

CSM COURSE REVISION/SIX YEAR UPDATE FORM

DEPT/NO: ESL 825 COURSE NAME: Writing for Non-native Speakers I

Please indicate the purpose of this form (check one or both):

- Course revision.** Complete the appropriate area(s) below (major changes, course preparation, or minor changes).
- Six year course update.** Course outlines and any Validation Forms (co-, pre-, and recommended preparation) are required to be updated every six years *even if they have not changed.*

---

**MAJOR CHANGES (check all that apply) N/A**

- Change in Units (requires a new course number)
- Change in Course Number
- Major Change in Content (may require a new course number if students will want to repeat the course or if updated course now fulfills a requirement).

For major changes, submit this form and a complete package for a new course (including the Permanent Course Approval Form, the Library Sign-Off Sheet, any applicable Enrollment Limitation Validation Forms, and the Course Outline) with the required signatures. Please submit signed hard copy to the Instruction Office and send an electronic copy (without signatures) to Ada Delaplaine, delaplaine@smccd.edu.

---

**VALIDATION CHANGES (PREREQUISITE, COREQUISITE, OR RECOMMENDED PREPARATION)**

- Change in Enrollment Limitation or Six-Year Update

**For a six-year update, California State Regulations require new Validation forms to be submitted even if there are no changes in Validation!**

---

**MINOR OR NO CHANGES (check all that apply and explain below)**

- Minor Change in Content
- Change in Course Title
- Change in Student Hours (that does not affect number of units)
- Change in Hours by Arrangement
- Change in Method of Grading (Letter Grade, Pass/No Pass, etc.)
- Minor Changes in Catalog Description
- Minor Changes in Schedule Description
- No Changes to Existing Course (for 6 year course update only)

For minor changes without a six-year update, submit this form and the revised Course Outline. For six-year updates (with or without minor changes), submit this form, the revised Course Outline, and Validation forms. Please submit signed hard copy to the Instruction Office and send an electronic copy (without signatures) to Ada Delaplaine, delaplaine@smccd.edu.

