

### Course Outline

**COURSE:** ESL 573                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Summer 2017                      **Inactive Course**

**SHORT TITLE:** TRANSITION TO COLLEGE: WRITING

**LONG TITLE:** Transition to College: Writing

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	1	18
		Other:	0	0
		Total:	4	72

#### **COURSE DESCRIPTION:**

This writing course is designed to provide a "bridge" for students from the ESL Program to mainstream college classes. It prepares ESL students to enter regular English classes by teaching them skills needed to succeed in a variety of college classes. It focuses on an introduction to the research paper, the MLA format, the use of quotations, paraphrasing, summarizing, and the rhetorical pattern of argumentation.  
**PREREQUISITE:** ESL 563 with a grade of 'C' or better or ESL Assessment Recommendation.

#### **PREREQUISITES:**

Completion of ESL 563, as UG, with a grade of C or better.

#### **COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

#### **GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

#### **SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity

#### **STUDENT LEARNING OUTCOMES:**

1. Extract the main idea (s) of a reading selection, identify the author's viewpoint, and express own opinion.

ILO: 2, 1, 6, 7

Measure: Written classwork, timed writing responses,

2. Differentiate a paraphrase from a summary or a quotation.

ILO: 2, 1, 6

Measure: Reading and writing assignments, discussion

3. Use correct form in quotations and citations.

ILO: 2, 1, 7

Measure: Written classwork and research paper

4. Research a topic using websites and databases and evaluate the information.

ILO: 3, 2, 1, 6

Measure: Writing assignments, library searches

5. Evaluate strengths and weaknesses and progress made in writing throughout the course.

ILO: 2, 6, 1

Measure: Written self-evaluation and writing portfolio

6. Apply specific skills to the rhetorical pattern of argumentation.

ILO: 7, 2, 5, 1, 6

Measure: Class discussion, writing assignments

## CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/27/2015

Course on Hold

3 Hours

**CONTENT:** Students are introduced to course objectives, provide a writing sample for the purpose of assessing writing ability and individual needs, and get an orientation to lab support services.

**HOMEWORK:** Review of sentence structure and error via computer lab software.

**STUDENT PERFORMANCE OBJECTIVES:** to determine the areas or aspects of writing that will be focused on during the semester.

22 Hours

**CONTENT:** Students are introduced to the first assignment, the research paper. They are introduced to the process of writing the paper, how to choose a topic and freewrite to generate ideas. Students participate in a series of workshops given by a reference librarian. They find and evaluate sources (books, magazines, newspaper articles, and websites) using the internet and databases and also use class time to discuss findings with classmates. They outline information. They learn the use of quotations, paraphrasing, and summarizing.

**HOMEWORK:** Students work with the ESL writing tutor or librarian to brainstorm their topics and carry out individual research. They do book exercises on paraphrasing and documentation.

**STUDENT PERFORMANCE OBJECTIVES:** to practice the foundation skills of the research paper in order to write the first assignment.

17 Hours

**CONTENT:** Students write the research paper following the writing process in order to develop each part of the paper. They write an introduction, body paragraphs (with details, statistics, graphs, and quotes), and a conclusion. They are given library-led workshops on in-text citation and documentation using MLA format. They analyze other writing samples for organization and use of documentation, and practice with book exercises and with application to individual papers. The topic of plagiarism is addressed.

**HOMEWORK:** Students work with the ESL writing tutor or librarian and do assigned textbook exercises. Students follow the writing process by composing and (peer) editing each component of the paper at a time, meeting also with the instructor in an individual conference.

**STUDENT PERFORMANCE OBJECTIVES:** to use the information garnered through the first hours of class, in addition to their research, to develop and write a research paper; to employ the writing process and peer work skills.

10 Hours

**CONTENT:** Students are introduced to the next assignment, argumentative writing. They view models and analyze essays for organization. They practice use of transitions. They practice reading and extracting main ideas from sample pieces of writing. They review summarizing and use it with the main idea exercises. They formulate their own opinions of the readings and state them in their writing. They use the writing process to develop the essay, including peer and small group work for editing and revising. The concept of plagiarism is revisited, and in-text citation skills are reapplied if outside sources are used.

**HOMEWORK:** Students work with the ESL writing tutor or librarian and do assigned textbook exercises of summarizing. They write an argumentative essay.

**STUDENT PERFORMANCE OBJECTIVES:** to make use of reading skills such as locating main idea and summarizing; to form and articulate individual opinion; to employ the writing process and peer work skills.

2 Hours

Final Exam

### **METHODS OF INSTRUCTION:**

There will be lecture, discussion of readings and writing samples, small group work, pair work for peer revision, small group and individual tutoring sessions, extensive in-class and out of class writing assignments, and use of appropriate grammar and editing computer software programs.

### **METHODS OF EVALUATION:**

The types of writing assignments required:

Written homework

Term papers

Other: Essay

The problem-solving assignments required:

None

The types of skill demonstrations required:

None

The types of objective examinations used in the course:

None

Other category:

Other: work with tutor and librarian

The basis for assigning students grades in the course:

Writing assignments: 75% - 90%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 0% - 0%

Objective examinations: 0% - 0%

Other methods of evaluation: 15% - 25%

**REPRESENTATIVE TEXTBOOKS:**

Oshima and Hogue, Writing Academic English, Pearson Longman, 2006

Smalley, Ruetten, and Kozyrev, Refining Composition Skills, Heinle and Heinle, 2003

Hogue, The Essentials of English, Pearson Education, 2003

or other appropriate college level text.

Reading level of text: Advanced ESL grade. Verified by: M Sanidad

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: A

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456087

Sports/Physical Education Course: N

Taxonomy of Program: 493084