decide if the student is ready to enter ESL 116. If the reading score is below 43, the student probably is not ready to enter ESL 116. However, the primary factor determining which class a student qualifies for is the student’s writing skills, not the reading score.

Final grades: The portfolio readers' evaluation of your portfolio will determine which of these two categories your final grade falls into:

1) A passing portfolio = a final grade of C or higher; you are qualified to take ESL 116.  
2) A failing portfolio = a final grade of C- or lower; you are not yet qualified for ESL 116.  
(If your portfolio fails and you retake ESL 115, only your higher grade will count in your GPA.)

Once the category of your final grade is determined, your specific final grade within the given category (C or higher OR C- or lower) will be based on:

- Reading and writing about books = 25%
- Attendance, punctuality and preparation = 25%
  - [Attendance and punctuality] = 12.5 %
  - [Submitting assignments on time] = 12.5%
- “Writer’s Reflections” Paper = 25%
  - [Revising and submitting drafts on time] = 12.5%
  - [Quality of final paper] = 12.5%
- Final In-Class Essays = 25%

Reading and writing about books: Reading books in English is one of the best ways to improve your English language skills: your vocabulary, your grammar, your spelling, your punctuation, your reading comprehension, and your writing skills. Therefore, reading and writing about books is central to your success not only in this course but also in preparing you to succeed in other university courses as well as in any work-related or personal communications you will need to have in English outside the outside the university. This semester, you will read and write reports about several books this semester. The three required books that you will read and write about are Scarface, Caught in the Blizzard and Silent Honor. You will also borrow other books from me (Cathy). You may choose any books that interest you from my collection of books. After you finish reading a book, you should write a brief report on it, telling me what happens in the book and what you think of the book. A successful report will convince me that you have read the book. In order to get an A for this portion of your final grade, you need to read and successfully write about the three required books and at least one additional book of at least 300 pages or three additional books of approximately 100 pages. This will count as 25% of your final grade.
“Writer’s Reflections” paper: This is a major piece of writing that you will work on all semester. It is your opportunity to think and write about all of your experiences related to writing. I believe you will enjoy writing about your own experiences, and I also believe that writing this long and in-depth paper will help you learn more about writing. See the separate document (attached here after the Class and Assignment Schedule) called “Writer’s Reflections” for more information. Submitting all of the drafts on time will count as 12.5% of your final grade. The quality of the final version of this paper, which you will submit in our last class on Wednesday, December 14, will count as 12.5% of your final grade.

Attendance and punctuality: You need to come to all (or almost all) classes and conferences on time and actively participate in class and conference activities in order to do well in this class. However, if you are sick, you should stay home and take care of yourself (and avoid making other people sick if you have the flu or a cold or something else that is contagious). If you miss no more than two classes or conferences, you are guaranteed an A for this portion of your grade. ☺ Missing a conference that is scheduled instead of class counts as two absences. Please contact me as soon as possible if you need to miss a class or conference for any reason, so that we can try to make arrangements for you to make up that class or conference.

Arriving late for class not only means that you might miss something important but also that you might disrupt important work that others are doing in class. I may choose not to interrupt class to mark you present if you arrive late. Therefore, check with me after class if you arrived late to make sure that I have marked you present. Three late arrivals count as one absence. (Please talk to me if you have special circumstances that make it difficult for you to arrive on time.) Arriving late for a conference is also a problem because then we probably will not have enough time to discuss all that we need to discuss in the conference. If you arrive late for a conference, you may lose the opportunity to have that conference because I may not have enough time to meet with you. That would count as an absence.

You will often have an individual conference with me in my office, to talk about something you have written, instead of regular class. If you miss a conference, I may or may not have time to meet with you at a different time to make up for that missed conference. Whether or not we are able to meet at a different time, that missed conference will count as two absences (unless you make arrangements more than a week in advance to reschedule a specific conference). I will arrange a conference schedule that I hope we can follow for the entire semester. I will ask you to complete a form about possible times when you can meet with me, and I will arrange a schedule based on the forms that all students give me. I will give you the conference schedule in class and by email as soon as possible. The schedule will also be posted on my office door and on our D2L website.

