

American Language Writing Sequence

AMLA 90: Accelerated Developmental Writing for AMLA (5 units)

Course Description:

Develops reading, writing, and critical thinking skills to prepare English language learners for college-level course work.

Lecture Topical Outline:

1. Writing techniques such as brainstorming, journaling, drafting, and revising
2. Coherent writings centered on a clear, unified idea
3. Syntax and original sentences in essays with consistent accuracy and increasing complexity
4. Transitional elements
5. Essay structure including thesis statement, topic sentences, and paragraphs with use of specific details, illustration, and support
6. Coherence and unity in writings
7. Global and local error revision using feedback and just-in-time strategies
8. Expanding academic vocabulary and more complex word choice
9. Strategies including synthesis and integration of multiple sources into essays
10. Structuring critical responses to texts
11. Summarizing texts
12. Analyzing college-level texts incorporating appropriate structures, organizational patterns, and transitional elements
13. Avoiding plagiarism
14. Final project/exam

Course Measurable Objectives:

1. Analyze and summarize in both discussion and writing a variety of authentic texts to identify author's purpose, main idea, and tone.
2. Apply pre-writing techniques to construct and evaluate ideas for use in level-appropriate writing for English language learners.
3. Utilize reading strategies to interpret level-appropriate texts, figurative and literal meanings, multiple meanings in texts, and cultural and linguistic touchstones.
4. Apply academic vocabulary and complex word choices with multiple meanings in texts in the expression of ideas in discussion and writing.
5. Synthesize and integrate contextual evidence from multiple text and media sources in essay assignments.
6. Demonstrate a strong command of English language grammar, vocabulary, and syntax with effective editing strategies.
7. Address a written prompt demonstrating some complexity in logical reasoning.
8. Use critical thinking skills to develop essays for an academic audience with consideration of rhetorical strategies to accomplish specific purposes.

9. Develop an understanding of American culture including developing strategies to respond to academic challenges including the use of college-based success resources.
10. Develop an awareness of metacognitive strategies for success with special attention to affective factors that challenge English language learners.

Course Methods of Evaluation:

1. Five to six multi-paragraph essays of at least 500 words including at least three essays written during a class meeting that measure students' ability to produce organized, coherent, and well-developed essays using appropriate MLA format with in-text citations
2. Multiple-choice and short-answer quizzes and tests that measure students' ability to apply grammatical rules, correctly use vocabulary, and distinguish between main ideas and supporting details in texts.
3. Grammar-based final exam

Sample Assignment:

Considering Mallory McDuff's "Where Did You Learn to Write Like This," write an in-class essay (of at least 500 words) about a time when you needed help. How did you ask for it? Or did you? How does asking for help relate to personal growth? What does growth indicate about learning communities and how you use your past experiences to seek help in this class when needed? Additionally, describe the resources we have at the Writing Center and at the College and how these can benefit you in your learning journey.