1. **COURSE ID:** ESL 400    **TITLE:** Composition for Non-Native Speakers  
**Units:** 5.0 units   **Hours/Semester:** 80.0-90.0 Lecture hours; 16.0-18.0 TBA hours; and 144.0-162.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Prerequisite:** ESL 828 or appropriate skill level indicated by the ESL placement test.  
**Recommended Preparation:** ESL 858 or appropriate skill level as indicated by the ESL placement test and concurrent enrollment in READ 830.  

2. **COURSE DESIGNATION:**  
Degree Credit  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
CSM - GENERAL EDUCATION REQUIREMENTS: E2a. English Composition  

3. **COURSE DESCRIPTIONS:**  
**Catalog Description:** Intensive practice in the writing of expository essays based on the analysis of complex pieces of writing, both fiction and non-fiction. Students are expected to conform to the conventions of standard English by demonstrating an ability to use proper punctuation, mechanics, sentence structure, and grammar and to employ a variety of sentence patterns.  

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
Upon successful completion of this course, a student will meet the following outcomes:  
1. write a developed, organized text-based expository essay with an explicitly stated thesis using idiomatically and grammatically appropriate language.  
2. incorporate short quotations from an outside source and accurately paraphrase passages from the source with appropriate citation.  

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:  
1. write text-based, expository essays with an awareness of audience and an explicitly stated thesis;  
2. incorporate sources (paraphrase, summarize, and quote texts) into expository essays;  
3. cite sources correctly according to the style introduced in class (MLA, APA, Chicago);  
4. organize ideas logically within paragraphs and within the essay as a whole;  
5. develop ideas using analysis, explanation, details, and examples;  
6. make logical transitions;  
7. write sentences that demonstrate an understanding of sentence coordination and subordination and other sentence modification strategies, including adjective (relative) clauses, noun phrase appositives, verbal phrase modifiers;  
8. demonstrate the ability to use idiomatic, correct language with only occasional global and local errors  
9. revise their own essays;  
10. proofread effectively for grammatical errors by using active editing location strategies; these may include but are not limited to locating and correcting errors associated with verbs (tense, form, gerunds & infinitives, subject-verb agreement), nouns (articles, singular-plural agreement, subject-verb agreement), sentence boundaries/structure (fragments, run-ons, comma-splice errors, parallelism), word forms, word choice, and spelling.  

6. **COURSE CONTENT:**  
**Lecture Content:**  
Grammatical topics will be addressed as needed, depending on the needs of individual students and course assignments. Lessons to aid students in proofreading should focus on active editing location strategies for correcting errors associated with verbs (tense, form, gerunds & infinitives, subject-verb agreement), nouns (articles, singular-plural agreement, subject-verb agreement), sentence boundaries/structure (fragments, run-ons, comma-splice errors, parallelism), word forms, word choice, and mechanics. Emphasis will be placed on helping students to become self-editors, to correct their own work independently. Additional,
individualized grammar and editing work in the lab, including Grammar & Editing Workshops offered through the Writing Center, should be assigned.

1. Unit One
   A. Reviewing components of the writing process
   B. Reviewing the organization of an essay
   C. Reviewing paragraph organization
   D. Introducing/reviewing at least one sentence modification strategy (coordination and subordination and/or another topic such as noun phrase appositives)
   E. Editing: Focusing on at least one location strategy and one grammar point to teach active editing strategies (read aloud, read backwards, text marking). Focus should be limited to what is associated with a particular part of speech or location in the sentence, such as verbs, nouns, sentence boundaries, etc.) to practice and develop editing skills
   F. Word Choice/Vocabulary Improvement Strategies
      a. Creating Personal Word Lists/Word Banks
      b. Using Preposition Logs
      c. Using Idiom Logs
   G. Essay Assignment #1: EXPOSITORY ESSAY  (500-750 words; may or may not be text-based)
      H. Student objectives:
         a. write an expository essay with an awareness of audience and an explicitly stated thesis
         b. organize ideas logically within paragraphs and within the essay as a whole
         c. develop ideas using explanation, details, and examples
         d. make logical transitions
         e. write sentences that demonstrate an understanding of sentence coordination and subordination (an additional sentence modification strategy may also be included)
         f. incorporate new vocabulary into one's writing
         g. demonstrate the ability to use idiomatic, correct language with only occasional global and local errors
         h. revise own essays
         i. proofread effectively for mechanical/usage errors, especially for those involving the grammatical topic addressed in this unit

2. Unit Two
   A. Introduction to Reading Strategies
      a. Reading-Writing Connection
      b. Metacognitive Reading Logs
      c. Reading Response Journals
      d. Double Entry Journals
   B. Incorporating Sources
      a. Plagiarism
         i. What it is
         ii. How to avoid it
      b. Quoting
         i. When to quote
         ii. How to incorporate quotations into sentences of one's own
         iii. How to use quotations effectively in paragraphs (introducing, commenting, etc.)
      c. Paraphrasing
         i. When to paraphrase (as opposed to quoting)
         ii. How to paraphrase effectively
      d. Documenting the source of both quoted and paraphrased material
      e. Summarizing
   C. Introducing and practicing a new sentence modification strategy
   D. Editing: Focusing on at least one location strategy and one grammar point to teach active editing strategies (read aloud, read backwards, text marking). Focus should be limited to what is associated with a particular part of speech or location in the sentence, such as verbs, nouns, sentence boundaries, etc.) to practice and develop editing skills
   E. Word Choice/Vocabulary Improvement Strategies
      a. Creating Personal Word Lists/Word Banks
      b. Using Preposition Logs
      c. Using Idiom Logs
   F. Assignment #2: TEXT-BASED  (750-1000 words; will involve at least one source, either a text or an
G. Student objectives:
   a. write an expository essay with an awareness of audience and an explicitly stated thesis
   b. incorporate support from at least one outside source (a text or an interview)
   c. organize ideas logically within paragraphs and within the essay as a whole
   d. develop ideas using analysis of the source, explanation, details, and examples
   e. make logical transitions
   f. write sentences that demonstrate an understanding of sentence coordination and subordination
      and additional sentence modification strategies
   g. incorporate new vocabulary into one's writing
   h. demonstrate the ability to use idiomatic, correct language with only occasional global and local
      errors
   i. revise own essays
   j. proofread effectively for mechanical/usage errors, especially for those involving the
      grammatical topic addressed in this unit