Because class and conference attendance and punctuality are so important, this will constitute 12.5% of your final grade.

Submitting assignments on time: In order to benefit from this course, you need to complete and submit assignments on time. Therefore, this will count as 12.5% of your final grade.

Extra credit opportunity: If you can correct an error that Cathy has made in this course syllabus, in another course document, or on the board in class, you will get extra credit points that can help boost your final grade. ☺
Final In-Class Essays: The quality of your writing in your final in-class essays (written in class on Friday, December 9 and Monday, December 12 will determine which writing class you qualify to take next semester. (Your score on the reading test also is a factor in the decision the committee makes about which class you may take next, but your writing is the more important factor they consider.) If one of your final in-class essays is better than the other, the readers will pay more attention to the better one. To help you prepare to do well on the two final in-class essays, you will write practice in-class essays during the semester. After each of the practice essays, you will meet with me in a conference to look at and talk about your essay so that you can learn more about how to make your English writing clearer and better in the future. The assignments you do during the semester will also help you do better on your final in-class essays.

Academic Misconduct and Plagiarism: Students are responsible for honestly completing and representing their work and for respecting others' academic work. Plagiarism is commonly defined as a form of academic theft—the act of claiming the intellectual work of others as one’s own. In other words, plagiarism is cheating, so it is not allowed in the university. If you copy words from something you read, you must use quotation marks and identify the source of those words. (This is quoting.) If you use different words but copy ideas from something you have read, you also need to identify the source of those ideas. (This is paraphrasing or summarizing.) Your country or culture may have different attitudes about practices that might be considered plagiarism, an academic crime, in the United States. You must be aware of the attitudes about these practices in the United States and how seriously plagiarism is treated here. At the University of Wisconsin-Milwaukee, plagiarism is considered a form of academic misconduct, and all plagiarism cases are subject to University of Wisconsin System rules and regulations on academic misconduct. The penalties for intentionally plagiarizing range from failing the assignment or course to being suspended or expelled from the university. A more detailed description of Student Academic Disciplinary Procedures may be found in the Board of Regents Policy Statements, University of Wisconsin System Chapter 14 and UWM Faculty Document #1686, which can be found at http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm#overview

Reading to Improve Your English

One of the best things you can do to advance your knowledge of English grammar and vocabulary is to read many books in English. You should choose books that interest you and that are easy enough for you to read and understand without using a dictionary. Reading books in English is a very efficient way to improve your English grammar and vocabulary. You can read and understand whole books at a faster pace than you can read many separate articles and stories. This is because when you begin reading something, you read more slowly until you become familiar with its specific vocabulary and names. When you read a book, you usually become familiar with its specific vocabulary and names after reading the first several pages. After you have become familiar with a book’s specific names and vocabulary, you can read the rest of the book much more quickly than you would be able to read several short stories or articles totaling the same number of words. Therefore, if you choose books that are easy enough for you to understand, you can read books much faster than you can read the same amount in short pieces of writing, such as stories and articles.
The more you read, the more English grammar and vocabulary enters your brain. You will get much more language benefit from reading books that are easy enough for you than you will from books that are difficult for you. Just because you can understand a book in English does not mean that you could correctly use that same level of English grammar and vocabulary in your own writing. Reading easy books helps you strengthen your ability to use basic English grammar and vocabulary correctly. Also, even if a book is generally easy for you to read, there are usually some words and phrases that you are not familiar with in each book. The more time you spend reading books that you can enjoy in English, the more you will improve your English language skills.

