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| **1. Course Descriptions AMLA 70** | | |
| **a. Catalog Description:** | | |
| Basic to intermediate level accelerated writing and reading for non-native speakers with an emphasis on preparation for academic writing, critical thinking, and vocabulary development. | | |
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| **3. Course Measurable Objectives:** | | |
| **Provide a minimum of five (5) course measurable objectives:** | | |
| 1. Create sentence clusters to paragraphs based on selected level-appropriate articles, including topic sentence, effective supporting details, conclusion, and basic transitions, using basic MLA conventions. 2. Construct simple, compound, and complex sentences using clauses of time and reason with consistent accuracy while utilizing level-appropriate grammar and sentence combining techniques. 3. Interpret and write logical responses to level-appropriate texts and multiple media sources using appropriate register (formal vs informal). 4. Create sentences demonstrating increased use of words from the General Service Word List. 5. Use level-appropriate pre-writing and planning techniques with some incorporation of textual evidence, leading to drafting and editing for global and local errors and revising while avoiding plagiarism. 6. Apply basic strategies and reading techniques (preview, scan, skim, basic annotation, supporting details, context clues, literal v. figurative, fact v. opinion) to identify main ideas and increase overall comprehension of level-appropriate materials. 7. Compose complete sentences in affirmative and negative question and answer formats using simple tenses and progressive tenses. 8. Relate ideas to self and ask critical questions to form and use new concepts in written responses. 9. Demonstrate listening comprehension by following directions and/or asking for clarification. Follow classroom conversation. 10. Learn metacognitive strategies for critical thinking in level-appropriate reading and writing. | | |
| **4. Course Methods of Evaluation:** | | |
| **Category 1. Substantial written assignments for this course include:** | | |
| 12- to 15-written assignments of increasing complexity and length, at least six of which must be more than one paragraph in length in response to level-appropriate texts and/or multimedia sources. At least half must be done in class using common word processing tools in basic MLA format. | | |
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| **5. Sample Assignments:** | | |
| **Provide a minimum of three (3) sample assignments:** | | |
| 1. Read the first chapter of "Tuesdays with Morrie" by Mitch Albom. Identify who, what, where, and why, and then write sentences about the chapter answering those questions.  2. One of the themes of "Tuesdays with Morrie" by Mitch Albom is regret. Identify some/three regrets explored in the novel and write a paragraph relating these regrets to an experience of regret that you have had.  3. A rite of passage is an important experience that causes a big change in one’s life, such as a first kiss, first romantic relationship, getting a driver’s license, getting married, having a baby, etc. After listening to the song “100 Years” by Five for Fighting, write 1-2 paragraphs to answer the following questions. What’s the message of this song? How do you know? What rites of passage can you guess the singer is referring to in the song? Describe a rite of passage that was very memorable to you. Which part of the song does it relate to? | | |
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