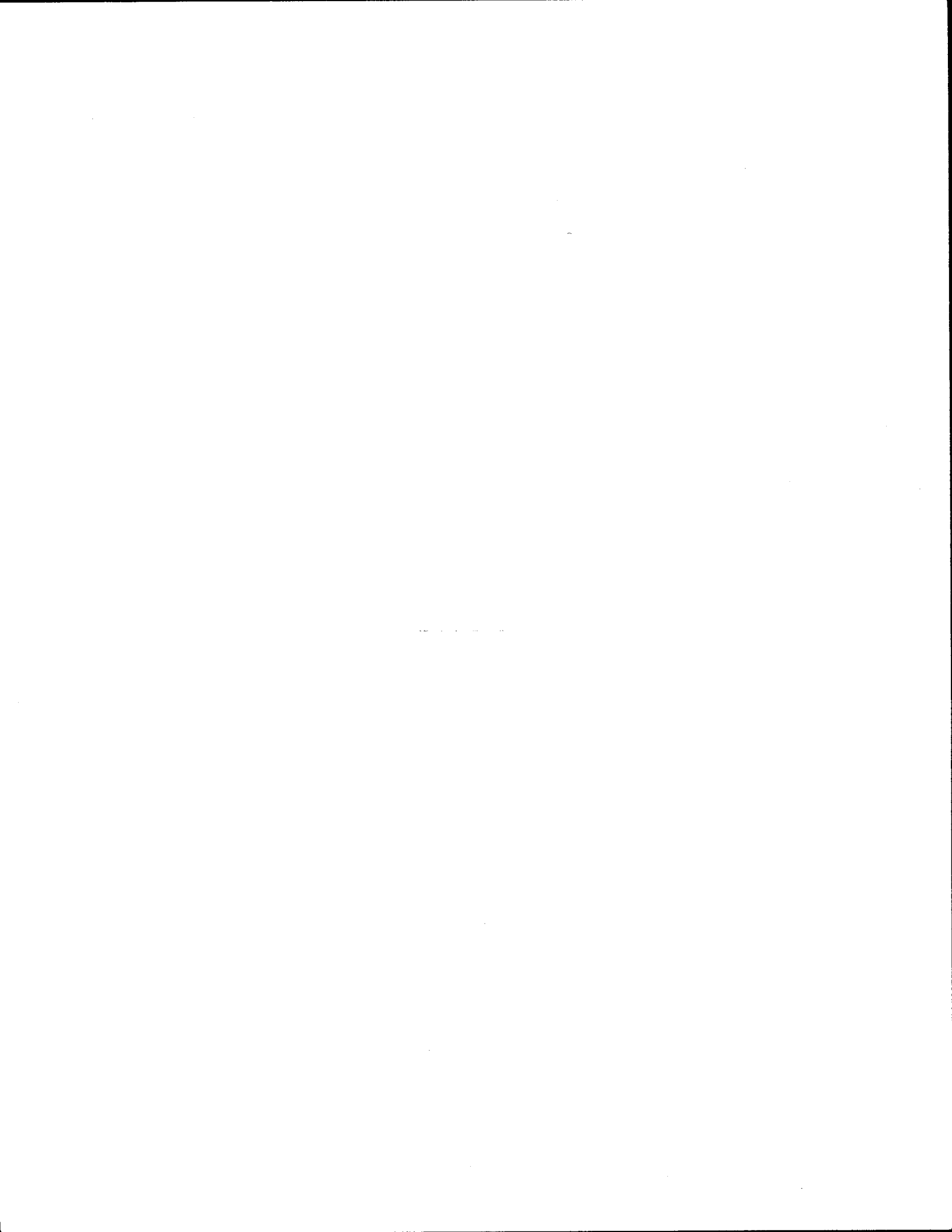
---

**EXPLANATION OF ALL CHANGES FROM THE PREVIOUS TWO SECTIONS:**

1. Method of Grading: Changed from "Credit/No Credit" to "Pass/No Pass."
2. Relabeled SLOs to be consistent with the wording in Tracdat.
3. Updated course content and text materials.
4. "Unbanked" ESL 825

---

Yes  No **Does this course currently satisfy any of the AA/AS General Education requirements?**



Is there a course with this prefix and number offered at another college in SMCCCD?  Yes  No  
If yes, provide college, course title, units, prerequisites, corequisites, recommended preparation:

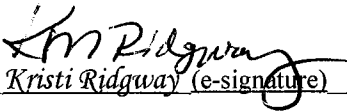
N/A

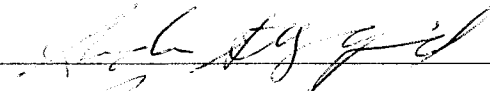
Are the prerequisites, corequisites, recommended prep and unit value the same as proposed for this course?  Yes  No If no, please explain. N/A


CSM COURSE REVISION/SIX YEAR UPDATE FORM SIGNATURE PAGE

DEPT/NO: ESL

COURSE NAME: ESL 825 Writing for Non-Native Speakers I

Preparer:  Date: 10/31/11  
*Kristi Ridgway (e-signature)*

Division Dean:  Date 11/4/11

COI Division Rep:  Date 11/4/11

COI Chairperson:  Date 12/8/11



CSM COURSE REVISION/SIX YEAR UPDATE FORM

DEPT/NO: ESL 825 COURSE NAME: Writing for Non-native Speakers I

Please indicate the purpose of this form (check one or both):

- Course revision.** Complete the appropriate area(s) below (major changes, course preparation, or minor changes).
- Six year course update.** Course outlines and any Validation Forms (co-, pre-, and recommended preparation) are required to be updated every six years *even if they have not changed.*

---

**MAJOR CHANGES (check all that apply) N/A**

- Change in Units (requires a new course number)
- Change in Course Number
- Major Change in Content (may require a new course number if students will want to repeat the course or if updated course now fulfills a requirement).