Cathy has a collection of easy books you may borrow during the semester. Also, the Milwaukee Public Library (or your local public library if you do not live in Milwaukee) is an excellent place to find many easy and interesting books that you can borrow for free. Boswell Books (2559 N. Downer Avenue, about 6 blocks south of UWM) is a great place to buy new and used books. If you want to write in your books, you should buy them because you may not write in books that you borrow from Cathy or a library. Listed below are some books that other students and I have enjoyed reading. Most, if not all, of these books are available through the Milwaukee Public Library (www.mpl.org):

- Five Days in Paris (and other titles) by Danielle Steel
- The Firm (and other titles) by John Grisham
- Creating Affluence (and other titles) by Deepak Chopra
- You Can Be Happy, No Matter What by Richard Carlson
- When Heaven and Earth Changed Places by Le Ly Haslip
- Champagne at the Murder by Joan Lowery Nixon and Kathleen Nixon Brush
- Murder at the Reunion by Barbara Steiner
- Fatal Fiction by Mary Blount Christian
- A Corpse in the Basement by Kathleen Barrett
- Hit the Street by Judith Andrews Green
- Two Years in the Melting Pot by Liu Zongren
- The Doctor by Edward Rosenbaum
- Being There by Jerzy Kosinski
- Tuesdays with Morrie by Mitch Albom (and any other biography or memoir that interests you & is not too difficult for you to read & understand)
- Biographies and other non-fiction written for children
- Any title in the Penguin Readers series, available through Longman ESL publishers
- Other fun, easy books in English that you might enjoy reading (or re-reading)
First writing assignment: Self-Introduction

Please tell us as much as you can about yourself. All of your classmates and your teacher will be able to read your writing after you post it in the “Discussions” area of our D2L course website, so please be as clear and complete as you can. (Save your writing often and use the editing function to re-read your writing and make it as clear as possible before you post it.) See below for suggestions of topics you might write about in your self-introduction. (This is all posted on the D2L website, too.)

What should I write about in my self-introduction? Here are some suggestions:

- Tell us your full name.
- Tell us what your friends call you.
- Tell us what language(s) you know in addition to English.
- Tell us where you were born.
- Tell us where you have lived, especially what countries.
- Tell us how long you have been in the United States and Wisconsin.
- Tell us about your family.
- Tell us what you enjoy doing for fun.
- Tell us what you major is if you have chosen one.
- Tell us what plans and hopes you have for the future.
- Tell us how you feel about living in Wisconsin and studying at UWM.
- Tell us how you feel about writing and reading in English.
- Tell us how you feel about reading and writing in any other language(s) you know.
- Tell us anything else you would like to share with us in writing about yourself. 😊
I may need to make changes in this schedule. If you miss a class, you are still responsible for doing any assignments given and for knowing about any schedule changes announced in the class you missed. I may also announce schedule changes by email.

**W 9/7** Class in Physics 126. Welcome and introductions. Discuss reading strategies.

**F 9/9** Class in Physics 126. **Homework:** 1) **Read** “Reading Strategies.” 2) **Read** “Reading critically, taking notes, preparing for discussion and writing.” 3) **Read** this course syllabus (and **take notes** on it to prepare for discussion of it in class). 4) **Read** “Feelings and attitudes about writing” (and **take notes** on it to prepare for discussion of it in class).

**M 9/12** Class in Physics 126. **Homework:** 1) **Read** “Freewriting” by Peter Elbow. 2) **Read** “Summarizing and paraphrasing.” 3) **Read** *Scarface* pages 3-30. 4) **Write** an introduction of yourself in the D2L discussion forum.

**W 9/14** Class in Physics 126. **Homework:** 1) **Read** sample in-class practice essay assignment. 2) **Read** “Strategies for Editing Your Own Writing.” 3) **Read** “In-Class Essay Rules.” 4) **Complete** the “Beginning Editing Assessment.” **Bring** your completed “Beginning Editing Assessment” to class. *In this class: write Practice Essay #1.*

**F 9/16** Class in Physics 126. **Homework:** 1) **Write** a draft of your “Writer’s Reflections” paper. **Submit** your “Writer’s Reflections” draft in the D2L dropbox by 12:00 noon so that Cathy has time to print copies to bring to class. 2) **Read** “Reading Test Suggestions.” *In this class: read and respond to one another’s "Writer’s Reflections" drafts. Also, take a reading comprehension test.*

