

## Class Plan Inquiry

YCC1202-07 (1st semester of 2011)



|                           |                          |                    |                     |
|---------------------------|--------------------------|--------------------|---------------------|
| Initial registration date | 2011-01-06 17:32:16      | Last modified date | 2011-05-25 16:23:39 |
| Course Title              | Advanced College English | Credits            | 2                   |
| lecture room              | Species311               | Lecture time       | Wed 6 Fri 6         |

|                           |   |                     |                          |
|---------------------------|---|---------------------|--------------------------|
| Professor in charge       | Janoli Michael  | Professor in charge | Undergraduate University |
| Lab                       | Baekyanggwan 512                                      | Contact             | 2123-3435                |
| e-mail and interview time | michaelzanolli@yahoo.ca; W / F: 5-6: 00; TH: 2-3: 00; |                     |                          |

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|--------------------------------------|---|
| Course Target                        | This course targeted at students with advanced writing abilities.   |
| Course Objectives and Overview       | This course will enable students to become familiar with both the reading and writing processes. Students will practice comprehending the text using various reading skills and analyzing and evaluating the text from a critical perspective. Also, understanding of the structure of a paragraph, essay and rhetorical modes will enable students to apply their critical reading skills in organizing their ideas into coherent and cohesive writing. Through these practices, students will become both critical readers and effective writers. |
| Prerequisite (Prerequisite Learning) |   |
| Course operation method              | Students will be doing a variety of in and out of class writing and reading assignments. Students will also undertake a reading project as homework.  |
| Grading Method                       | Attendance-Preparedness: 10%; In-class activities and homework: 25%; Reading-Writing Project: 15%; Reading and Writing Assessments: 30%; Two Compositions: 20%;   |
| Textbooks and References             | The text for this class is Creating Meaning, Advanced Reading and Writing by Laurie Blass, Hannah Friesen and Kathy Block.  |

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| Professor Information | Hi. My name is Michael Zanolli. I have lived in Korea for the past thirteen years and have been at Yonsei for ten. I have a dual BA in Philosophy and English Literature from Syracuse University in the United States and an MA in English Literature, also from Syracuse University. In my free time, I enjoy reading, listening to and performing music, and watching movies. See you in class. |
| TA Information        | There is no TA for this class.   |
| Summary               | The syllabus will revolve around the book and is subject to change.  |

| week | term                     | Class contents   | Textbook Range, Assignment  | Remarks   |
|------|--------------------------|--|---|---|
| 1    | 2011-03-02<br>2011-03-07 | --Introduction to the Class;   |   | (3.2) Spring semester classes begin<br>(3.4 ~ 3.7) Course add and drop period |
| 2    | 2011-03-08<br>2011-03-14 | --plagiarism sheet; core determiner sheet; study project sample sheet; tense / aspect sheet and exercise in class;<br>--book: Chapter 1, Thinking about the topic, Reading one comprehension and critical analysis; brainstorm good and bad points of the nuclear and extended families; | For Th / F book, Chapter 1, pp. 2-6; for week three T / W, pick reading material for study project;<br>-For Week 3, T / W: book, pp. 7-17; bring brainstorm sheet; choose a reading selection for your project; | (3.8) Course add and drop period  |

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| 3 | 2011-03-15<br>2011-03-21 | --Book, Reading Two comprehension and Critical Analysis;<br>-continue group work on Nuclear v. Extended Family adding examples;<br>comparison contrast paper intro;<br>sample; a / the sheet; group work on an introductory paragraph for the nuclear and extended family; | For Thurs / Fri: finish nuclear / extended family essay and bring to class;<br>start R / W Project. 1st due next week;<br>For Week 4, T / W: 1st Reading / Writing Project entry; in book, Reading 3, "Mr. Mom" and comprehension work; bring Nuclear / Extended Family work to class;<br>For Week 4 Friday, prepare for vocab quiz on Chapter 1; |  |
| 4 | 2011-03-22<br>2011-03-28 | --comprehension work for Reading 3 in groups;<br>--reading / writing project check;<br>--paragraph edit;<br>--continue nuclear / extended family work;<br>--quiz<br>--group work with restaurant reviews; adjectives; criteria;  | --for Th / F: 1. bring restaurant review to class and list author's criteria;<br>2. vocab quiz, Chapter 1;<br>--for Week 5, T / W: 1. Reading 1, Chapter 5; 2. Bring outline sheet for comparison contrast paper;<br>3. R / W project # 2;  |  |
| 5 | 2011-03-29<br>2011-04-04 | --Chapter 5, Reading 1, Comprehension work;<br>-work on C / C paper;   | For Week 6, T / W: bring completed draft of paper   | (3.30 ~ 4.1) Course withdrawal         |
| 6 | 2011-04-05<br>2011-04-11 | -edit papers for structure, grammar, sentence-combining, adjectives;<br>-A Wa; l Through the Fores: in-class writing exercise;   | For Th / F: paper due;<br>continue R / W Project;<br>For Week 7, T / W: Reading 2, Chapter 5;   | (4.7) First third of the semester ends |
| 7 | 2011-04-12<br>2011-04-18 | --Reading # 2, Chapter 5, Comprehension work;<br>-writing / editing exercise;<br>--Go over papers;<br>--Reading # 3, Chapter 5, Comprehension and vocab .;   | --For Th / F: Reading 3;<br>--bring vocab sheets to midterm;<br>--rewrites due first class after midterms;  |  |