H. In-class essay: Text-based, requiring at least 90 minutes of class time

3. Unit Three
   A. Working with more than one source (multiple written texts; optional: interview, film, etc.)
      a. Synthesizing
      b. Citing
      c. Organizing a Works Cited Sheet
      d. Review of principles involving quoting, paraphrasing, summarizing
   B. Introducing and practicing a new sentence modification strategy
   C. Editing: Focusing on at least one location strategy and one grammar point to teach active editing
      strategies (read aloud, read backwards, text marking). Focus should be limited to what is associated
      with a particular part of speech or location in the sentence, such as verbs, nouns, sentence
      boundaries, etc.) to practice and develop editing skills
   D. Word Choice/Vocabulary Improvement Strategies
      a. Creating Personal Word Lists/Word Banks
      b. Using Preposition Logs
      c. Using Idiom Logs
   E. Assignment #3: SYNTHESIS (900-1250 words; will involve two or more sources)
   F. Student objectives:
      a. write a text-based expository essay with an awareness of audience and an explicitly stated thesis
      b. incorporate support from at least two outside sources (at least two written texts)
      c. cite sources correctly
      d. organize ideas logically within paragraphs and within the essay as a whole
      e. develop ideas using analysis of the source, explanation, details, and examples
      f. make logical transitions
      g. write sentences that demonstrate an understanding of sentence coordination and subordination
         and additional sentence modification strategies
      h. incorporate new vocabulary into one's writing
      i. demonstrate the ability to use idiomatic, correct language with only occasional global and local
         errors
      j. revise own essays
      k. proofread effectively for mechanical/usage errors, especially for those involving the
         grammatical topic addressed in this unit
      l. prepare a Works Cited page, appropriately organized and punctuated
   G. In-class essay: Text-based, requiring at least 90 minutes of class time

4. Unit Four
   A. Assignment #4 (may repeat Assignments 2 or 3, applied to different texts, or involve a
      portfolio/revision assignment)

TBA Hours Content:
   TBA hours should focus on providing students with supplemental instruction and practice in writing
   and grammar. The TBA hours are completed in the Writing Center.

7. REPRESENTATIVE METHODS OF INSTRUCTION:
   Typical methods of instruction may include:
   A. Other (Specify): Instructional methods may include • schema-activating: introducing students to essay
      topics through class discussion, journals, and/or free writing in order to activate their prior knowledge; •
instructor-guided reading: assigning reading questions, reading journals, collaborative projects; • inductive rather than prescriptive lecturing: asking open-ended questions to elicit a range of responses and encourage elaboration; • structured whole-class discussion: helping students to move beyond their current thinking and understanding of essay topics/issues and encouraging them to make connections between their ideas and those of the authors and of their classmates; • contextualizing writing strategies: teaching sentence focus, modification and expansion, and joining in the context of the students’ own writing rather than as separate skills; • essay, paragraph, and sentence modeling: introducing students to effective writing strategies by exposing them to effective professional and student texts; • scaffolding course curriculum: providing necessary instruction to students for each assignment by building on acquired skills from essay to essay; • prioritizing error: recognizing a hierarchy of errors in student writing at the essay and sentence level, and identifying patterns of error for individual students;

8. REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:
- contextualizing writing strategies: teaching sentence focus, modification and expansion, and joining in the context of the students' own writing rather than as separate skills;
- essay, paragraph, and sentence modeling: introducing students to effective writing strategies by exposing them to effective professional and student texts;
- prioritizing error: recognizing a hierarchy of errors in student writing at the essay and sentence level, and identifying patterns of error for individual students;

Reading Assignments:
- instructor-guided reading: assigning reading questions, reading journals, collaborative projects;

To be Arranged Assignments:
TBA Hours should focus on providing students with supplemental instruction and practice in writing and grammar. Suggested activities:
- Individual appointments with faculty to brainstorm, organize or develop their essay writing assignments, work on the understanding and application of various sentence modification strategies and/or to develop a greater level of grammatical accuracy in their writing through grammar and editing exercises.
- Grammar and Editing Workshops to assist with grammar troublespots and train students in self-editing/prooﬁreading skills.
- Independent work, customized to address each student's particular needs, related to any of the objectives of the course, particularly in the areas of grammar and proofreading, such as sentence modification, grammar and editing exercises.

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:
A. Written essays: Expository essays prepared in class and outside of class that demonstrate understanding of course material (assigned texts, sentence combining and modiﬁcation strategies, revision) and express a supported point of view. Other methods and evaluation may include Homework: journals, reading questions, summaries of readings, proofreading exercises, sentence combining and other sentence-level exercises to demonstrate understanding of course material; In-class work: (In addition to in-class essay writing) peer response, rewriting, class participation and group work Quizzes and exams to demonstrate mastery of course material

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:
Other:
A. Mark It! by Prof. Kristi Ridgway, an active-editing textbook used in the Grammar & Writing Workshops through the Writing Center.

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