

Course Outline

COURSE: ESL 553 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 11/10/2020

SHORT TITLE: ADV ESL COMPOSITION I

LONG TITLE: Advanced ESL Composition I

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
5	18	Lecture:	5	90
		Lab:	0	0
		Other:	0	0
		Total:	5	90

COURSE DESCRIPTION:

This course is a composition course for ESL students that develops college composition skills through a review of the parts and elements of the English paragraph and an introduction to the essay form. The course focuses on the development of a paragraph and expands to the writing of multiple paragraphs in an essay. Basic rhetorical patterns and methods of organization are covered using the multiple-draft approach to writing. **PREREQUISITE:** ESL 543 or 547 with a grade of C or better or ESL Assessment Test recommendation. **ADVISORY:** Recommended concurrent enrollment in ESL 552 and ESL 554.

PREREQUISITES:

ESL 543 or ESL 547 or ESL Assessment Recommendation

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Using the writing process and a variety of rhetorical patterns, write paragraphs with topic sentences, body support, and concluding sentences.
2. Write and differentiate among simple, compound, and complex sentences and use correct punctuation avoiding run-on, comma splice, and fragment errors.
3. Identify and develop an educational plan with a counselor.

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

Curriculum Approval Date: 11/10/2020

CONTENT: 4 Hours

Students are introduced to course objectives, provide an assessment of their writing ability, have an orientation to the ESL

computer lab, learn journal requirements, and discuss the influence of culture on writing. The cultural and academic expectations of English writing are discussed.

HOMEWORK: Students prepare journal

topics, use ESL software, work ESL tutors, and do textbook exercises.

STUDENT PERFORMANCE OBJECTIVES: develop a journal topic and explain the critical role of culture in writing.

CONTENT: 12

Hours

Students recognize paragraph format and identify the steps of the writing process. Students review the structure of simple sentences, capitalization and subject-verb agreement rules and identify sentence fragments. Students attend a two-hour long Kickstart Orientation (in tutoring groups) and learn about the next steps (Math Assessment, Ed Plan, and GUID 210) to qualify for Priority Registration.

HOMEWORK: Students

prepare journal topics, use ESL software, work with ESL tutors and do textbook exercises. They make an appointment with a counselor to discuss and prepare their Ed Plans.

STUDENT PERFORMANCE

OBJECTIVES: recognize writing as a process with specific

steps, utilize correct paragraph format, write simple sentences, identify fragments, discuss their future academic goals and begin preparing an

Ed Plan.

CONTENT: 12 Hours

Students study models of narrative writing and identify time word transitions. They study the "three comma rules" and write compound sentences. They are introduced to the techniques of freewriting and peer editing.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors, do textbook exercises and write a narrative paragraph.

STUDENT

PERFORMANCE OBJECTIVES: freewrite to generate ideas for a paragraph, write a narrative paragraph, and do both self and peer editing of the paragraph with special focus on correcting subject-verb agreement errors and fragments, and utilizing simple and compound sentences, commas and time word transitions.

CONTENT: 12 Hours

Students learn the three parts of the paragraph: the topic sentence, support (examples), and the concluding sentence. They are introduced to paragraph outlining.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors and do textbook exercises.

STUDENT PERFORMANCE OBJECTIVES: identify the parts of a paragraph and organize ideas for a paragraph by creating an outline.

CONTENT: 12 Hours

Students study models of descriptive writing

and learn how to write a topic sentence, provide adequate support and maintain unity. They cluster to generate ideas before writing a descriptive paragraph. They do peer and self-editing. They continue to review and practice writing compound sentences. They do an ungraded timed in-class writing.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors, do textbook exercises and write a descriptive paragraph.

STUDENT PERFORMANCE OBJECTIVES: cluster to generate ideas for a paragraph, create an outline, write a unified spatial-order descriptive paragraph with a clear topic sentence, adequate support, and a strong concluding sentence, and do self and peer editing of the paragraph. They apply writing skills to timed in-class writing (ungraded).

CONTENT: 12

Hours

Students study models of logical division (or classification) paragraphs and identify the types of transitions used in this rhetorical pattern. They practice writing topic sentences, supporting sentences and concluding sentences. They learn to distinguish fact from opinion when writing supporting sentences. They practice correcting fragments, run-ons and comma splice errors.

