GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ESL 753　　　　DIVISION: 90　　　　ALSO LISTED AS:

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

SHORT TITLE: NC ADV ESL COMPOSITION I

LONG TITLE: NC Advanced ESL Composition I

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
0	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 743 or ESL 747.

PREREQUISITES:

　　　Completion of ESL 743, as NC, with a grade of P or better.
　　　OR
　　　Completion of ESL 747, as NC, with a grade of P or better.
　　　OR
　　　Score of 1 on Advanced I

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES
　　　N - Non Credit

REPEATABILITY: R - Course may be repeated
Maximum of 99 times

SCHEDULE TYPES:
>   02 - Lecture and/or discussion
>   05 - Hybrid
>   71 - Dist. Ed Internet Simultaneous
>   72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Using the writing process and a variety of rhetorical patterns, write paragraphs with topic sentences, body support, and concluding sentences.

Measure of assessment: Written classwork, writing assignments.

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Write and differentiate among simple, compound, and complex sentences and use correct punctuation avoiding run-on, comma splice, and fragment errors.

Measure of assessment: Classroom work, computer software.

Year assessed, or planned year of assessment: 2018

Semester: Spring

3. Identify and develop an educational plan with a counselor.

Measure of assessment: Ed Plan.

Year assessed, or planned year of assessment: 2018

Semester: Fall

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

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

4 Hours

CONTENT: 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.

12 Hours

CONTENT: 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.

12 Hours

CONTENT: 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.

12 Hours

CONTENT: 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.

12 Hours

CONTENT: 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).

12 Hours

CONTENT: 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).

12 Hours

CONTENT: 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 PERFORMACE 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).

10 Hours

CONTENT: 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.

2 Hours

CONTENT: 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.

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.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent: 80

Evaluation Description: Written Homework, journals, paragraphs, self-evaluation.

Skill demonstrations

Evaluation Percent: 15

Evaluation Description: Written homework, lab and online practice exercises, performance exams.

Objective examinations

Evaluation Percent: 5

Evaluation Description: Multiple Choice, True/False, Completion.

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Folse. From Great Paragraphs to Great Essays, 2nd edition. Heinle Cengage,2010.

The content of this text is not out-of-date, and the writing skills taught are still current.

Reading Level of Text, Grade: Intermediate to Advanced ESL Verified by: Nicole Cisneros

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

ISBN: 978-0132915663

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

Ruetten. Developing Composition Skills. Heinle Cengage,2012.

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

ARTICULATION and CERTIFICATE INFORMATION

        Associate Degree:

        CSU GE:

        IGETC:

        CSU TRANSFER:

            Not Transferable

        UC TRANSFER:

            Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: C

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000592476

Sports/Physical Education Course: N

Taxonomy of Program: 493084