

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

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 to eight in-class and at home essays, including one 500-word 5-6 paragraph essay with sources and citations
- Students need to pass the Level III Writing Final Exam, 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.

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.)

Course Text:

Jeanne Lambert (series editor) ***Final Draft 4*** with ***Writing Skills Interactive 4*** (Online Writing Pack). Cambridge Press. 2016.
ISBN: 978-1-107-49557-9

Research Assignment:

Students should complete a research assignment (5% of the total grade).

The assignment involves the following steps:

1. Library visit: Students attend a library instruction class scheduled by their instructor.
2. Reading, annotating, and discussing an article in class. Two options for the topic are available:
“I Just Can’t Quit Facebook”
“In Defense of Algorithms”
3. Writing a short summary of the main points from the article and a short reaction/response to the ideas in the reading.
4. Creating a Works Cited page.

Research assignment should be completed and submitted to the instructor electronically by the end of week 12-13th of the semester and before the finals.

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

Attendance and class participation:	15%
In-class essays	35%
At-home essays	15%
Research Assignment:	5%
Final Exam:	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.

Plagiarism Policy:

Students are responsible for their own work. Bergen Community College is committed to academic integrity-the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. Behavior that demonstrates a lapse in Academic integrity includes Plagiarism.

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own. Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own
- represents previously completed academic work as current
- submits a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source
- uses another author's exact words without enclosing them in quotation marks and citing them appropriately
- paraphrases or summarizes another author's words without citing the source appropriately

Source: [Bergen Community College Catalog, 2016 \(page 9\)](#)

Academic Integrity Statement:

Academic Integrity is a standard of conduct in the *BCC Student Code of Conduct*:

https://bergen.edu/wp-content/uploads/StudentCodeofConduct2016_EngVer12062016.pdf

The College defines academic integrity as “the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to encourage academic honesty.”

Examples of behavior that demonstrate a lapse in academic integrity include: copying another student's work, doing the work for someone else, sharing answers during an exam, plagiarism, and unethical use of technology for acquiring information from the Internet.

NOTE: If any of your work, all or in part, is plagiarized, that is copied from any source without proper citation, or there is any reason to suspect that it is not your own, it will not be accepted, and you will receive 0% for that assignment.

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 <u>http://www.bergen.edu/elrc</u>
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436 <u>http://www.bergen.edu/library</u>

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

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

Week(s)	Topic/Activity/Assignments	Learning Outcomes	Assignments
1-2	Topic: Consumer Behavior Introduction to an Essay	1/2/3	Diagnostic Writing Assignment
3	Topic: Immigration Narrative Essay	1/2/3/4	Textbook: Unit 2 Writing Assignment 1
4	Topic: Effects of Geographic Mobility	1/2/3/4	Textbook: Unit 3 Writing Assignment 2
5	Topic: Food and Culture		Textbook: Unit 4 Writing Assignment 3
6	Topic: Media Library Visit	1/2/3/4	Textbook: Unit 5 (optional) Writing Assignment 4
7	Topic: The Information Age Research Assignment: Introduction How to annotate an article	5/7	Textbook: Unit 6 Research Skills
8	Research Assignment: Continue How to write a summary	4/5/7	Textbook: Unit 6 Research Skills
9	Spring Break – No Classes		
10	Arguments vs. Opinions Introduction	1/2/3/4/5/6/7	Writing Assignment 5: Research Assignment Due
10	Arguments vs. Opinions Thesis in an Argumentative Essay	1/2/3/4	Textbook: Unit 7
11	How to Build Refutation The Language of Counterargument	1/2/3/4/5	Textbook: Unit 7 Writing Assignment 6 Practice Test 1
12	Timed Writing Review and Practice	1/2/3/4/5	Practice Test 2
13	Review		Final Exam
14	Make Up Assignments Personal Conferences		
15	Semester Ends		