

North Hennepin Community College

EAP 1060: Advanced Grammar

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

This course requires any of these four prerequisite categories

1. A score of 1 on test Exempt from taking Reading placement tes

Or

2. A score of 1 on test Exempt from taking English placement tes

Or

3. A score of 65 on test Accuplacer ESL Sentence Meaning

Or

4. All of these three groups

1. One of these two

EAP 0830 - Reading Skills Development (Minimum grade: 1.67 GPA Equivalent)

A score of 92 on test Accuplacer ESL Reading Skills

And

2. One of these two

EAP 0860 - English Language Skills Development (Minimum grade: 1.67 GPA Equivalent)

A score of 3 on test ESOL Essay Writing Test Scores

And

3. One of these two

EAP 0880 - Listening and Speaking Skill Development (Minimum grade: 1.67 GPA Equivalent)

A score of 77 on test Accuplacer ESL Listening

Corequisites: None

MnTC Goals: None

This is an advanced ESOL grammar course designed to increase students' grammar and editing proficiency. The course will build students' ability to recognize and employ more sophisticated language necessary for success in academic and professional writing.

Prerequisites: Placement test scores in EAP 930, 960 and 980 or grade of C or better in EAP 830, 860 and 880.

B. COURSE EFFECTIVE DATES: 05/15/2017 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Employing appropriate verb tenses and voice
2. Using correct subject-verb agreement in all sentences; editing for subject-verb errors in all writing
3. Applying rules of punctuation focusing on commas, semi-colons, and apostrophes
4. Composing simple, compound and complex sentence types
5. Accurately constructing sentences with correct noun, adjective and adverb clauses
6. Employing a variety of connectors
7. Editing fragments and run-ons
8. Using word forms in dependent and independent clauses
9. Using vocabulary appropriate to academic writing; editing for nonidiomatic usage and unclear sentences
10. Editing for pronoun reference and agreement
11. Using articles correctly and editing for article errors
12. Accurately using real and unreal conditionals
13. Using past and present modals appropriately
14. Accurately using gerunds and infinitives
15. Employing phrasal verbs and prepositions
16. Writing sentences consistent and parallel in structure
17. Revising writing for clarity and flow of ideas
18. Increasing knowledge of one's own language troublespots
19. Learning ways to continue life-long study of English grammar

D. LEARNING OUTCOMES (General)

1. Identify current understanding of academic success components. (NHCC ELO 2)
2. Apply active learning practices, techniques, processes and/or strategies that recognize that learning is a context dependent task. (NHCC ELO 2)
3. Demonstrate reflection of learning practices, techniques, processes, and strategies. (NHCC ELO 2)
4. Describe self-monitoring (metacognitive awareness) of learning practices, techniques, processes, and strategies. (NHCC ELO 2)
5. Investigate needs through the examination of the academic learning environment. (NHCC ELO 2)
6. Identify which learning practices, techniques, processes, and strategies are appropriate for the learning objective. (NHCC ELO 2)
7. Develop standard American English language skills for college study. (NHCC ELO 1, 2)
8. Use critical literacy skills. (NHCC ELO 2,3)
9. Explore the nature of their learning styles. (NHCC ELO 2)
10. Examine interests and learning goals within the framework of higher education. (NHCC ELO 2)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

- 1: Knowledge of human cultures and the physical and natural world, including: Compare diverse global perspectives.
2. Intellectual and Practical Skills including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement including: Civic knowledge and involvement - campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.