**M 9/19** **Conference #1** on your “Writer’s Reflections” revised draft (draft 2) instead of class. (Individual conferences in Curtin 678 Monday through Friday. See the conference schedule, given out in class and by email, for your day and time.) **Homework:** 1) **Read** “The Maker’s Eye: Revising Your Own Manuscripts” by Donald Murray. 2) **Revise** your “Writer’s Reflections” paper. Make it as complete and as clear as you can. **Submit** your revised draft of your “Writer’s Reflections” paper (draft 2) in the D2L dropbox by Monday at 8 AM. 3) **Read** as much as you can in *Scarface*. **Bring** the book to your conference and be prepared to talk about it and ask questions in your conference.

**W 9/21** **Conference #1** (Individual conferences Monday through Friday. See the conference schedule for your day and time.) **Homework:** **Write** Practice Essay 2. (Find the assignment in the D2L dropbox.) **Submit** your essay in the D2L dropbox by Wednesday at 12:00 midnight.

**F 9/23** **Conference #1** (Individual conferences Monday through Friday. See the conference schedule for your day and time.) **Homework:** **Read** the rest of the book *Scarface*, **write** about it, and **submit** your writing in the D2L dropbox by Friday at 12:00 midnight. (Find the assignment in the D2L dropbox.)
M 9/26 Conference #2 on Practice Essay 1. Homework: 1) Read at least pages 3-24 in Caught in the Blizzard. Bring the book to your conference and be prepared to talk about it and ask questions in your conference. Also 2) read and do the exercises in one of the chapters in Better Writing through Editing. Write in the book (or photocopy the pages and write on the photocopies). Bring your work, along with any questions, to your conference.

W 9/28 Conference #2 (Individual conferences Monday through Friday.) Homework: Read and revise your “Writer’s Reflections” paper to make it as complete and as clear as possible. You need to submit a fully revised draft by next Monday.

F 9/30 Conference #2 (Individual conferences Monday through Friday.) Homework: Read as much as you can in Caught in the Blizzard (or a book you have borrowed from Cathy). You need to finish it and write about it by next Friday.

M 10/3 Conference #3 on Practice Essay 2 and “Writer’s Reflections” draft 3. (Individual conferences Monday through Friday.) Homework: Revise your “Writer’s Reflections” paper. Make it as complete and as clear as you can. Submit your revised draft of your “Writer’s Reflections” paper (draft 3) in the D2L dropbox by Monday at 8 AM.

W 10/5 Conference #3 (Individual conferences Monday through Friday.) Homework: Read “Comments on College Writing.” Take notes on it to prepare to discuss it.

F 10/7 Conference #3 (Individual conferences Monday through Friday.) Homework: Read the rest of Caught in the Blizzard, write about it, and submit your writing in the D2L dropbox by Friday at 12:00 midnight. (Find the assignment in the D2L dropbox.)

M 10/10 Class in Physics 126. Homework: Revise your “Writer’s Reflections” paper to make it as complete and as clear as you can. Submit your newest and best version of your “Writer’s Reflections” paper in the D2L dropbox by 12:00 noon. (This is draft 4.) In this class, write Practice Essay # 3.

W 10/12 Class in Physics 126. Homework: 1) Read “Quoting and Paraphrasing.” 2) Read the sample “Writer’s Reflections” paper. 3) Re-read class readings to look for ideas about writing that you like and might want to quote in your “Writer’s Reflections” paper: “Freewriting,” “The Maker’s Eye: Revising Your Own Manuscripts,” “Feelings and Attitudes about Writing,” and “Comments on College Writing.” In this class, practice quoting and paraphrasing.

F 10/14 Class in Physics 126. Bring Silent Honor to this class. Homework: Revise your “Writer’s Reflections” paper to include a quotation about writing from one of our class readings. Submit your revised “Writer’s Reflections” paper in the D2L dropbox by 12:00 noon. (This is draft 5.) In this class: read and respond to one another’s revised drafts of the “Writer’s Reflections” paper. Also, preview Silent Honor.

