

# COURSE SYLLABUS

<b>LAST REVIEW</b>	Spring 2021
<b>COURSE TITLE</b>	Level 3 Writing for Academic Purposes
<b>COURSE NUMBER</b>	ESOL 0023
<b>DIVISION</b>	Arts, Communications, and Humanities
<b>DEPARTMENT</b>	<b>ESOL</b>
<b>CIP CODE</b>	24.0101
<b>CREDIT HOURS</b>	3.00
<b>CONTACT HOURS/WEEK</b>	Class: 3.00                      Lab: X                      Clinical: X
<b>PREREQUISITES</b>	Successful completion of ESOL 0022 or placement by ESOL faculty based on appropriate score on ESL Acuplacer score and writing sample.

**COURSE PLACEMENT** Students must meet the correct placement measure for this course. Information may be found at:  
<https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html>

## 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.

## KANSAS SYSTEMWIDE TRANSFER: ESOL0023

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

## PROGRAM ALIGNMENT

This course is part of a program aligned through the Kansas Board of Regents and Technical Education Authority. For more information, please visit:  
[https://kansasregents.org/workforce\\_development/program-alignment](https://kansasregents.org/workforce_development/program-alignment)

### **General Education Learning Outcome**

- Basic Skills for Communication
- Mathematics
- Humanities
- Natural and Physical Sciences
- Social and Behavioral Sciences

### **Institutional Learning Outcomes**

- Communication
- Computation and Financial Literacy
- Critical Reasoning
- Technology and Information Literacy
- Community and Civic Responsibility
- Personal and Interpersonal Skills

### **TEXTBOOKS**

<http://kckccbookstore.com/>

### **METHODS 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, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

### **COURSE OUTLINE**

Insert here

### **COURSE LEARNING OUTCOMES AND COMPETENCIES**

Upon successful completion of this course, the student will:

- A. The learner will be able to recognize, identify, and use common grammatical elements and their terms.
- B. The learner will be able to use appropriate elements of the writing process to create organized, unified, and well thought out pieces of writing of appropriate lengths and rhetorical style.
- C. The learner will use level appropriate grammar in writing.
- D. The learner will be able to use voice and vocabulary appropriate to a given task.
- E. The learner will be able to identify and correct errors in mechanics and formatting.
- F. The learner will be able to use appropriate technologies for academic writing.
- G. The learner will improve fluency in written communication in various level appropriate contexts.

### **COURSE COMPETENCIES:**

*The learner will be able to recognize, identify, and use common grammatical elements and their terms.*

1. Identify and use prepositions and prepositional phrases.
2. Identify and use "BASO" words (the basic conjunctions, but, and, so, or).
3. Identify and use advanced coordinating conjunctions (for, nor, yet).

*The learner will be able to use appropriate elements of the writing process to create organized, unified, and well-thought-out pieces of writing of appropriate lengths and rhetorical style.*

4. Articulate the steps of the writing process (think, plan, write, revise, edit, rewrite).
5. Choose, refine, and develop an academic topic for a paragraph based on experience, readings, and/or discussion.
6. Use various methods for brainstorming (including prewriting, listing, t-charts, mind mapping, etc.).
7. Use various methods for organizing ideas, including outlining.
8. Construct paragraphs of at least 10-16 sentences.
9. Construct a rudimentary 5-paragraph essay.
10. Identify and write topic sentences for an academic paragraph.
11. Identify and write supporting sentences for an academic paragraph.
12. Identify and write conclusion sentences for an academic paragraph.
13. Create cohesion in a paragraph by using transition words and repeating key words or synonyms.
14. Identify and develop an essay topic suitable for an academic audience based on experience, readings, and/or discussion.
15. Identify and write a thesis statement.
16. Identify and write an introduction paragraph for an essay that generates interest and includes a thesis statement.
17. Identify and write body paragraphs that develop the thesis statement of an essay.
18. Identify and write a conclusion that follows logically from the body of the essay.
19. Create cohesion in an essay by using smooth transitions and repeating key words or synonyms.
20. Create a logical division of ideas paragraph that uses appropriate rhetorical tools, transitions, and key words.
21. Create an opinion paragraph that uses appropriate rhetorical tools, transitions, and key words.
22. Create a cause/effect paragraph that uses appropriate rhetorical tools, transitions, and key words.
23. Create a compare/contrast paragraph that uses appropriate rhetorical tools, transitions, and key words.
24. Create an essay elaborating on an opinion/argument that uses appropriate rhetorical tools, transitions, and key words.
25. Revise and edit writing after getting input from the instructor.

*The learner will use level-appropriate grammar in writing.*

26. Use grammatical structures in formal and informal writing that show consistent control over Level 2 grammatical features, and emerging Level 3 proficiency. (See Levels 2 and 3 Grammar course outcomes/competencies.)
27. Correct fragment errors.
28. Correct run-on sentences.
29. Construct grammatical complex sentences with adverbial clauses (of time, reason, effect, condition, etc.) with correct structure and punctuation.
30. Use parallel structure with correct punctuation where appropriate, including prepositional phrases, multiple clauses, lists of infinitives or participles, and other complex structures.
31. Understand and use targeted grammar points in formal and informal writing.
32. Identify individual areas of difficulty in grammar and show evidence of effort to self-edit and improve both formal and informal writing in those areas.

*The learner will be able to use voice and vocabulary appropriate to a given task.*

33. Accurately use high-intermediate level vocabulary to express ideas in writing.

*The learner will be able to identify and correct errors in mechanics and formatting.*

34. Correct errors in spelling and word form.
35. Produce writing that uses standard mechanics and formatting.

*The learner will be able to use appropriate technologies for academic writing.*

36. Use Microsoft Word to format a typed paper according to instructor directions (including font, spacing, margins, etc.).
37. Save a document to a retrievable location with a title that indicates the content of the file.
38. Write an email with appropriate subject, greeting, message, and closing.

*The learner will improve fluency in written communication in various level-appropriate contexts.*

39. Complete informal or impromptu writing tasks (such as journals or in-class writing) about everyday personal topics such as family, school, and work with minimal reliance on a dictionary or other assistance.
40. Complete informal or impromptu writing tasks (such as journals or in-class writing) based on personal opinions and critical thinking with minimal reliance on a dictionary or other assistance.
41. Complete impromptu writing tasks about basic academic topics based on a listening, reading, or discussion with minimal reliance on a dictionary or other assistance.
42. Identify and correct written grammar or vocabulary mistakes in informal or impromptu writing in a level-appropriate manner.

## **ASSESSMENT OF COURSE LEARNING OUTCOMES AND COMPETENCIES**

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

## **COLLEGE POLICIES AND PROCEDURES**

*Student Handbook*

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

*College Catalog*

<https://www.kckcc.edu/academics/catalog/index.html>

*College Policies and Statements*

<https://www.kckcc.edu/about/policies-statements/index.html>

*Accessibility and Accommodations*

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>.