

**COMMON COURSE NUMBER:**   EAP 1540C  

**COURSE TITLE:**   Advanced Composition I  

**CREDIT HOURS:**           3          

**CONTACT HOURS BREAKDOWN:**

**Lecture/Discussion**           48          

**Lab**   13 minimum  

**Other**                                   

**Contact Hours/Week**           3          

**CATALOG COURSE DESCRIPTION:**

Prerequisite: EAP 0485C, EAP 0420C, EAP 0400C or through placement testing

Corequisite:

A composition course in English for speakers of other languages. Designed principally to guide the student to the mastery of paragraph structure using various paragraph modes and the multiparagraph essay. The grammar focuses on elements which closely tie in with composition, e.g. connectors and sentence combining. With a D or an F a student must repeat EAP 1540C. Special fee charged.

General Education Requirements - Associate of Arts Degree, meets Area(s):

General Education Requirements - Associate in Science Degree, meets Area(s):

**UNIT TITLES:**

- 1. Strategies of Paragraph Development**
- 2. The Writing Process**
- 3. Effective Use of Grammar**
- 4. Effective Editing**

## I. Course Overview:

Upon successful completion of this course, the students should be able to demonstrate mastery of basic grammatical principles, specific rhetorical concepts, and strategies of exposition. At least fifty percent of the graded writing assignments will be done in class.

## II. Units:

### Unit 1. **Strategies of Paragraph Development**

#### General Outcome:

- 1.0 The students should be able to demonstrate rhetorical principles in expository writing.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Create relevant and proper essay titles.
- 1.2 Distinguish opinions (inferences) from facts (reports) when determining a topic sentence and thesis statement.
- 1.3 Create topic sentences with sufficiently narrow topics.
- 1.4 Supply adequate and relevant support (unity).
- 1.5 Order the support (e.g. general to specific, chronological, spatial).
- 1.6 Include adequate detail to elaborate on each support.
- 1.7 Utilize specific vocabulary to make the writing more vivid.
- 1.8 Utilize transitions effectively to provide coherence.
- 1.9 Supply a closing that brings the essay to a conclusion.
- 1.10 Recognize and create specific essay modes (narration, comparison and contrast, description, process, exemplification) and use vocabulary associated with those modes.
- 1.11 Recognize parallels between paragraph structure and essay structure.

## Unit 2. The Writing Process

### General Outcome:

- 2.0 The students should be able to apply all the steps in the writing process when creating a formal composition.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Generate ideas applying methods such as clustering, brainstorming, free writing or listing.
- 2.2 Improve each successive draft by revising, editing and proofreading.
- 2.3 Utilize input from other readers to improve their compositions or to generate ideas.
- 2.4 Outline their compositions.
- 2.5 Distinguish between "process" and "product."
- 2.6 Compose a paragraph with ease under the pressure of a time limit.
- 2.7 Write an introductory paragraph that includes an interest statement and a thesis statement.
- 2.8 Write a least three supporting paragraphs, each logically organized and developed through use of specific details.
- 2.9 Write logical transitions to insure coherence.
- 2.10 Write a concluding paragraph that relates to the thesis or draws a logical conclusion from the text of the essay.
- 2.11 Write essays using different methods of development such as cause/effect, argumentative, classification, problem/solution or reaction, mini-research).
- 2.12 Demonstrate varied sentence structure, including simple, compound, complex, and compound-complex sentences.
- 2.13 Demonstrate mastery of punctuation skills, including, comma, semicolon, period, exclamation point, and apostrophe.
- 2.14 Demonstrate mastery of grammatical and rhetorical principles.

## Unit 3. Effective Use of Grammar

### General Outcome:

- 3.0 The students should be able to apply grammar concepts studied in previous EAP courses in their compositions.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Use correct verb forms.
- 3.2 Use varied sentence structure, including simple, compound, complex, and compound-complex sentences.
- 3.3 Demonstrate mastery in capitalization, punctuation, and spelling.
- 3.4 Use pronouns correctly.
- 3.5 Use variety in sentences, including appositives and relative clauses, and beginning sentences with adverbs, prepositional phrases, -ing, and -ed.
- 3.6 Recognize and use correctly easily confused words.
- 3.7 Write complete sentences free of run-on, comma splice, and fragment errors.

## **Unit 4. Effective Editing**

### General Outcome:

- 4.0 The students should be able to apply grammar concepts studied in previous EAP courses to effectively edit their compositions.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Check for paragraph basics, including topic sentence, details, and closing.
- 4.2 Distinguish the grammatical errors that they tend to make the most so that they can look for those errors first in the editing process.
- 4.3 Correct all errors in basic grammar and most errors in complex structures.