

# ENGH 121-122 Semester Language Goals

## First Semester

## Second Semester

### Reading skills

- a. Developing and adapting speed according to genre and purpose
- b. Identifying main idea /support / purpose
  - i. marking texts
  - ii. outlining

### Reading skills

- a. Continuing to develop and adapt speed
- b. Continuing to identify main idea / support / purpose
  - i. marking texts
  - ii. outlining
- c. Identifying tone & bias
- d. Interpreting graphics (charts, graphs, figures) as part of textual analysis

### Vocabulary skills

- a. Developing an active learning habit
  - i. dictionary & thesaurus use
  - ii. individual (index cards & web submit)
  - iii. class lists
- b. Identifying word parts & using
  - i. Affixes & roots
  - ii. Syllables
- c. Identifying & using lexical rhetorical signals
  - i. transitions, conjunctions, common phrases

### Vocabulary skills

- a. Continued active learning habit
  - i. collect individual terms based on
    - 1. class assigned Academic Word List items and/or Latin & Greek roots to generate class lists for analysis & quizzes

### Grammar – identifying in others and own writing

- c. *Sentence parts*
  - i. Parts of speech (syntactic – surface structure)
  - ii. Clauses & phrases
  - iii. Clause types (IC & 3 DC types)
- d. *Verb issues*
  - i. verb components & verbals
    - 1. form: *principle parts* (base, simple past, past participle, present participle as parts of verb phrases) *v. verbals* (infinitives, participles & gerunds)
    - 2. function: tense, aspect, mood & voice
      - a. semantic (deep) structure
  - ii. reporting verbs –connotation (verb meaning as weak, neutral, strong)
- e. *Word forms* – as related to affixes & roots
  - i. noun, adjective, verb, adverb
- f. *Relative pronouns*
- g. *Clause reduction* – nominalization (concision)
- h. *Sentence types*
  - i. Simple, complex, compound, compound-complex
- i. *Punctuation and avoiding frag, RO, CS*

### Grammar – application of concepts studied first term

- b. *Accuracy*
  - i. error correction log
    - 1. word form, word choice, boundary errors (see *Coded Error Feedback & Style Chart*) with a focus on:
      - a. verbs & verbals
      - b. noun phrases
        - i. articles
        - ii. prepositions
        - iii. count & non-count nouns
      - c. agreement
        - i. s-v
        - ii. n-pro
- c. *Style*
  - i. Academic American English and the Convergence of Grammar and Rhetoric (concision, cohesion & coherence):
    - 1. Thought transitions - grammatical form
    - 2. Parallel forms
    - 3. Using larger NPs for subjects/objects
    - 4. Avoiding clause overload
    - 5. Punctuation

### Writing –progress in:

- j. Fluency – writing more (short check-in assignments on Bb)
- k. Summary writing (annotated bibliography)
- l. Research & Analysis skills
- m. Timed writing (in-class midterm)

### Writing – progress in:

- d. Accuracy
  - i. grammar
  - ii. punctuation
  - iii. spelling
  - iv. APA format
- e. Complexity (rhetoric and grammar)
- f. Revision (rhetoric & grammar)
- g. Analysis & synthesis skills
- h. Timed writing (in-class midterm)