M 10/17 Conference #4 on “Writer’s Reflections” draft 6 (including a quotation about writing from one of our class readings). Also discuss at least Chapter 1 in Silent Honor.
(Individual conferences Monday through Friday.) **Homework:** 1) **Revise** your “Writer’s Reflections” paper (including a quotation about writing from one of our class reading assignments). Make sure that you have adequately introduced and responded to the quotation. Also, cite your source with a parenthetical citation at the end of the quotation and by including a “Works Cited” at the end of the paper. **Submit** your revised draft (draft 6) in the D2L dropbox by Monday at 8 AM. 2) **Read** at least Chapter 1 in *Silent Honor*. **Bring** the book and any questions with you to your conference.

**W 10/19**  Conference #4 (Individual conferences Monday through Friday.) **Homework:** **Read** and **do** the exercises in one of the chapters in *Better Writing through Editing*. **Write** in the book (or photocopy the pages and write on the photocopies). **Bring** your work, along with any questions, to your conference #5.

**F 10/21**  Conference #4 (Individual conferences Monday through Friday.) **Homework:** **Read** as much as you can in *Silent Honor* (or a book you have borrowed from Cathy).

**M 10/24**  Conference #5 on Practice Essay 3, *Silent Honor* (at least to the end of Chapter 3), and your work in *Better Writing through Editing*. (Individual conferences Monday through Friday.) **Homework:** 1) **Read** at least to the end of Chapter 3 in *Silent Honor* (or at least 25 pages in a book you have borrowed from Cathy). **Bring** the book and any questions to your conference. 2) **Read** and **do** the exercises in one of the chapters in *Better Writing through Editing*. **Write** in the book (or photocopy the pages and write on the photocopies). **Bring** your work, along with any questions, to your conference.

**W 10/26**  Conference #5 (Individual conferences Monday through Friday.) **Homework:** 1) **Revise** your “Writer’s Reflections” paper, making everything as complete and clear as possible. Make sure that you have adequately introduced and responded to the quotation you have chosen to include from one of our readings about writing. Also, make sure you have correctly cited your source with a parenthetical citation at the end of the quotation and with a correct and complete “Works Cited” at the end of the paper. **Submit** your revised draft of your “Writer’s Reflections” paper (draft 7) in the D2L dropbox by 8 AM.

**F 10/28**  Conference #5 (Individual conferences Monday through Friday.) **Homework:** **Read** as much as you can in *Silent Honor* (or a book you have borrowed from Cathy).

**M 10/31**  Conference #6 on draft 7 of the “Writer’s Reflections” paper, *Silent Honor* (or a book you have borrowed from Cathy), and your work in *Better Writing through Editing*. (Individual conferences Monday through Friday.) **Homework:** 1) **Read** at least to the end of chapter 6 in *Silent Honor* (or at least 75 pages in a book you have borrowed from Cathy). **Bring** the book and any questions to your conference. 2) **Read** and **do** the exercises in one of the chapters in *Better Writing through Editing*. **Write** in the book (or photocopy the pages and write on the photocopies). **Bring** your work, along with any questions, to your conference.

**W 11/2**  Conference #6 (Individual conferences Monday through Friday.) **Homework:** **Write** Practice Essay 4. (Find the assignment in the D2L dropbox.) **Submit** your essay in the D2L dropbox by Wednesday at 12:00 midnight.
Conference #6 (Individual conferences Monday through Friday.) **Homework:** Read as much as you can in *Silent Honor* (or a book you have borrowed from Cathy).

Conference #7 on Practice Essay 4 (submitted on D2L on W 11/2) and your work in *Better Writing through Editing.* (Individual conferences Monday through Friday.) **Homework:** 1) Read at least to the end of chapter 11 in *Silent Honor* (or at least 90 pages in a book you have borrowed from Cathy). Bring the book and any questions to your conference. 2) Read and do the exercises in one of the chapters in *Better Writing through Editing.* Write in the book (or photocopy the pages and write on the photocopies). Bring your work, along with any questions, to your conference.