For major changes, submit this form and a complete package for a new course (including the Permanent Course Approval Form, the Library Sign-Off Sheet, any applicable Enrollment Limitation Validation Forms, and the Course Outline) with the required signatures. Please submit signed hard copy to the Instruction Office and send an electronic copy (without signatures) to Ada Delaplaine, delaplaine@smccd.edu.

---

**VALIDATION CHANGES (PREREQUISITE, COREQUISITE, OR RECOMMENDED PREPARATION)**

- Change in Enrollment Limitation or Six-Year Update

**For a six-year update, California State Regulations require new Validation forms to be submitted even if there are no changes in Validation!**

---

**MINOR OR NO CHANGES (check all that apply and explain below)**

- Minor Change in Content
- Change in Course Title
- Change in Student Hours (that does not affect number of units)
- Change in Hours by Arrangement
- Change in Method of Grading (Letter Grade, Pass/No Pass, etc.)
- Minor Changes in Catalog Description
- Minor Changes in Schedule Description
- No Changes to Existing Course (for 6 year course update only)

For minor changes without a six-year update, submit this form and the revised Course Outline. For six-year updates (with or without minor changes), submit this form, the revised Course Outline, and Validation forms. Please submit signed hard copy to the Instruction Office and send an electronic copy (without signatures) to Ada Delaplaine, delaplaine@smccd.edu.

---

**EXPLANATION OF ALL CHANGES FROM THE PREVIOUS TWO SECTIONS:**

1. Method of Grading: Changed from "Credit/No Credit" to "Pass/No Pass."
2. Relabeled SLOs to be consistent with the wording in Tracdat.
3. Updated course content and text materials.
4. "Unbanked" ESL 825

---

Yes  No **Does this course currently satisfy any of the AA/AS General Education requirements?**



WRITING FOR NON-NATIVE SPEAKERS I Introduces, explains and offers practice in beginning-level forms of written academic English. Covers beginning-level grammar structures: form, meaning and use. **Recommended Preparation:** Appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to enroll concurrently in ESL 845 or higher course, ESL 855 or higher course, and READ 807. Pass/No Pass grading. (Units do not apply toward AA/AS degree.)

**6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)**

Upon successful completion of the course, the student should be able to:

**Writing:** \*write and organize a simple paragraph.

**Grammar:** \*use beginning-level grammar structures appropriately in their writing.

**7. Course Objectives (Identify specific teaching objectives detailing course content and activities. For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.)**

**\*Same as Student Learning Outcomes above.**

**8. 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, a sample course syllabus with timeline may be attached.)**

**I. Grammar SLO:** (Demonstrate the understanding of form, meaning, and use of beginning-level grammar structures and apply the grammar appropriately in simple sentences and paragraphs.)

A. Beginning-Level Grammar Structures (may include, but not limited to the following):

1. Verb Tenses: (simple present, present continuous, simple past, past continuous, simple future)
2. Demonstratives (this, that, these, those)
3. Pronouns (subject pronouns, object pronouns, possessive pronouns)
4. Count vs. Non-Count Nouns
5. Articles (a, an, the)
6. Adjectives and Adverbs
7. Frequency Adverbs (always, usually, often, sometimes...)
8. Quantifiers (some, any, many, much, a few, a little, a lot of)
9. Some Modals (can, should, must, have to)
10. Some prepositions (in, on, at, between, behind)

B. Beginning-Level Word Order

1. Simple statements: (S-V-O, S-V-Adj, S-V-prepositional phrase, S-V-place-time)
2. Simple questions: (Yes/No Questions, WH-Questions)
3. Negative statements: (position of "not")

**II. Mechanics SLO:** (Use correct punctuation and proper formatting in simple paragraphs.)

A. Punctuation

1. Capitalization, commas, periods, and question marks

B. Paragraph Format

1. Indentation, margins, headings, and standard paper size

**III. Writing SLO:** (Compose and organize simple paragraphs.)





A. Write Collections of Sentences Related to the Same Topic

1. Use narratives and descriptions

B. Write Simple Paragraphs

1. Include a title, a topic sentence (provided by the instructor), supporting ideas, and a conclusion (may be provided by the instructor).

