

## Sivas Cumhuriyet University, School of Foreign Languages

### 2020-2021 ACADEMIC YEAR OF ELT&ELL PREPARETORY GROUP WRITING COURSE SYLLABUS

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#### COURSE DESCRIPTION

The purpose of this class is to assist you in developing the English writing skills necessary to college success. More specifically, this will help you grow and challenge yourself as a college writer—for academic assignments and also for the writing demands in your personal and professional lives. In this course, you will examine how writing is a communicative act that always occurs within a particular context, and you will gain practice writing for different purposes in multiple contexts.

#### COURSE OUTCOMES

At the end of this course, you can ...

- demonstrate various invention practices: brainstorming, free writing; outlining, journaling.
- demonstrate ability to write in various modes: personal narrative, expository, descriptive, argumentative etc.
- demonstrate the phases of writing: draft, revision, final copy.
- explore sources of writing: reading, thinking, analyzing, discussion.
- create a thesis statement that suggests the focus of the paper and develop and include enough details and examples to support the identified thesis and reinforce focus.
- demonstrate various patterns of organization and use the organization pattern that suits your identified purpose & audience.
- illustrate the concept of audience in your writing.
- artfully combine *audience*, *purpose*, and *tone* in compositions written in and outside of class.
- write in a vocabulary appropriate to your subject and identified audience.
- begin and conclude a paper effectively.
- show effective control of mechanics: paragraphing, punctuation, and spelling.
- differentiate between key ideas and supporting details in writing.
- develop self-assessment skills, and practice good pair-work skills: how to give useful feedback, and how to make use of feedback you receive.

#### ATTENDANCE AND PARTICIPATION

I want you to succeed, and I presume all students are adequately prepared for class participation and ready to engage fully and enthusiastically. Students are expected to contribute actively to a positive classroom environment. Absences, late arrivals and early departures, inappropriate use of cell phones, lack of preparation, inattentiveness, or unwillingness to discuss the texts will affect your ability to contribute to a positive classroom environment. Your in-class activities will be achieved by using the textbook, a notebook and a pen or a pencil, so please bring them all each class. Being prepared includes, but is not limited to, bringing required materials to class and actively reading the required texts. Reading texts by other writers, including classmates, will help you generate ideas, engage in dialogue, and become aware of your writing choices.

Learning to write means learning to be read by others. In our class, you will regularly give and get critical peer response. Students are expected to attend every class, complete the required assignments before every session, bring the assigned texts and materials to class, and participate in class discussion.

Academic Honesty Policy. When using ideas, words, and short passages from other people's writing in your own writing, *you are required to acknowledge the source*. Failure to acknowledge the contribution of others is considered plagiarism, a serious academic offense; fabrication of sources is another form of academic dishonesty.

Office Hours. You are welcome to come to office hours any time you would like to discuss questions or concerns related to this course. If you have a time conflict with my office hours, please schedule an appointment.

## REQUIRED MATERIALS

- Teacher notes (photocopied materials given by the instructor)
- Etesify.com User Account (Online Homework Platform)
- An English-English Dictionary
- A Collocation Dictionary
- A Dictionary of Synonyms and Antonyms (Thesaurus Dictionary)
- A Large Size Notebook
- An A-4 Size Portfolio

