

MIAMI DADE COLLEGE  
 INTERAMERICAN CAMPUS  
 EAP 1540L WRITING LAB SYLLABUS  
 Ref.# 526508 Fall 2009-I

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To see the competencies visit : <http://www.mdc.edu/iac/Academic Programs Foreign lang/ESL Foreign lang/ESL CourseDescription.asp>

*Objectives:* Students will master competencies in the application of *advanced* writing principles and grammatical structures. Lab assignments will be given individually or collectively as needed to achieve *continuity* with individual or group *classroom* goals and assignments.

*Assignments:* Students will complete assigned lessons in the *e-Writing* online course and any *Writing* assignments given in the lab and included in the lab course outline.

*Grading policy:*

Online assignments	50%
Writing	30%
Attendance & punctuality	20%

Students will be able to make up 2 absences in Room I218 (Speech Lab), in the Open Lab section. More than two absences will result in a lower final grade.

*General Lab Rules:*

- Follow instructions and work quietly
- Turn off your cellular telephones
- Do not bring food or drinks into the lab
- Communicate with your instructor in the lab, by telephone, or via e-mail

**Angel Writing Lab EAP1540L**  
 Reference # 526508 (Fall 2009-1)  
 Instructor: Dr. Manuel Santayana

E-Writing / Minimum 15 lessons.

The order of Syllabus activities may be modified to suit individual student needs in coordination with classroom assignments. Students will freely select lessons in e/Writing to do at home as needed

Week 1	Activities	Instructions
	Introduction to Lab Rules	Create <b>e-Writing</b> account
Week 2	Select e-Writing lessons (assign)	

	<b>Skills Bank 4 (SB4):</b> Language Usage (Lessons 1,2,3)	e/Writing: assigned lesson (at home)
Week 3	<b>SB4:</b> Language Usage (Les. 4-5, Quiz)	<b>e-Writing</b> , assigned lesson/s
	Continue	Do exercises
Week 4	Writing assignment (to be announced)	<b>(e/Writing): assigned lesson</b>
	<b>Focus on Grammar (FOG-High Intermediate):</b> Part 4: GERUNDS AND INFINITIVES (Units 8-9, Test 4)	
Week 5	<b>Focus on Grammar (High Intermediate.)</b> Pt.7: Unit 15: FACTUAL CONDITIONALS	Units 16-17
	Writing assignment (to be announced)	Exercise ( instructor-assigned)
Week 6-7	<b>FOG (High Intermediate)</b> ADJECTIVE CLAUSES (Pt. 8) (Units 19-20)	<b>e/Writing (at home)</b>
Week 8-9	ADJECTIVE CLAUSES (Continue)	Review Test
Week 10-11	<b>Skills Bank 4 (SB4):</b> Language Usage: Lessons 10-11	<b>e-Writing (home)</b>
	<b>SB4</b> (Cont. Language Usage, Lesson 12, Quiz)	<b>e-Writing (home)</b>
Week 12	Writing Assignment (to be announced)	(Instructor-assigned)
Week 13-15	<b>SB4:</b> Language Usage: SEQUENCING: Editing a Sports Story	<b>e-Writing</b> (Choose lessons to prepare for Classroom Final Examination)
Week 16	<b>REVIEW, Q &amp; A</b>	<b>e/Writing</b> lessons, FINISH.

**Policy Against Academic Dishonesty, Plagiarism:**

Please read the section in your Student’s Rights and Responsibilities Handbook regarding plagiarism. Any form of academic dishonesty will result in an “F” for that test or assignment.

**MDC Cheating Policy:**

**1st offense** = Student receives a grade of “0” on the test or assignment. **2nd offense** = Student receives “F” grade in the course where the 2nd cheating offense occurs. **3rd offense** = Student is referred to the Student Dean for dismissal from all classes.

## **INTERMEDIATE/ ADVANCED LEVEL PARAGRAPH OUTLINE (ESL)**

### **Topic Sentence:**

There are three easily accessible ways of improving your English language skills.

### **Major Point/ Subtopic 1**

Reading helps English students to improve their command of the language.

### **Detail(s)**

Students who read attentively and critically *a)* acquire new vocabulary *b)* become more familiar with English sentence structures *c)* polish their style *d)* focus on correct spelling, punctuation, and capitalization skills.

Students may read electronic books, surf the Internet, or read library books.

Most public libraries house an extensive selection of books and listening practice media on a wide variety of subjects.

### **Major Point 2**

Using electronic media is also helpful. Watching television, listening to radio and logging on to the many available Internet websites and features are other practical means of learning.

