

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: Nov. 10, 2005

Department: ESL

Number: 828

Course Title: Writing for Non-Native Speakers IV Units: 5

Hours/Week: Lecture: 5 Lab: 0 By Arrangement: 0

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

NA

2. Corequisite (Attach Enrollment Limitation Validation Form.)

NA

3. Recommended Preparation (Attach Enrollment Validation Form.)

Completion of ESL 827 with Credit or grade of C or higher or appropriate skill level as indicated by placement test and other measures and completion of ESL 857 or higher level reading course. Students are strongly advised to enroll concurrently in Reading 825 or Reading 830 and ESL 848 or higher level speech communication course.

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

Five lecture hours per week. Recommended Preparation: ESL 827 with a grade of C or higher (or appropriate skill level indicated by placement tests and other measures) and completion of ESL 857 or higher level reading course with a grade of C or higher (or appropriate skill level indicated by placement tests and other measures.) Students are strongly advised to enroll concurrently in Reading 825 or higher level reading course and ESL 848 or higher level speech communication course. Practice in writing organized and well-developed paragraphs and essays to develop composition skills. Work on high-intermediate-level grammar structures and editing within the context of the student's own work.

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

Practice in writing organized and well-developed paragraphs and essays to develop composition skills. Work on high-intermediate-level grammar structures and editing within the context of the student's own work. Recommended Preparation: ESL 827 with a grade of C or higher (or appropriate skill level indicated by placement tests and other measures) and completion of ESL 857 or higher level reading course with a grade of C or higher (or appropriate skill level indicated

by placement tests and other measures.) Students are strongly advised to enroll concurrently in Reading 825 or higher level reading course and ESL 848 or higher level speech communication course. (Units do not apply to AA/AS degree.)

6. **Course Outcomes** (Identify 5-8 expected learner outcomes using active verbs.)

Upon completion of the course, students are expected to

1. write well-developed, logically organized, text-based, expository essays with explicitly stated theses using idiomatically and grammatically correct language.
2. use and cite sources correctly.
3. develop ideas using analysis, explanation, details, and examples.
4. write sentences that demonstrate an ability to use such structures as adjective clauses, noun clauses, adverb clauses, conditional structures, noun phrase appositives.
5. make logical transitions.
5. revise their own essays.
6. proofread effectively for errors that may include but are not limited to those involving the preceding structures as well as sentence fragments, run-together sentences, and verb tense errors.

7. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

I. High-intermediate level grammar topics (may include but are not limited to the following:)

- A. Review and continuation of work with adjective clauses, including reduction of adjective clauses to phrases (noun phrase appositives and participial phrases)
- B. Review and continuation of work with noun clauses with special attention to the use of quoted and reported speech
- C. Work with structures involving the conditional, both true and untrue
- D. Review of connectors and punctuation of independent and dependent clauses
- E. Review of passive structures and guidelines regarding when to use the passive (and when to avoid it)

These grammar structures are taught in connection with essay assignments, and students are required to make use of these structures in their essay and paragraph writing.

II. Editing/error correction in students' own writing, particularly in connection with the above-mentioned structures.

III. Academic Writing

Emphasis is on writing academic essays based on outside sources and on developing the body paragraphs within these essays using a variety of types of support. A sample outline follows.

A. Unit One

1. Components of the writing process
2. The organization of the essay
3. Review of paragraph organization
4. Discussion of related reading
5. Discussion of appropriate and inappropriate use of sources

Essay Assignment #1 (a minimum of 300 words; will generally involve reference to and analysis of one outside source, such as a newspaper article, a textbook chapter, a film, a picture or a song.)

Students are expected to

- write an expository essay consisting of an introduction, thesis, body and conclusion;
- clearly distinguish between the students' own words and the words of the original author;
- develop ideas using explanation, details, and examples.