HOMEWORK:

Students prepare journal topics, use ESL software, work with ESL tutors, do textbook exercises and write a logical division paragraph. Students do an ungraded timed in-class writing.

STUDENT

PERFORMANCE OBJECTIVES: utilize any of the pre-writing techniques already studied to generate ideas for a paragraph, create an outline, write a logical division paragraph with a clear topic sentence, adequate factual support and a strong concluding sentence, do self and peer editing, with a special focus on correcting any fragments, run-ons or comma splice errors, and apply writing skills to timed in-class writing (ungraded).

CONTENT: 12 Hours

Students study models of comparison-contrast paragraphs using both the block and point by point methods of development. They learn how to formulate the topic and concluding sentences as well as transition words typically used in this rhetorical pattern. They are introduced to complex sentences and parallel structure. They do a graded timed in-class writing.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors, do textbook exercises and write a comparison-contrast paragraph.

STUDENT PERFORMANCE OBJECTIVES: utilize any

of the pre-writing techniques already studied to generate ideas for a paragraph, create an outline, write a comparison-contrast paragraph with a clear topic sentence, adequate factual support, appropriate transition words, and a strong concluding sentence, do self and peer editing, with a special focus on correcting any fragments, run-ons, comma splices or non-parallel structure, and apply writing skills to timed in-class writing (graded).

CONTENT: 10 Hours

Students are introduced to the essay, its components and organization, by studying various models.

HOMEWORK: Students prepare

journal topics, use ESL software, work with ESL tutors and do textbook exercises.

STUDENT PERFORMANCE OBJECTIVES: identify the organization and parts of an essay

CONTENT: 2 Hours

Review for final

exam and completion of Ed Plans.

HOMEWORK: Students use ESL software, work with ESL tutors, do textbook exercises and complete Ed Plans.

STUDENT PERFORMANCE OBJECTIVES: prepare for the final exam by

reviewing: the steps in the writing process, prewriting techniques, outlining, the organizational patterns of narrative, descriptive, logical division and comparison-contrast paragraphs and a basic

academic essay, the concepts of unity and parallelism, the use of transitions, the distinction between fact and opinion, simple, compound and complex sentences, and the correction of fragments,

run-ons and comma splice errors. Students provide a copy of their completed Ed Plans to the instructor.

CONTENT: 2 Hours

FINAL EXAM 4 Hours

Students are introduced to course objectives, provide an

assessment of their writing ability, have an orientation to the ESL computer lab, learn journal requirements, and discuss the influence of culture on writing. The cultural and academic expectations of

English writing are discussed.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors, and do textbook exercises.

STUDENT PERFORMANCE OBJECTIVES: develop a journal topic and

explain the critical role of culture in writing.

CONTENT: 12 Hours

Students recognize paragraph format and identify the steps of the writing process. Students review the structure of simple

sentences, capitalization and subject-verb agreement rules and identify sentence fragments. Students attend an hour long (in class) presentation by the Counseling Department and learn why and how they should prepare an Educational Plan (Ed Plan).

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors and do textbook exercises. They make an appointment with a

counselor to discuss and prepare their Ed Plans.

STUDENT PERFORMANCE OBJECTIVES: recognize writing as a process with specific

steps, utilize correct paragraph format, write simple sentences, identify

fragments, discuss their future academic goals and begin preparing an Ed Plan.

CONTENT: 12 Hours

Students study models of narrative writing and identify time word transitions. They study the "three comma rules" and write compound sentences. They are introduced to the techniques of freewriting and peer editing.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors, do textbook exercises and write a narrative paragraph.

STUDENT PERFORMANCE OBJECTIVES: freewrite to generate ideas for a paragraph, write a narrative paragraph, and do both self and peer editing of the

paragraph with special focus on correcting subject-verb agreement errors and fragments, and utilizing simple and compound sentences, commas and time word transitions.

CONTENT: 12 Hours

Students learn

the three parts of the paragraph: the topic sentence, support (examples), and the concluding sentence. They are introduced to paragraph outlining.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors and do textbook exercises.

STUDENT PERFORMANCE OBJECTIVES: identify the parts of a paragraph and organize ideas for a paragraph by creating an outline.