Conference #7 (Individual conferences Monday through Friday.) **Homework:** Revise your “Writer’s Reflections” paper, making everything as perfect as possible. It needs to be absolutely complete and clear, including your use and citation of a quotation from one of our class readings about writing. Submit your revised draft of your “Writer’s Reflections” paper (draft 8, your semi-final draft) in the D2L dropbox by 12:00 midnight.

Conference #7 (Individual conferences Monday through Friday.) **Homework:** Read as much as you can in *Silent Honor* (or a book you have borrowed from Cathy).

Conference #8 This is your last conference on the “Writer’s Reflections” paper (submitted on D2L on W 11/9). Also, borrow a book from Cathy in your conference. (Individual conferences Monday through Friday.) **Homework:** Read the rest of *Silent Honor* (or at least 150 pages in a book or books you have borrowed from Cathy). Bring the book and any questions to your conference. Think about what kind of book you would enjoy reading next.

Conference #8 (Individual conferences Monday through Friday.) **Homework:** Write about the book *Silent Honor* (or a book you have borrowed from Cathy). Submit your writing in the D2L dropbox by 12:00 midnight. (See the assignment in the D2L dropbox.)

Conference #8 (Individual conferences Monday through Friday.) **Homework:** Read as much as you can in a book you have borrowed from Cathy.

Class in Physics 126. *In this class: Write practice essay #5.* **Homework:** Edit your “Writer’s Reflections” paper to prepare to submit the final version for a grade. You will need to edit it carefully several times before you submit it 12/14. You will do a better job of editing if you wait a few days between editing sessions. You should read through your entire paper slowly and carefully at least two times during each editing session so that you can see and correct any details that need to be improved or corrected.

Thanksgiving break: Wednesday, November 23-Sunday, November 27

Conference #9 (LAST CONFERENCE!) on Practice Essay 5, all of your language work in this class, and your chosen book(s). (Individual conferences Monday through Friday.) **Homework:** Review all of your Practice Essays, as rewritten, and all of your notes from
your conferences. Be prepared to talk about what you have learned and to ask Cathy questions.

**W 11/30** Conference #9 (LAST CONFERENCE!) (Individual conferences Monday through Friday.) **Homework:** Read a book you have borrowed from Cathy. Write about it and submit your writing in the D2L dropbox by 12:00 midnight.

**F 12/2** Conference #9 (LAST CONFERENCE!) (Individual conferences Monday through Friday.) **Homework:** Read as much as you can in a book you have borrowed from Cathy.

**M 12/5** Reserved for emergency make-up conferences. (No class or conference unless you have scheduled an extra make-up conference.) **Homework:** Edit your “Writer’s Reflections” paper to prepare to submit the final version for a grade.

**W 12/7** Reserved for emergency make-up conferences. (No class or conference unless you have scheduled an extra make-up conference.) **Homework:** Read a book you have borrowed from Cathy. Write about it and submit your writing in the D2L dropbox by 12:00 midnight.

**F 12/9** Class in Physics 126. **In this class:** Write **final in-class essay #1.** **Homework:** Read as much as you can in a book you have borrowed from Cathy.

**M 12/12** Class in Physics 126. **In this class:** Write **final in-class essay #2.** **Homework:** Edit your “Writer’s Reflections” paper to prepare to submit the final version for a grade.

**W 12/14** Class in Physics 126. **In this class:** Take a reading test and complete a course evaluation. (This is the last day of UWM classes. Final exam week begins on Friday, December 16, but ESL 115 will not have a final exam during final exam week.) **Homework:** 1) Submit your final “Writer’s Reflections” paper in the D2L dropbox by 12:00 noon. 2) Read a book you have borrowed from Cathy. Write about it and submit your writing in the D2L dropbox by 12:00 midnight.