B. Unit Two

1. Continued work with essay organization
 - a. Focus on connection between thesis statement and topic sentences
 - b. Practice with one type of introductory paragraph
2. Continued work on paragraph development
 - a. Using support from texts to explain topic sentence
 - b. Arranging support effectively
 - c. Order of importance
3. Discussion of use of quotation versus paraphrase
4. Discussion of plagiarism: appropriate and inappropriate use of outside sources
5. Discussion of one outside source, such as a text, an illustration, a work of art, a video

Essay Assignment #2 (a minimum of 500 words; will generally involve reference to and analysis of at least one outside source, such as a newspaper article, a textbook chapter, a film, a picture or a song, or evidence from more than one chapter from a full-length book)

Students are expected to

- write an expository essay consisting of an introduction, thesis, body and conclusion;
- clearly distinguish between the students' own words and the words of the original author;
- develop ideas using examples from the source and explanation of the meaning of these examples.

C. Unit Three

1. Refinement of work on the essay
 - a. Practice with additional types of introductory paragraphs
 - b. Work on writing the concluding paragraph
2. Discussion of two or more sources
3. Use of support from more than one source to develop a topic
4. Continued practice with quotation and paraphrase

Essay Assignment #3 (500-750 words; will generally involve reference to and analysis of at least two outside sources, such as newspaper articles, works of art, essays)

Students are expected to

- write an expository essay consisting of an introduction, thesis, body and conclusion;
- clearly distinguish between the students' own words and the words of the original author;
- develop topic sentences from observations based on close analysis of the sources;
- present and thoroughly analyze evidence from the sources to support topic sentences.

D. Unit Four (optional)

1. Additional practice with skills addressed in Unit Three
2. Discussion of several texts
3. Practice with the use of support from several outside sources
4. Continued practice with quotation and paraphrase

Essay Assignment #4 (500-750 words; will generally involve reference to and analysis of at least three outside sources, such as newspaper articles, works of art, essays)

Students are expected to

- write an expository essay consisting of an introduction, thesis, body and conclusion;
- clearly distinguish between the students' own words and the words of the original author;
- develop topic sentences from observations based on close analysis of the sources;
- present and thoroughly analyze evidence from the sources to support topic sentences.

8. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Teaching strategies that will assist students in meeting course objectives include but are not limited to the following:

1. Using inductive methods to elicit students' prior experience with and knowledge of a topic to be dealt with in a writing assignment;
2. Using student-centered activities that enable students to
 - discover what they already know about a topic;
 - help each other to decipher the meaning of a document or artifact;
 - serve as supportive but appropriately helpful readers of each others' essays.
3. Using lectures along with demonstrations of grammatical structures;
4. Using inductive methods to elicit students' prior knowledge of the target grammar structure and to encourage them to generate rules based on examples provided;
5. Using reading materials to build schema for writing assignments;
6. Using reading materials--both published and student generated--to focus on rhetorical structures as well as exemplary sentences;
7. Using sentence combining to help students develop syntactical sophistication;
8. Using journal assignments written both inside and outside of class to help students develop fluency in writing;
9. Using error logs or similar record-keeping tables to encourage students to be accountable for correcting their own grammatical errors before submitting work to be graded;
10. Conducting in-class editing workshops to help students to identify their own errors.
11. Using Peer Review sheets to help students develop the ability to help their classmates improve as writers and to help them develop an awareness of audience.

9. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Students are graded on their performance in the following types of course work:

Quizzes, essays written outside of class (essays that have gone through multiple drafts) essays written in class (timed writing assignments), and the final examination. Other types of work that may be evaluated are journals, answers to study questions, and class participation.

A possible formula for determining course grades is as follows:

Essays written outside of class:	40%
Essays written in class	20%
Quizzes	10%
Journals/study questions	5%
Final examination	25%

10. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Azar, Betty. *Understanding and Using English Grammar*, Vol. B. Pearson, 1999.

Folse, Keith, M. Kathleen Mahnke, Elena Vestri Solomon, and Lorraine Williams. *Blueprints 2*. Houghton Mifflin, 2003.

Hickam, Homer H. *October Sky*. Island Books, 1999.

Wakatsuki Houston, Jeanne and James D. Houston. Farewell to Manzanar. Bantam, 1973.

Prepared by: _____
(Signature)

Email address: musgraved@smccd.net

Submission Date: _____