

Course Outline

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

TERM EFFECTIVE: Spring 2023 **CURRICULUM APPROVAL DATE:** 03/14/2023

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
		Total Learning Hrs: 270		

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. **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:

By the end of this course, a student should:

1. Utilize the writing process to write well-organized, grammatically correct essays with an introduction, body, and conclusion.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Outline multiple paragraphs and essays.
2. Apply editing and revising techniques to essays.
3. Write multiple-paragraph essays using the writing process.

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

Curriculum Approval Date: 03/14/2023

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.

6 Hours

CONTENT: Students review the concepts of **UNITY AND COHERENCE** within the essay. They do an ungraded 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.

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.

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.

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.

2 Hours

Final Exam

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 15

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.

Required Outside Hours 165

Assignment Description

Journal writing, work on assigned computer software, do textbook exercises, homework assignments, essay writing.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 60

Evaluation Description

Percent range of total grade: 50 % to 60 %

Written Homework;

Essay Exams;

Other: Written self-evaluation

Skill demonstrations

Evaluation Percent 30

Evaluation Description

Percent range of total grade: 30 % to 40 %

Performance Exams

Objective examinations

Evaluation Percent 10

Evaluation Description

Percent range of total grade: 5 % to 10 %

Multiple Choice;

True/False;

Completion

Recommended Texts and Materials:

Longman Academic Writing Series Book 4, Oshima and Hogue, Pearson, 2020.
Reading Level of Text, Grade: Intermediate High to Advanced ESL Level Verified by: N. Cisneros
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: A

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E Maximum

Hours:

Minimum Hours:

Course Control Number: CCC000637361

Sports/Physical Education Course: N

Taxonomy of Program: 493084