

## ***Writing in English – Intermediate+***

For nonnative writers of English, problems with grammar and syntax can cause communication problems in written communication like email. ***Writing in English - Intermediate+***, the electronic textbook for this course, focuses on common grammar/syntax errors for nonnative writers of English. Rules targeting those errors are presented in a series of interactive presentations followed by interactive, scored practices to reinforce the concepts. Text translations are available in multiple languages.

The co-author of this electronic textbook taught writing for nonnative writers of English at Stanford University. The program was first released in 2005 and co-branded by ETS®, maker of the TOEFL® and GMAT® tests in 2007. It has been used by nonnative writers of English internationally and in the United States in workplace settings like the IBM research labs in Almaden, California and Watson in New York. Schools like Cal Poly Pomona and the University of South Carolina use it in their language labs. It was expanded to 2 levels and updated in 2010.

Both levels of this program have been reviewed & approved by ETS®, maker of the TOEFL® and GMAT® tests.

This is a self-paced course. Students should review the course syllabus before enrolling. Each student will have up to 12 months to complete the course and meet the course objectives as outlined below.

### **Each course includes:**

- ✓ 24/7 access to the interactive, electronic textbook
- ✓ Weekly “Tips from the Author” emails with links to narrated movie files

## ***Syllabus for***

### ***Writing in English - Intermediate+ (2 CEUs)***

#### **Chapter Five: Writing Accurate Sentences**

##### **Objectives**

- Students will learn to use prepositions correctly
- Students will learn to identify/use the correct word form
- Students will learn to identify/use the correct phrasal verb
- Students will learn to use the correct preposition with the adjective/verb
- Students will learn to identify/use the correct article

##### **Outcomes**

- Students will be able to use prepositions, word forms, phrasal verbs and articles correctly, which will reduce errors and avoid confusion in email communication and in spoken English.

For example, using the incorrect preposition in the sentence below can cause confusion and undermine trust in competency:

**Before**

"The report is due **until** Friday."

**After**

"The report is due **by** Friday."

Similarly, using the incorrect word form in the sentence below can slow down the reader and undermine trust in competency:

**Before:**

"His **analyze** was very complete."

**After**

"His **analysis** was very complete."

#### **Chapter Six: Linking Sentences**

##### **Objectives**

- Students will learn to identify/use connecting words for contrast and similarity
- Students will learn to identify/use transitional expressions to show connections

- Students will learn to identify/use the appropriate words to connect clauses
- Students will learn to identify/use adjective clauses correctly

### **Outcomes**

- Students will be able to use connecting words, transitional expressions and adjective clauses correctly, which will reduce errors and confusion in email communication and in spoken English.

For example, using the incorrect transitional expressions in the sentence below can cause confusion and undermine trust in competency:

#### **Before**

"She's come in late to work every day this week. **However**, she's being fired."

#### **After**

"She's come in late to work every day this week. **Therefore**, she's being fired."

## **Chapter Seven: Clarity**

### **Objectives**

- Students will learn to identify/use parallel structure
- Students will learn to identify/use clear pronoun reference
- Students will learn to use verbs rather than noun phrases
- Students will learn to eliminate unnecessary adjective and adverbs
- Students will learn to eliminate redundancy

### **Outcomes**

- Students will be able to use parallel structure, clear pronoun reference, and communicate information more concisely, which will reduce errors and save time in email communication and in spoken English.

For example, using parallel structure in the sentence below can make the sentence more concise:

**Before**

“We’re looking for people who are enthusiastic, self-motivated, and **who know a lot.**”

**After**

“We’re looking for people who are enthusiastic, self-motivated, and **knowledgeable.**”

**Appendix**

**Objectives**

- Students will learn to identify/use tips for expressing disagreement
- Students will learn to identify/use correct punctuation
- Students will learn to identify effective voice mail & email messages

**Outcomes**

- Students will be able to disagree with someone without causing the other person to become defensive.
- Students will be able to organize and write more effective email, which will reduce errors and confusion in written communication.

**Successful Completion of the course will be demonstrated by satisfying the required 20 hours working in the online program & Weekly Tips from the author and completing the Final review with a minimum score of 75%** (tracked by the UMS - User Management System).