**IV. Writing Process SLO: (Utilize skills in the writing process.)**

A. Pre-Writing Techniques

1. Brainstorming, free writing, clustering and listing

B. Multiple Drafts

1. Revising & editing (based on instructor's or classmates' feedback)

**9. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.)**

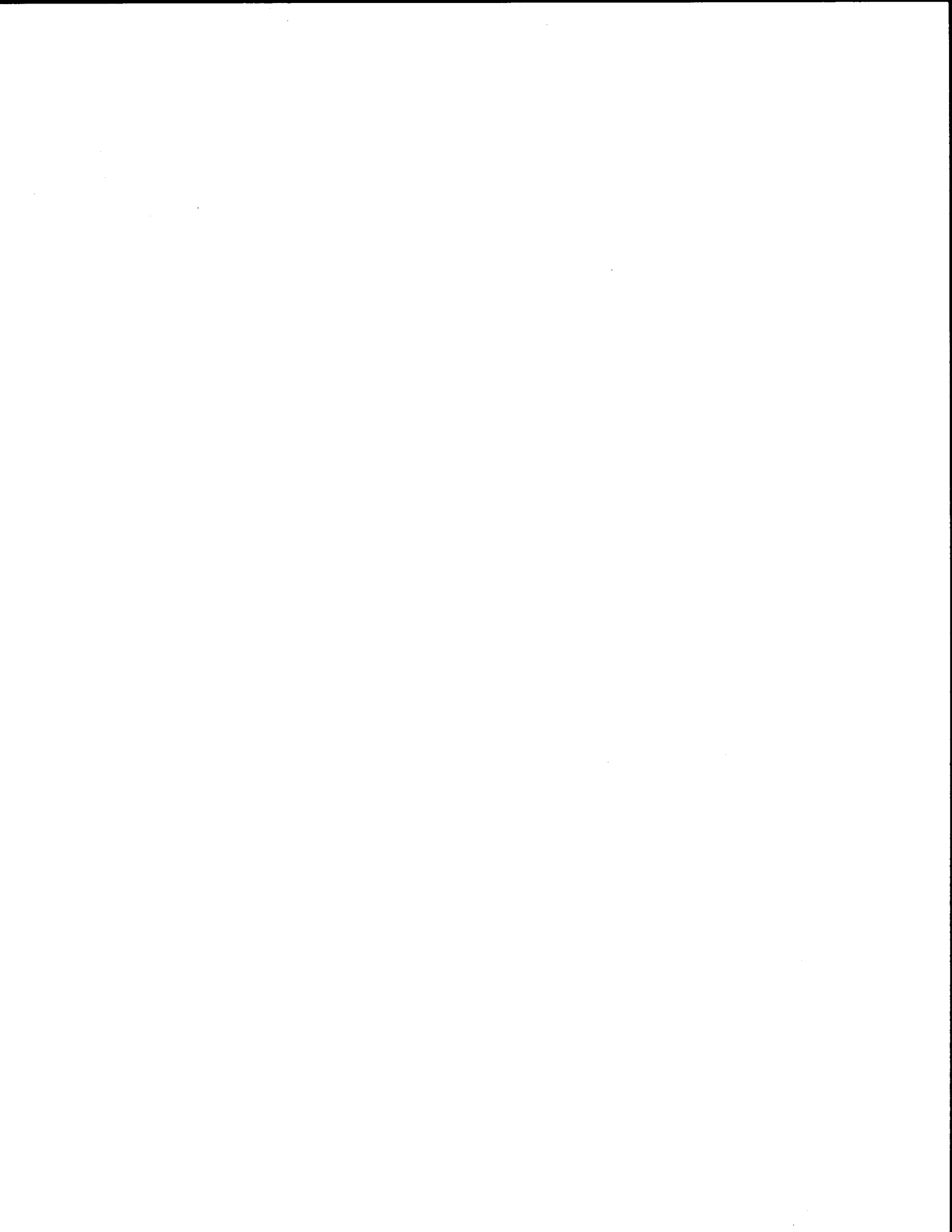
A. Teaching strategies that will assist students in meeting the course objectives listed above include but are not limited to the following:

