

Revised Spring 2016

Bergen Community College
Division of Humanities
Department of English as a Second language

Departmental Syllabus

ALP 063: American Language III: Writing

Semester and year:

Course and Section Number: (e.g. ALP 063 - xxx)

Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary: (optional)

Office Hours:

E-mail Address:

Course Description:

ALP-063 American Language III: Writing emphasizes writing for academic purposes and provides advanced English language learners with intensive practice using critical thinking to analyze, and interpret texts in order to write cause/effect, compare/contrast and argumentative essays.

3 lec., 3 non-degree credits . Prerequisite: ALP-053 Pre- or Co-requisite: ALP-061/062

Course Texts and/or Other Study Materials:

Oshima, Alice & Hogue, Ann. *Longman Academic Writing Series 4 - Essays*, 5th edition.
Pearson Education 2014. 978-0-13-291569-4

Student Learning Outcomes:

As a result of meeting the requirements in this course, students will be able to:

- Use writing process with emphasis on critically reviewing and revising for content, organization, and grammatical correctness
- Write organized, well-developed and cohesive multi-paragraph essays based on texts
- Use cause/effect, compare/contrast, argumentation in essays
- Compose grammatically correct sentences using structures identified as essential for academic prose
- Use vocabulary from the Academic Word List
- Use mechanics (punctuation, spelling, format) correctly
- Demonstrate the ability to incorporate sources and in-text citations in their writing.

Means of Assessment:

To determine whether students have achieved course goals, teachers will evaluate

- Portfolios showing pre-writing, drafting, revising and editing
- Six – eight in-class and at home essays, including at least one 500 word 5-paragraph essay with sources and citations
- Students must pass the Level III Writing Exit Test, in which they will be asked to write a multi-paragraph essay, and successfully complete all course requirements in order to pass American Language III: Writing. Students who do not meet both requirements must repeat the course.

Grammar for Academic Writing

- Sentence structure: writing complete sentences; avoiding fragments and run-ons
- Verb tense usage appropriate for academic writing (simple present, simple past; present perfect)
- Passive Voice: function and use in academic prose:
- Modals of possibility and ability used for hedging
- Noun clauses to introduce information from sources; reporting verbs for paraphrasing
- Gerunds
- Impersonal *it*-constructions
- Adverb Clauses: cause/effect; concession; condition

Based on Hinkel (2013) “Research Findings on Teaching Grammar for Academic Writing”, **English Teaching**, 68 (4), 3-21.)

Special Features of the Course (if any) [to be designated by the instructor]:

E.g. the use of learning technologies in the course (Internet, PowerPoint, Moodle, etc.)

Grading Policy (to be designated by the instructor)

A student’s final grade for the course is based primarily on his/her **performance** on the required work for the course (homework, writing assignments, tests), class participation, group work and on his/her overall **mastery** of the material covered in the course. *Sample grading policy*

Homework and Class participation:	20%
In-class essays	50%
Essay Assignments	30%

Grade Breakdown:	A	90-100
	B+	86-89
	B	80-85
	C+	76-79
	C	70-75

D 65-69
F 64-below

Attendance Policy: (to be designated by the instructor) Sample:

Students are expected to attend class regularly and punctually. Attendance will be taken at each class session. If students occasionally arrive late, they should enter quietly, and not disturb the class. If students miss class, they should find out what they missed. It is probably a good idea for students to exchange telephone numbers with other students as a way to find out about missed classes.

Poor attendance will affect a student’s grade. If a student’s absence exceeds one and a half times the number of weekly meetings, the student’s grade will be lowered by one full letter grade. If a student is absent excessively, the student can expect to fail the course. Lateness counts, too. Two late arrivals will equal one absence.

Statement on Accommodations for Disabilities

Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at ossinfo@bergen.edu for assistance.

Student and Faculty Support Services

ELRC (English Language Resource Center)	Room E-156	201- 612-5292 http://www.bergen.edu/elrc
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436 http://www.bergen.edu/library

Sample Course Outline & Calendar (to be designated by the instructor)

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Topic/Activity/Assignments
1	Introductions and Writing Sample
2	Paragraphs: Topic Sentence/Main Idea Supporting Sentences Concluding Sentences
3	Unity Coherence Writing Process: Pre-writing In-class Writing
4	Writing Process: Revising and Editing Essays: Introduction; Thesis/Main Idea; Body; Conclusion

5	Essays: Introduction; Thesis/Main Idea; Body; Conclusion Organization and Outlining: Logical Division of Ideas
6 & 7	Cause/Effect Essays Using Information from Sources; Library Instruction In-class Writing
8 & 9	Compare/Contrast Essays Paraphrasing
10	Summary Writing In-Class Writing
11 & 12	Argument Essays Quoting, paraphrasing, summarizing Citing Sources
13	Exit Test
14	Final In-class Writing
15	Conferences