## WRITING COURSE CALENDAR FOR 2020-2021 ACADEMIC YEAR

	Topic	Goals
Week 1 05-09 Oct.	<b>English Proficiency Exam</b>	<ul style="list-style-type: none"> <li>• English Proficiency Exam</li> </ul>
Week 2 12-16 Oct.	<b>Icebreaking Activities</b>	<ul style="list-style-type: none"> <li>• class introduction, talking about syllabus and briefing about the course content</li> </ul> <b>Assignment 1:</b> Write about yourself ( Introduce yourself)
Week 3 19 -23 Oct.	<b>From Words to Discourse</b>	<ul style="list-style-type: none"> <li>• identifying parts of speech, phrases and clauses, dependent versus independent clauses)</li> </ul>
Week 26-30 Oct.	<b>From Words to Discourse</b>	identifying parts of speech, phrases and clauses, dependent versus independent clauses)
Week 5 2- 6 Nov.	<b>What Is a Sentence?</b>	<ul style="list-style-type: none"> <li>• sentence types and word order in sentences</li> <li>• simple, compound, complex, and compound-complex sentences</li> <li>connecting words</li> </ul>
Week 6 9-13 Nov.	<b>More About Sentences</b>	<ul style="list-style-type: none"> <li>• sentence types and word order in sentences</li> <li>• simple, compound, complex, and compound-complex sentences</li> <li>• connecting words</li> </ul>
Week 7 16-20 Nov.	<b>From Sentences to Paragraphs</b>	<ul style="list-style-type: none"> <li>• paragraph organization</li> <li>• format of a paragraph</li> <li>elements of a paragraph</li> </ul>
Week 8 23- 27 Nov.	<b>More About From Sentences to Paragraphs</b>	<ul style="list-style-type: none"> <li>• paragraph organization</li> <li>• format of a paragraph</li> <li>• elements of a paragraph</li> </ul>
Week 9 30 Nov.-4 Dec.	<b>Developing and Organizing Ideas to Write</b>	<ul style="list-style-type: none"> <li>• writing process</li> <li>• prewriting techniques (brainstorming, clustering, freewriting, outlining etc.)</li> </ul>
Week 10 7-11 Dec.	<b>More About Developing and Organizing Ideas to Write</b>	<ul style="list-style-type: none"> <li>• writing process</li> <li>• prewriting techniques (brainstorming, clustering, freewriting, outlining etc.)</li> </ul>
Week 11 14-18 Dec.	<b><u>1<sup>st</sup> Mid-term Examination</u></b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> writing midterm grade will be given based on students' assignments at the end of the year</li> </ul>
Week 12 21-25 Dec.	<b>Ideal Paragraphs</b>	<ul style="list-style-type: none"> <li>• properties of a good paragraph (unity, coherence, audience and purpose etc.)</li> </ul>
Week 13 28-31 Dec. <i>1 Jan., Official Holiday</i>	<b>More About Ideal Paragraphs</b>	<ul style="list-style-type: none"> <li>• properties of a good paragraph (unity, coherence, audience and purpose etc.)</li> </ul> <b>Assignment 2:</b> Writing a paragraph by considering the elements and fundamentals of a paragraph
Week 14 4-8 Jan.	<b>Descriptive Paragraphs</b>	<ul style="list-style-type: none"> <li>• descriptive organization</li> <li>• using specific language (adjectives, adverbs) order of adjectives</li> <li>• practicing descriptive paragraphs</li> </ul> <b>Writing Task 1:</b> Practicing Descriptive Paragraph <b>Assignment 3:</b> Descriptive Paragraph

Week 15 11-15 Jan.	<b>Exemplification Paragraphs</b>	<ul style="list-style-type: none"> <li>• Exemplification organization</li> <li>• Exemplification as supporting details</li> <li>• use of the simple present</li> <li>• subject-verb agreement</li> </ul> <b>Writing Task 2:</b> Practicing Exemplification Paragraph <b>Assignment 4:</b> Exemplification Paragraph
Week 16 18-22Jan.	<b>Process Paragraphs</b>	<ul style="list-style-type: none"> <li>• process organization</li> <li>• time-order words in a process paragraph</li> <li>• using imperatives to instructions</li> <li>• modals of advice, necessity, and prohibition</li> </ul> <b>Writing Task 3:</b> Practicing Process Paragraph <b>Assignment 5:</b> Process Paragraph
25-29 Jan.	<b><u>2<sup>nd</sup> Mid-term Examination</u></b>	<ul style="list-style-type: none"> <li>• testing students' ability to write well developed paragraphs</li> </ul>
1 Feb.- 1.Mar.	<b>SEMESTER HOLIDAY</b>	
	<b>Topic</b>	<b>Goals</b>
Week 17 1-5 Mar.	<b>Warming up for the 2<sup>nd</sup> Semester From Paragraph to Essays</b>	<ul style="list-style-type: none"> <li>• quick revision of the 1<sup>st</sup> semester</li> <li>• distinctions between paragraphs and short essays</li> </ul>
Week 18 8-12 Mar.	<b>Warming up for the 2<sup>nd</sup> Semester From Paragraph to Essays</b>	<ul style="list-style-type: none"> <li>• short essay organization</li> <li>• common errors in sentence writing</li> </ul>
Week 19 15-19 Mar.	<b>Classification Essays</b>	<ul style="list-style-type: none"> <li>• gathering and organizing information for an essay</li> <li>• sorting things into categories in a writing process</li> <li>• practicing classification essays on various topics</li> </ul>
Week 20 22-26 Mar.	<b>Classification Essays</b>	<ul style="list-style-type: none"> <li>• gathering and organizing information for an essay</li> <li>• sorting things into categories in a writing process</li> <li>• practicing classification essays on various topics</li> </ul> <b>Writing Task 4:</b> Practicing Classification Essay <b>Assignment 6:</b> Classification Essay
Week 21 29 Mar- 2 Apr.	<b>Comparison-Contrast Essays</b>	<ul style="list-style-type: none"> <li>• comparison-contrast organization</li> <li>• block method versus point-by-point organization</li> <li>• comparison and contrast connectors</li> </ul>
Week 22 5-9 Apr.	<b>Comparison-Contrast Essays</b>	<ul style="list-style-type: none"> <li>• practicing comparison-contrast essays</li> <li>• comparative structures</li> </ul> <b>Writing Task 5:</b> Practicing Comparison-Contrast Essay <b>Assignment 7:</b> Comparison-Contrast Essay
Week 23 12-16 Apr	<b>Narrative Essays</b>	<ul style="list-style-type: none"> <li>• narrative organization and sequence in narrative essays</li> <li>• past time clauses and simultaneous activities in the past</li> <li>• prepositional phrases in descriptions</li> <li>• details, adjectives, similes and simile structures in description</li> </ul>
Week 24 19-23 Apr.	<b>Narrative Essays</b>	<ul style="list-style-type: none"> <li>• adjectival clauses</li> <li>• combining sentences</li> <li>• practicing narrative essays</li> <li>• using emotional and sensory details in narrative writing</li> </ul> <b>Writing Task 6:</b> Practicing Narrative Essay <b>Assignment 8:</b> Narrative Essay
Week 25 26-30 Apr.	<b><u>3<sup>rd</sup> Mid-term Examination</u></b>	testing students' ability to write essays
Week 26 3-7 May.	<b>Opinion Essays</b>	<ul style="list-style-type: none"> <li>• opinion organization</li> <li>• facts and opinions</li> <li>• counter-argument and refutation</li> </ul>