### **Detail(s)**

- a) TV series and sitcoms provide easy access to idioms and conversational skills
- b) Educational TV and radio programs enhance cultural perspectives and encourage focus on academic subjects (history, mathematics, art, natural sciences) GIVE EXAMPLES
- c) Many such learning sources, in addition to many websites for language learners are available on the Internet GIVE EXAMPLES

### **Major Point 3 (Create)**

### Concluding Sentence:

In brief, reading, using electronic media resources, and \*\*\*\*\*, are three easily affordable means of acquiring and polishing English language communicative skills in all academic topics and in conversation.

## SENTENCE STRUCTURE REVIEW

**SIMPLE SENTENCE:** Money talks (*subject + verb*). The movie starts at 7:00PM.

**COMPOUND SENTENCE:** Two complete sentences (independent clauses) joined by a **COORDINATING CONJUNCTION** (COORDINATORS: *and, but, so, or, yet*):

The **movie** starts at 7:00PM, *and* **we** will be there at 7:15.

The **movie** starts at 7:00PM, *but* **we** are going to be late.

We will be there at 7:15PM, *so* we are going to be late.

**CLAUSE:** a clause is a group of words containing a subject and a verb. An independent clause (sentence) contains a subject and a verb, and it expresses a complete idea (“The movie starts at 7:00PM”) A dependent clause has a subject and a verb, but it does NOT express a complete idea. Example:

*When* I arrive at the movie theater

**COMPLEX SENTENCE:** two sentences are joined by a **SUBORDINATING CONJUNCTION** (SUBORDINATORS: *when, where, before, after, if, because, while, whereas*) A subordinator placed before a sentence, changes that sentence to a *dependent clause*):

I arrive at the movie theater (*sentence/independent clause*)

*When* I arrive at the movie theater (*dependent clause*)

**COMPLEX SENTENCE:**

*When* I arrive at the movie theater, I will park next to the entrance.

I will park next to the entrance *when* I arrive at the movie theater.

**A COMPLEX-COMPOUND SENTENCE** contains

1. two *dependent* clauses and an independent clause OR

2. two independent clauses and one *dependent* clause. Examples:

1. *When we arrive at the theater*, I will give you the car key *after* I lock the car.

I will lock the car, **and** I will give you the key *when we arrive at the movie theater*.

**COMMA SPLICE:** It is a punctuation error. It happens when the writer uses a comma to separate two sentences (independent clauses) instead of a period.

**INCORRECT:** I arrived at the theater, the movie had already started.

**CORRECT:** I arrived at the theater. The movie had already started.

**OR:** I arrived at the theater, **and** the movie had already started.

**RUN ON SENTENCE:** No punctuation **at all** between clauses:

*I arrived at the theater the movie had already started and I had trouble finding a seat finally I found one in the back.*

## ***Form and Function and*** **THE PARTS OF SPEECH**

***Learning the parts of speech (their form and function) and being able to recognize and identify them in different contexts is a fundamental step in language learning. Language learners cannot grasp the FULL meaning of a sentence unless they recognize the form and function of every word in its context and, consequently, produce meaning themselves. It is INDEED (or should be) the very first step in the study of grammar.***

***The following list is comprehensive (look up their definitions in a dictionary or website designed for POS recognition, identification, and practice):***

Nouns

Verbs

Adjectives

Adverbs

Pronouns

Prepositions

Conjunctions

Articles

Interjections

***Certain hasty language instruction practices often emphasize form in a way which is detrimental to the much needed emphasis on function. As a result, a student reading the word “lonely” might think it is an adverb “just because it ends with the suffix –ly”. (See sentence number 11)***

***Here are some examples of the PARTS OF SPEECH in English sentences and of the need to recognize their FORM and FUNCTION in context.***

The *clock* is on the wall. (NOUN)

I *clock-in* at 8:00AM. (VERB)

I *opened* my window this morning. (VERB- PAST TENSE)

The window is *open*. (ADJECTIVE)

The books are *closed*. (ADJECTIVE)  
She *closed* her book. (VERB- PAST TENSE)  
There is a *bear* outside my door. (NOUN)  
I cannot *bear* the pain in my leg. (VERB)  
This is an *actual* classroom. (ADJECTIVE; *Synonym: "real"*)  
He is *actually* an executive! (ADVERB)  
Johnny is a *lonely* boy. (ADJECTIVE) (*Eye on function*)

***IMPORTANT!:*** *Subject and object pronouns MUST substitute subject and object nouns in all affirmative, negative, and interrogative sentences where a subject is needed.*

***Example:*** *My friend Eric* is a doctor, and *he* works in a hospital.  
I love *my friend Marie*. I invited *her* to lunch last week.

**Required:** Visit [www.eslus.com](http://www.eslus.com)    **Search:** Grammar. Parts of speech