CONTENT: 12

Hours

Students study models of descriptive writing and learn how to write a topic sentence, provide adequate support and maintain unity. They cluster to generate ideas before writing a descriptive paragraph. They do peer and self-editing. They continue to review and practice writing compound sentences. They do an ungraded timed in-class writing.

HOMEWORK: Students prepare journal topics, use

ESL software, work with ESL tutors, do textbook exercises and write a descriptive paragraph.

STUDENT PERFORMANCE OBJECTIVES: cluster to generate ideas for a paragraph, create an outline, write a

unified spatial-order descriptive paragraph with a clear topic sentence, adequate support, and a strong concluding sentence, and do self and peer editing of the paragraph. They apply writing skills to timed in-class writing (ungraded).

CONTENT: 12 Hours

Students study models of logical division (or classification) paragraphs and identify the types of transitions used in this rhetorical pattern.

They practice writing topic sentences, supporting sentences and concluding sentences. They learn to distinguish fact from opinion when writing

supporting sentences. They practice correcting fragments, run-ons and comma splice errors.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors, do textbook exercises and write a logical division paragraph. Students do an ungraded timed in-class writing.

STUDENT PERFORMANCE OBJECTIVES: utilize any of the pre-writing techniques already studied to generate ideas for a paragraph, create an outline, write a logical

division paragraph with a clear topic sentence, adequate factual support and a strong concluding sentence, do self and peer editing, with a special focus on correcting any fragments, run-ons or comma splice errors, and apply writing skills to timed in-class writing (ungraded).

CONTENT: 12 Hours

Students study models of comparison-contrast paragraphs using both the block and point by point methods of development. They learn how to formulate the topic and concluding sentences as well as transition words typically used in this rhetorical pattern. They are introduced to complex sentences and parallel structure. They do a graded timed in-class writing.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors, do textbook exercises and write a comparison-contrast paragraph.

STUDENT PERFORMANCE OBJECTIVES: utilize any of the pre-writing techniques already studied to generate ideas for a paragraph, create an outline, write a comparison-contrast paragraph with a clear topic sentence, adequate factual support, appropriate transition words, and a strong concluding sentence, do self and peer editing, with a special focus on correcting any fragments, run-ons, comma splices or non-parallel structure, and apply writing skills to timed in-class writing (graded).

CONTENT: 10 Hours

Students are introduced to the essay, its components and organization, by studying various models.

HOMEWORK: Students prepare journal topics, use ESL software, work with ESL tutors and do textbook exercises.

STUDENT PERFORMANCE OBJECTIVES: identify the organization and parts of an essay.

CONTENT: 2 Hours

Review for final exam and completion of Ed Plans.

HOMEWORK: Students use ESL software, work with ESL tutors, do textbook exercises and complete Ed Plans.

STUDENT

PERFORMANCE OBJECTIVES: prepare for the final exam by reviewing: the steps in the writing process, prewriting techniques, outlining, the organizational patterns of narrative, descriptive, logical division and comparison-contrast paragraphs and a basic academic essay, the concepts of unity and parallelism, the use of transitions, the distinction between fact and opinion, simple, compound and complex sentences, and the correction of fragments, run-ons and comma splice errors. Students provide a copy of their completed Ed Plans to the instructor.

CONTENT: 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 out-of-class writing assignments, in-class timed writing, weekly journal writing, and use of appropriate grammar and editing computer software programs.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description:

Students prepare journal topics, use ESL software, work with ESL tutors, and do textbook exercises. They will also make an appointment with a counselor to create an Ed Plan.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 65.00 %

65 % to 80 % Written Homework; Term or Other Papers; Other: Paragraphs, self-evaluation

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 25 % Performance Exams

Objective examinations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 30 % Multiple Choice; True/False; Completion

REPRESENTATIVE TEXTBOOKS:

Oshima and Hogue. Longman Academic Writing Series Book 3, 4th Edition. Pearson,2013.

ISBN: ISBN: 978-0132915663

Reading Level of Text, Grade: Intermediate High to Advanced ESL Level Verified by: N. Cisneros

Required Other Texts and Materials

Ruetten, Developing Composition Skills, Heinle Cengage , 2012 Folse, From Great Paragraphs to Great Essays. second edition, Heinle Cengage , 2010

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: C

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000206841

Sports/Physical Education Course: N

Taxonomy of Program: 493084