SYLLABUS

DATE OF LAST REVIEW: 02/2014
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Level 4 Writing for Academic Purposes
COURSE NUMBER: ESOL 0024
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.

PREREQUISITES: Grade of “C” or higher in Level 3 Writing for Academic Purposes (ESOL 0023) or appropriate score on the 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 4 Writing for Academic Purposes is designed to develop students’ knowledge of English academic writing conventions and increase overall fluency and accuracy. Through a variety of assignments, the course focuses on refining and reinforcing the grammatical, structural, and rhetorical patterns of academic English. The course emphasizes both process and product.

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. Essay pre-writing
   A. Generating the topic
      1. Reading
      2. Discussion
      3. Observation
   B. Refining the topic
      1. Audience
      2. Purpose
      3. Scope
   C. Drafting the thesis statement and outline

II. Essay writing
   A. Introduction
      1. General to specific
      2. Generate reader interest
      3. Refine thesis statement
   B. Review of paragraphing
      1. The process of writing a paragraph
      2. The basic point outline
      3. Topic sentences
      4. Unity, coherence, completeness
      5. Information, detail
   C. Conclusion paragraph
   D. Diction
      1. Formality
      2. Originality
   E. Rhetorical patterns and combinations
      1. Logical development
      2. Classification
      3. Cause and effect
      4. Comparison/contrast
      5. Persuasive

III. Essay revising
   A. Draft
      1. Address a specific audience
      2. Make purpose clear to reader
      3. Develop ideas logically
      4. Employ effective coordination, subordination, and parallel structure in sentences
      5. Improve organization, development, unity, and coherence
      6. Use effective vocabulary
      7. Employ consistent tone and style
      8. Include an appropriate title
      9. Eliminate errors of mechanics
EXPECTED LEARNER OUTCOMES:
   A. The learner will be able to describe and utilize the writing process required in essay pre-writing.
   B. The learner will be able to produce essays employing a variety of rhetorical patterns.
   C. The learner will be able to analyze, revise, and edit his or her written essay.

COURSE COMPETENCIES:
Upon successful completion of this course:

*The learner will be able to describe and utilize the writing process required in essay pre-writing.*
1. The learner will be able to articulate the writing process.
2. The learner will be able to generate essay topics from reading, discussion, and observation.
3. The learner will be able to select a general topic suitable for development in an essay for a specific audience.
4. The learner will be able to select a general topic suitable for development in an essay with a specific purpose.
5. The learner will be able to select a general topic suitable for development in an essay of a specified length and scope.
6. The learner will be able to draft a thesis statement suitable for development in an essay.
7. The learner will be able to use a draft thesis statement to create a well-organized outline for an essay.

*The learner will be able to produce essays employing a variety of rhetorical patterns.*
8. The learner will be able to write an essay introduction that creates interest and states the thesis.
9. The learner will be able to write body paragraphs that develop the thesis statement of an essay.
10. The learner will be able to write body paragraphs that contain topic sentences.
11. The learner will be able to write body paragraphs that display unity, coherence, and completeness.
12. The learner will be able to write body paragraphs that contain specific information and concrete detail.
13. The learner will be able to write a conclusion that follows logically from the body of the essay.
14. The learner will be able to use diction that demonstrates originality.
15. The learner will be able to select and effectively use appropriate rhetorical signals and patterns in assigned essays.
16. The learner will be able to produce a minimum of 3 fully developed essays utilizing selected rhetorical patterns.

*The learner will be able to analyze, revise, and edit his or her written essay.*
17. The learner will be able to revise the draft of an essay to demonstrate attention to audience.
18. The learner will be able to revise the draft of an essay to demonstrate the writer’s purpose.
19. The learner will be able to revise the draft of an essay to demonstrate attention to organization of ideas.
20. The learner will be able to revise the draft of an essay to demonstrate attention to development, unity, and coherence of ideas.
21. The learner will be able to revise the draft of an essay to demonstrate attention to an appropriate title.
22. The learner will be able to edit for word-level and mechanical errors.
23. The learner will be able edit for sentence structure errors.
24. The learner will be able to correctly use verb tenses according to cue words in context.
25. The learner will be able to correctly use verb tenses in sentences, paragraphs, and essays.

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.