Good luck on your final exams for other classes! Have a wonderful winter break!
“Writer’s Reflections” Assignment

Your purpose in your writer’s reflections is to tell us, your classmates and teacher, about your experiences related to writing. Your experiences with writing affect how you feel about writing. How you feel about writing affects how easily and how well you can write. Understanding your past experiences and feelings related to writing can help you become a better writer in the future.

The questions below may help you think of material to include in your Writer’s Reflections, which is basically an autobiography that focuses on your experiences with writing. (See due dates and other important details on the next page.)

1. Describe your earliest experiences with writing (in any language). What language did you first learn to write in? About how old were you when you first learned to write? How did you feel about writing in those early years?

2. When did you first learn to write in English? Describe the situation and how you felt about writing in English in your first years of writing in English.

3. What positive (good, pleasant) experiences have you had with writing? Please describe good experiences with writing in any language, not only good experiences writing in English. How did you feel before, during, and after writing?

4. What negative (bad, unpleasant) experiences have you had with writing? Please describe bad experiences with writing in any language, not only bad experiences with writing in English. How did you feel before, during, and after writing?

5. What did you learn about writing in previous classes (either in English or in another language)? How is your previous learning about writing similar to and different from what you have learned about writing in ESL 115?

6. Do you do any writing for fun (in any language)? For example, do you write to friends and family or do you write in a journal or diary? Have you ever written stories or poems? What language do you use when you write for fun?

7. Do your attitudes and feelings about writing change depending on the situation, such as what language you are using, who you are writing to, and what you are writing about? Please explain.

8. How have your attitudes and feelings about writing changed over time? Are your attitudes and feelings about writing today the same as they were when you were younger? Please explain.

9. In what ways do you feel that you still need to grow and develop as a writer, especially as a writer? What might help you grow and develop as a writer, especially in English?
Schedule and Due Dates for Your Writer’s Reflections Paper

Submitting all eight (8) drafts on time—and making revisions and improvements from one draft to the next—counts as 12.5% of your final grade.

**Draft 1** is due in D2L dropbox on **Friday, 9/16 by 12:00 noon** to show your classmates. Include any and all experiences you have had with writing in any language. Provide as much detail as you can to make your explanations of your experiences with writing as vivid as possible so that your readers can feel that they experienced those experiences with you.

**Draft 2** is due in D2L dropbox on **Monday, 9/19 by 8 AM** to discuss with Cathy in conference #1.

**Draft 3** is due in D2L dropbox on **Monday, 10/3 by 8 AM** to discuss with Cathy in conference #3.

**Draft 4** is due in D2L dropbox on **Monday, 10/10 by 12:00 noon**.

**Draft 5** is due in D2L dropbox on **Friday, 10/14 by 12:00 noon** to show your classmates. Include a quotation from one of our class handouts about writing. Be sure to adequately introduce the quotation, respond to it, and integrate it into your writing. You also need to identify the source in the sentence where the quotation is introduced, in a parenthetical citation, and in a “Works Cited” section at the end of the paper.

**Draft 6** is due in D2L dropbox on **Monday, 10/17 by 8 AM** to discuss with Cathy in conference #4.

**Draft 7** is due in D2L dropbox on **Wednesday, 10/26 by 8 AM** to discuss with Cathy in conference #6.

**Draft 8** is due in D2L dropbox on **Wednesday, 11/9 by 12:00 midnight** to discuss with Cathy in conference #8.

The final version, which will be graded and counts as 12.5% of your final grade, is due in the D2L dropbox on **Wednesday, 12/14 by 12:00 noon**.

Your grade on the final version of your “Writer’s Reflections” paper will be based equally on two factors: **depth** and **clarity**. Depth means how deeply you examine your experiences with writing. To get an A on this portion of your paper, you need to include all of your experiences with writing and provide plenty of detail to help your readers understand not only what you have experienced but also how you have felt. Clarity means how clearly you explain your ideas. To get an A on this portion of your paper, you need to make sure that all of your language is clear and that you have adequately introduced, responded to, and cited your chosen quotation about writing.