SYLLABUS

DATE OF LAST REVIEW: 02/2014
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Level 3 Writing for Academic Purposes
COURSE NUMBER: ESOL 0023
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS

KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): Grade of ‘C’ or higher in Level 2 Writing and Grammar for English Learners (ESOL 0022) or appropriate score on COMPASS ESL placement test and ESOL writing assessment.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Level 3 Writing for Academic Purposes is designed to assist students increase the fluency and accuracy of their writing in English. Through a variety of assignments, the course focuses on refining student writing, developing more precise expression of ideas, writing paragraphs that are organized, coherent and logical, and introducing students to academic essay organization.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels,
conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Paragraph pre-writing
   A. Generating the topic
   B. Refining the topic
      1. Audience
      2. Purpose
      3. Scope
   C. Writing the topic sentence and planning the outline
II. Paragraph writing
   A. Introduction of the process of paragraph writing
   B. Paragraphs
   C. Topic sentence with topic and controlling idea
   D. Point Sentences
   E. Body sentences
   F. Unity, coherence, completeness
   G. Specific information and concrete detail to include facts, examples, physical description, personal experience, and/or reasons
   H. Logical conclusion
I. Diction
   1. Formality
   2. Original imagery
J. Rhetorical patterns
   1. Logical development
   2. Narration
   3. Definition
   4. Persuasion
   5. Classification
   6. Comparison and contrast
III. Paragraph revision
   A. Draft
      1. Audience and purpose
      2. Develop ideas logically
         1. Improve organization, unity, and coherence
         2. Use effective vocabulary
         3. Include an appropriate title
         4. Eliminate errors in mechanics
         5. Eliminate word-level errors
            a. Verb tenses and forms
            b. Countable and uncountable nouns
            c. Articles
            d. Subject pronouns
            e. Object pronouns
            f. Possessive adjectives
g. Possessive pronouns
h. Gerunds and infinitives
i. Modals
j. Passive voice

6. Effective use of transitions
   a. Chronological order
   b. Order of importance
   c. Comparison and contrast
   d. Additional information
   e. Examples
   f. Cause and effect
   g. Conclusion

IV. Introduction to the academic essay
   A. Thesis statement
   B. Topic sentences for body paragraphs that support thesis
   C. Use of specific details in body paragraphs to support topic sentence
   D. Developing a general-to-specific introduction paragraph
   E. Development of a basic concluding paragraph

EXPECTED LEARNER OUTCOMES:
A. The learner will be able to describe and use the writing process to produce organized, unified, coherent, and well-thought-out writing assignments.
B. The learner will be able to analyze, revise, and edit his or her written paragraphs.
C. The learner will be able to identify the parts of an academic essay.
D. The learner will be able to construct a rudimentary five-paragraph essay.

COURSE COMPETENCIES:
Upon successful completion of this course:

The learner will be able to describe and use the writing process to produce organized, unified, coherent, and well-thought-out writing assignments.

1. The learner will be able to articulate the steps of the writing process.
2. The learner will be able to generate topics from reading, discussion, observation, and experience.
3. The learner will be able to select a general topic suitable for development of a paragraph.
4. The learner will be able to write a topic sentence that creates interest and states a topic and controlling idea.
5. The learner will be able to create an outline for a paragraph.
6. The learner will be able to articulate the concept of paragraph unity.
7. The learner will be able to articulate the concept of paragraph coherence.
8. The learner will be able to write point sentences that support the topic sentence of a paragraph.
9. The learner will be able to write sentences with specific details that support the point sentences.
10. The learner will be able to use transitions to achieve paragraph coherence.
11. The learner will be able to write a concluding sentence that rewords the topic sentence, summarizes, or makes a prediction.
12. The learner will be able to use diction that sustains a consistent level of formality.
13. The learner will be able to select and effectively use appropriate rhetorical patterns in assigned paragraphs.
14. The learner will be able to recognize parallel structure.
15. The learner will be able to produce a minimum of 5 fully developed paragraphs utilizing rhetorical patterns selected from narration, logical development, definition, persuasion, and/or other.

**The learner will be able to analyze, revise, and edit his or her written paragraphs.**
16. The learner will be able to analyze and revise the draft of a paragraph after peer editing or tutoring.
17. The learner will be able to analyze and revise the draft of a paragraph to demonstrate attention to audience and purpose.
18. The learner will be able to analyze and revise the draft of a paragraph to demonstrate attention to organization.
19. The learner will be able to analyze and revise the draft of a paragraph for more effective use of vocabulary.
20. The learner will be able to draft an appropriate title.
21. The learner will be able to edit for errors in mechanics.
22. The learner will be able to edit for sentence-level errors.
23. The learner will be able to edit for word-level errors.

**The learner will be able to identify the parts of an academic essay.**
24. The learner will be able to identify the introduction paragraph of an essay.
25. The learner will be able to identify the thesis statement of an essay.
26. The learner will be able to identify the body paragraphs of an essay.
27. The learner will be able to identify the conclusion paragraph of an essay.

**The learner will be able to construct a rudimentary five-paragraph essay.**
28. The learner will be able to construct an essay with an introduction, body, and conclusion.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff.
that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of Academic Resource Center at 913-288-7670.