Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ESL 120 **Year: 2023-2024**

Course Title: Advanced Writing and Grammar **Credit Hours: 4**

I. Course Description: This advanced ESL course focuses on strengthening academic writing, editing, and revising skills, along with expanding students' repertoire of grammar structures and vocabulary needed for making their writing more effective. Students practice different writing processes and rhetorical strategies in order to write essays that are purposeful, thoughtful, and coherent, and that conform to the conventions of standard written English. Through spontaneous and planned writing tasks using college-level materials, peer and individual editing activities, and class discussion, students will become familiar with both the academic writing process and the key features of academic style. Students must receive a C or better grade to successfully complete this course. Prerequisites: Appropriate assessment test score or successful completion of ESL 110 with a C or better grade. 4 Cr. (4 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. This course is designed for advanced non-native speakers of English who wish to strengthen their academic English skills before entering a full program of study at a college or university.
2. Students will need to complete ESL 120 with a grade of C or better before taking reading or writing intensive courses at TC3.
3. This course may be used as an unrestricted elective or a Liberal Arts Humanities elective.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Write coherent sentences incorporating advanced-level grammatical structures.
2. Compose a well-organized, multi-paragraph, typed essay using a logical sequence in a prescribed rhetorical mode, e.g., compare/contrast, cause/effect, argumentative/persuasive.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs - N/A

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes – N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Prewriting strategies
2. The writing process
3. North American essay structure and format, including MLA
4. Sentence structure
5. Advanced grammar, such as correct punctuation, transitions, avoiding fragments and run-on sentences

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Formal writing assignments, including 4-5 essays of various rhetorical modes	30-40%
2. Short written assignments, in-class writing, and other homework	20-30%
3. Grammar quizzes	20-30%
4. Final exam (written required; grammar optional)	10-15%
5. Participation and attendance	5-10%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

	OER
1. Folse, Keith, April Muchmore-Vokoun and Elena Vestri Solomon. *Great Writing 4: Great Essays*. 5th edition, National Geographic, 2019.	☐
2. Oshima, Alice, Hogue, Ann. *Longman Academic Writing Series: Essays*. Pearson, 2020.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Raimes, Anne. *Grammar Troublespots.* 3rd edition, Cambridge University Press, 2004.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: None specified
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.