Week 27 10-14 May	<b><i>Opinion Essays</i></b>	<ul style="list-style-type: none"> <li>• practicing opinion essays</li> <li>• quantity expressions in opinion essays</li> <li>• connectors to show support and opposition</li> </ul> <b>Writing Task 7:</b> Practicing Opinion Essay <b>Assignment 9:</b> Opinion Essay Opinion Essay Assignment
Week 28 17-21 May	<b><i>Cause-and-Effect Essays</i></b>	<ul style="list-style-type: none"> <li>• cause-and-effect organization in opinion essays</li> <li>• clustering information</li> </ul>
Week 29 24 -28 May.	<b><i>Cause-and-Effect Essays</i></b>	<ul style="list-style-type: none"> <li>• practicing cause-and-effect essays</li> <li>• future possibilities with if clauses</li> </ul> <b>Writing Task 8:</b> Practicing Cause-and-Effect Essay <b>Assignment 10:</b> Cause-and-Effect Essay
Week 30 31 May- 4 June	<b><i>Feedback on Students' Essays</i></b>	Feedback on Writing Task 8 and Assignment 10
7-11 June	<b><u>4<sup>th</sup> Mid-term Examination</u></b>	testing students' ability to write essays
14-18 June	<b>Preparation Time for Final Examination</b>	Preparation Time for Final Examination
21 -25 June	<b><u>Final Examination</u></b>	<ul style="list-style-type: none"> <li>• testing students' writing proficiency (B2 Level) necessary to college success (for academic assignments and also for the writing demands in their personal and professional lives)</li> </ul>
5-9 July	<b><u>Make-up Examination (in case of failure)</u></b>	<ul style="list-style-type: none"> <li>• testing students' writing proficiency (B2 Level) necessary to college success (for academic assignments and also for the writing demands in their personal and professional lives)</li> </ul>

**NOTE:** Reasonable changes may be made to the course plan during the academic year. Some homework and assignments are not listed in the course plan; they will be assigned during the class period.

#### **DEFINITIONS**

**Writing Task:** Writing tasks include students' written work they are required to write after related paragraph or essay type instruction. 50% of mid-term scores covers students' writing tasks.

**Writing Assignment:** Writing assignments cover students' written work they are required to write after related paragraph or essay type instruction. Students' writing assignments will be graded as their first writing mid-term.

**Feedback:** Feedback can be described as the comments provided by the instructor and/or peers on students' writing work with the purpose of correcting mistakes and improving the quality of the written work.

**Portfolio:** Students' writing portfolios will include the assignments written during the whole year. The first writing mid-term grade will be given based on the portfolio. For the evaluation, learners are expected to hand in their assignments on time,

**Mid-term Examination:** These are the exams held during the year.

**Final Examination:** Final exam is held at the end of the year.

**Make-up Examination:** Make-up examination is held for the students who are not able to have the required grades on final examination.