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| 8  | 2011-04-19<br>2011-04-25 | MIDTERM  |  | (4.20 ~ 4.25) Midterm Examinations   |
| 9  | 2011-04-26<br>2011-05-02 | --go over midterm;<br>--start opinion paper;   | for week 9, T / W:<br>Chapter 3,<br>Reading 1; restart<br>reading / writing<br>project       | (4.26) Midterm Examination   |
| 10 | 2011-05-03<br>2011-05-09 | --Book, reading<br>comprehension in<br>groups: Global Warming;<br>--editing exercise | for week 10, T / W:<br>Reading<br># 2, Disaster<br>Reduction;<br>bring Opinion<br>Worksheet; | (5.5) Children`s Day   |
| 11 | 2011-05-10<br>2011-05-16 | --Discussion of Reading 2,<br>Disaster<br>Reduction;                                 | For week 12, T /<br>Th: bring<br>draft of Opinion<br>Paper;<br>Paper due week 12,<br>Th / F  | (5.10) Buddha`s<br>Birthday<br>(5.16) Second third of<br>the semester ends |
| 12 | 2011-05-17<br>2011-05-23 | --Opinion Paper drafts;  | For week 13, T / W:<br>paper<br>due; In book,<br>Chapter 4,<br>REading 1;                    |  |
| 13 | 2011-05-24<br>2011-05-30 | --Opinion Paper due<br>--Book Reading 1, Chapter 4<br>--Demos                        | For week 14, T / W,<br>Book,<br>Reading 2, Chapter<br>4                                      |  |
| 14 | 2011-05-31<br>2011-06-06 | --Unit 7 continued;<br>--opinion paper rewrite<br>due;                               |  | (6.6) Memorial Day   |
| 15 | 2011-06-07<br>2011-06-13 | --Unit 8;<br>--return opinion paper<br>rewrites;<br>--preparation for FINAL;         |  |  |
| 16 | 2011-06-14<br>2011-06-20 | FINAL  |  | (6.14 ~ 6.20) Final<br>examinations  |

\* Important notices regarding the change of the regular semester's operation method

Class or self-study in the state where the test is not taken into consideration in consideration of the mid-term period (2020.5.8.-5.12.) And the final period (2020.6.22.-6.27.) Should proceed. \* According to Article 57-2 of Yonsei University School Regulations, students with disabilities may request teaching and learning support for attendance, lectures, assignments, and examinations through interviews with their professors before and after the start of the semester. Assistance is available through the Faculty or Disability Student Services Office. Here are some examples of possible disabilities by class, assignment, and exam. (However, the actual support content may vary depending on the nature of the lecture.) [Lecture] -Visually impaired: teaching materials (digital, braille, enlarged textbooks, etc.), essay help allowed -Retardation: teaching materials (digital teaching materials), Ghostwriting and teaching assistant helper allowed, designated seating arrangements - deaf: daepil / text translator helper allowed, lecture transcripts allowed - intellectual disability / autism disorders: daepil assistant and teaching mentor allow [assignment and exam] - visual impairment / disability / deaf : Extension of project submission deadline, adjustment of assignment and submission method, extension of test time, adjustment of test questions and response method, provision of separate place, linkage of helpers, etc. -Intellectual Disability / Autistic Disorder: Submission of individualization assignment and evaluation of alternative evaluation