

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



**COURSE OUTLINE
ESOL 096 ACADEMIC COMMUNICATION**

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**SCHOOL OF LIBERAL STUDIES AND SUPPORT SERVICES
ENGLISH DEPARTMENT
MAY 2015**

ESOL 096 ACADEMIC COMMUNICATION

- A. **TITLE:** Academic Communication
- B. **COURSE NUMBER:** ESOL 096
- C. **CREDIT HOURS:** 4
- D. **WRITING INTENSIVE COURSE:** N/A
- E. **COURSE LENGTH:** 15 weeks per semester
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 4 lecture hours per week

H. CATALOG DESCRIPTION:

This course is designed to help first-semester international or English language learners to enhance communication skills required in American academic contexts. Students will develop critical reading skills and academic writing skills with an overview of grammar and mechanics. Concurrent focus is on building oral fluency and expanding academic vocabulary. Four hours lecture per week. This course is an alternate to ENGL 097 or ENGL 098 for ESL students.

I. PRE-REQUISITES/CO-REQUISITES: Leveled by placement test score

J. GOALS (STUDENT LEARNING OUTCOMES):

By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Use critical reading skills to understand and appreciate various texts and non-texts	1. Communication 2. Crit. Thinking
b. Recognize American rhetorical patterns for academic writing	1. Communication 2. Crit. Thinking
c. Deliver main ideas with proper supporting details	1. Communication 2. Crit. Thinking
d. Direct writing to specific audiences, purposes, and occasions	1. Communication 4. Inter-Intrapersonal
e. Demonstrate grammatical proficiency and mechanical skills	1. Communication
f. Appropriately use source information to avoid plagiarism	1. Communication 3. Prof. Competence
g. Demonstrate English oral proficiency	1. Communication 4. Inter-Intrapersonal

K. TEXTS: These are examples; actual texts are chosen by the instructor

Gaetz, L., & Phadke, S. (2011). *The writer's world*. (3rd ed.). New Jersey: Pearson.

Nist, S. and Mohr, C. (2012). *Improving vocabulary skills: Short version*. (3rd ed.). New Jersey: Townsend press.

McWhorter, K., & Aaron, J. (2012). *The successful writer's handbook*. (2nd ed.). Boston: Longman

L. REFERENCES: These are a sampling, not a comprehensive listing.

Blanchard, K., & Root, C. (2000). *American roots: readings on US cultural history*. Pearson.

Dauer, R. (1992). *Accurate English: a complete course in pronunciation*. Prentice Hall.

Goshgarian, G. *What matters in America*. Longman.

Levine, D. & Adelman, M. (1992). *Beyond Language: cross-cultural communication*. Prentice Hall

Sounds of English -- <http://www.soundsofenglish.org/index.html>

Guide to grammar and writing -- <http://grammar.ccc.commnet.edu/grammar/>

Online writing lab at Purdue University -- <http://owl.english.purdue.edu/owl/resource/679/01/>

The Collins Wordbanks Corpus -- <http://www.collins.co.uk/Corpus/CorpusSearch.aspx>

Dave's ESL Café -- <http://www.eslcafe.com/>

American Psychological Association -- <http://www.apastyle.org/>

Modern Language Association -- <http://www.mla.org/style>

Writing Center at Southworth Library -- http://www.canton.edu/tutoring/writing_center.html

Academic Support Services -- http://www.canton.edu/academic_support_services/

M. EQUIPMENT: Technology enhanced classroom

N. GRADING METHOD: A, B+, B, C+, C, and F Imputed Grading
(Student must receive a "C" or higher in order to pass this course.)

O. MEASUREMENT CRITERIA/METHODS:

§ Papers

§ Tests

§ Oral presentations

§ Fluency tapes

P. DETAILED COURSE OUTLINE: Attached

Q. LABORATORY OUTLINE: N/A

DETAILED COURSE OUTLINE

ESOL 096 ACADEMIC COMMUNICATION

I. Reading skills

- A. Identify main ideas, implied ideas, and supporting details
- B. Recognize author's purpose and tone
- C. Recognize relationships between sentences
- D. Read texts critically
- E. Understand vocabulary in context
- F. Develop vocabulary at college level

II. Writing skills

- A. Recognize American rhetorical patterns for academic writing
- B. Generate ideas
- C. Research topics
- D. Organize ideas logically
- E. Write and polish a paper
- F. Direct writing to specific audiences
- G. Appropriately use source information to avoid plagiarism

III. Grammar and mechanics

- A. Verb Tenses
- B. Agreement
- C. Sentence fragments
- D. Comma splices and run-on sentences
- E. Coordination and subordination
- F. Parallelism
- G. Capitalization
- H. Punctuation
- I. Conditional sentences
- J. Voice (active, passive)

IV. Speaking skills

- A. Stress and intonation patterns
- B. Pronunciation