

Course Outline

COURSE: ESL 563 **DIVISION:** 10 **ALSO LISTED AS:**

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

SHORT TITLE: ADV ESL COMP II

LONG TITLE: Advanced ESL Composition II

<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 refines and further expands college composition skills through the writing of essays. The course focuses on the structuring and development of an essay with the use of personal examples. Students write in response to a variety of prompts using different rhetorical patterns such as classification, narration, argumentation, and cause/effect. **ADVISORY:** ESL 554 with a grade of "C" or better or concurrent enrollment in ESL 554. **PREREQUISITE:** ESL 553 with a grade of "C" or better or ESL assessment recommendation.

PREREQUISITES:

- Completion of ESL 553, as UG, with a grade of C or better.
- OR
- Score of 1 on CELSA Ability to Benefit
- OR
- Score of 1 on Advanced II

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:

1. Outline multiple paragraphs and essays.

Measure of assessment: written classwork, homework assignments

Year assessed, or planned year of assessment: 2015

Institution Outcome Map: 1. Communication, 2. Cognition, 7. Content Specific

2. Using the writing process, write essays with an introduction, body, and conclusion.

Measure of assessment: written classwork, homework assignments

Year assessed, or planned year of assessment: 2015

Institution Outcome Map: 1. Communication, 2. Cognition, 6. Personal Development and Responsibility, 7. Content Specific

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

Curriculum Approval Date: 11/10/2020 - **DE MODIFICATION ONLY**

OUT-OF-CLASS ASSIGNMENTS: Every week students will have tutoring sessions to address a specific aspect of writing and get assistance with concepts, brainstorming, and/or revision of drafts.

10 Hours

CONTENT: Students are introduced to the OBJECTIVES AND REQUIREMENTS of the class. They review the COMPONENTS OF THE ESSAY and learn about the INTRODUCTORY PARAGRAPH, focusing on the "funnel" model in particular. They practice writing introductions and conclusions and are introduced to paragraph transitions for essay coherence.

HOMEWORK: Students prepare journal topics, work on assigned computer software, do textbook exercises, and attend tutoring sessions.

STUDENT PERFORMANCE OBJECTIVES: To develop a journal topic, practice writing introductory paragraphs, practice writing concluding paragraphs, and review the purpose of transitions for essay coherence.

6 Hours

CONTENT: Students review the concepts of UNITY AND COHERENCE within the essay. They do an ungraded timed in-class writing.

HOMEWORK: Students prepare journal topics, work on assigned computer software, do textbook exercises, and attend tutoring sessions.

STUDENT PERFORMANCE OBJECTIVES: To distinguish well-written essays from among different models using the concepts of unity and coherence learned; to begin applying unity and coherence concepts to their own writing; to practice timed in-class writing.

18 Hours

CONTENT: Students write an essay using a pattern such as CLASSIFICATION/EXAMPLE through model essays. They learn how to use examples and extended examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing. They review compound and complex sentences.

HOMEWORK: Students prepare journal topics, work on assigned computer software, do textbook exercises, and attend tutoring sessions. They do an ungraded timed in-class writing.

STUDENT PERFORMANCE OBJECTIVES: To develop and write an essay using a pattern such as classification/example; to demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; to use appropriate transitions both between paragraphs and within them; to select appropriate and sufficient support for a classification/example essay, if such a pattern is used; to locate errors; to communicate with peers about writing; and to practice timed in-class writing.

18 Hours

CONTENT: Students write an essay using a pattern such as CHRONOLOGICAL ORDER through model essays. They discuss appropriate thesis statements and transition signals for this kind of pattern. They learn how to use examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing. They review sentence errors such as run-on sentences, comma splice, and fragments and ways to correct them. They do a graded timed in-class writing.

HOMEWORK: Students prepare journal topics, work on assigned computer software, do textbook exercises, and attend tutoring sessions.

STUDENT PERFORMANCE OBJECTIVES: To develop and write an essay with a pattern such as chronological order; to demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; to use appropriate transitions both between paragraphs and within them; to select appropriate and sufficient support for a chronological order essay, if such a pattern is used; to locate errors; to locate and correct sentence fragments, run-on sentences, and comma splice errors; to communicate with peers about writing; and to apply writing skills to a graded piece of writing in a timed in-class setting.

18 Hours

CONTENT: Students write an essay using a pattern such as CAUSE AND EFFECT through model essays. They learn what this pattern entails and how and when it is used in academic writing. If focusing on a pattern such as cause/effect, they study both the "block" and "chain" formats, if such a pattern is used. They discuss appropriate thesis statements and transition signals for this kind of pattern. They learn how to use examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing. They review the concept of parallelism and practice locating errors with parallelism. They do a graded timed in-class writing.

HOMEWORK: Students prepare journal topics, work on assigned computer software, do textbook exercises, and attend tutoring sessions.

STUDENT PERFORMANCE OBJECTIVES: To develop and write an essay with a pattern such as cause and effect; to demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; to use appropriate transitions both between paragraphs and within them; to select appropriate and sufficient support for a cause and effect essay, if such a pattern is used; to locate errors; to locate and correct sentence fragments, run-on sentences, comma splice, and errors in parallelism; to communicate with peers about writing; and to apply writing skills to a graded piece of writing in a timed in-class setting.

18 Hours

CONTENT: Students write an essay using a pattern such as COMPARISON/CONTRAST through model essays. They learn what the chosen pattern entails and how and when it is used in academic writing. They study both the "block" and "point-by-point" format to compare and contrast, if such a pattern is used. They discuss appropriate thesis statements and transition signals for this kind of pattern. They learn how to use examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing.

HOMEWORK: Students prepare journal topics, work on assigned computer software, do textbook exercises, and attend tutoring sessions.

STUDENT PERFORMANCE OBJECTIVES: To develop and write an essay with a pattern such as comparison and contrast; to demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; to use appropriate transitions both between paragraphs and within them; to select appropriate and sufficient support for a comparison

and contrast essay, if such a pattern is used; to locate errors; to locate and correct sentence fragments, run-on sentences, comma splice, and errors in parallelism; to communicate with peers about writing.

2 Hours Final

OUT OF CLASS ASSIGNMENTS:

Assignment Description:

Every week students will have tutoring sessions to address a specific aspect of writing and get assistance with concepts, brainstorming, and/or revision of drafts.

METHODS OF INSTRUCTION:

Students read selections that model specific rhetorical patterns; do brainstorming and outlining activities in and out of class; do exercises to practice the specific features of each rhetorical pattern and the essay form in general; do self and peer editing; write multiple-draft essays; and write in a timed setting.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 60 % Written Homework; Essay Exams; Other: Written self-evaluation

Skill demonstrations

Percent of total grade: 30.00 %

Percent range of total grade: 30 % to 40 % Performance Exams

Objective examinations

Percent of total grade: 5.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Recommended Representative Textbooks

Oshima and Hogue. Longman Academic Writing Series Book 4, 5th Edition. Pearson, 2013.

ISBN: ISBN: 978-0132915694

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

Recommended Other Texts and Materials

Writing to Communicate, Book 2, Boardman/Frydenberg, Pearson Education, 2008, New York, ISBN: 978-0-13-235116-4 Ruetten, Refining Composition Skills, Heinle Cengage, 2012 Folse, From Great Paragraphs to Great Essays. second edition, Heinle Cengage, 2010 Mlynarczyk, In Our Words: Student Writers at Work, third edition, Cambridge University Press, 2005

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: B

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000153794

Sports/Physical Education Course: N

Taxonomy of Program: 493084