1. Demonstrate grammar structures on the board/OHP (grammar should be contextualized);
2. Use inductive methods to elicit students' prior knowledge of the target grammar structure (asking questions to help students generate grammar rules rather than telling them the rules);
3. Use reading materials to demonstrate the target grammar in context;
4. Use student-centered activities in pairs/in groups that will help students focus on grammatical structures (use dialogs, fill-in the blanks, interviews...);
5. Give grammar quizzes on a regular basis to assess students' knowledge and skills;
6. Scaffold the grammar in writing assignments (hold students accountable to the cumulative grammar taught in each writing assignment);
7. Teach writing as a process (prewriting, drafting, revising, and editing.);
8. Use reading materials to build schema for writing assignments;
9. Use student model paragraphs to generate discussions on what makes a paragraph strong or weak.
10. Use "Peer Feedback" sheets to encourage collaboration in writing assignments;
11. Incorporate reading, writing, and grammar in a variety of activities;
12. Connect students' knowledge and experience with the writing assignments.

B. Required In-class and Out-of-class Assignments (may include, but not limited to the following topics):

\* NOTE: Students should be held accountable for the "focus grammar" plus the previous grammar taught in each writing assignment.

1. Topic: Describe a neighborhood, a city, or a hometown.  
Focus Grammar: Present Tense "be" Verbs
2. Topic: Describe "Yourself"  
Focus Grammar: Simple Present Tense with Regular Verbs and the "be" Verbs
3. Topic: Describe family members or friends  
Focus Grammar: Subject, Object, and Possessive Pronouns
4. Topic: Describe a picture that is full of actions  
Focus Grammar: Simple Present/Present Progressive Verbs



- 5. Topic: Form an opinion on a controversial issue  
Focus Grammar: Modals
- 6. Topic: Describe a "past" experience  
Focus Grammar: Regular and Irregular Past Verbs
- 7. Topic: Describe a family celebration or event  
Focus Grammar: Simple Past/ Past Continuous
- 8. Topic: Describe a memorable place  
Focus Grammar: Adjectives, Adverbs, and Articles
- 9. Topic: Describe future plans  
Focus Grammar: Simple Future

**10. 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.)

Methods of evaluation may include but are not limited to the following:

A student must receive 70% of the total points or more in the course to receive a "PASS." A possible measurement of students' progress toward course objectives is as follows:

- Homework/Class Activities 10%
- Grammar Quizzes/Tests 40%
- Writing Assignments 30%
- Final Exam (includes grammar + writing) 20%

The Final Exam should represent at least 20% of a student's grade and assess each of the skills (Grammar, Writing, & Mechanics) indicated by the SLOs.

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

1. McClelland, Lorraine Dubois and Patricia Hale Marcotte. Writing Matters! Introduction to Writing and Grammar, McGraw Hill, 2003. (At a minimum: Chapters 1,2,3,4,5,8,10 & 11 should be covered.)
2. Elbaum, Sandra N. Grammar in Context 1, 4<sup>th</sup> ed. Thomson/ Heinle, 2005.
3. Azar, Betty. Basic English Grammar, 3<sup>rd</sup> ed. Thomson/ Heinle, 2004.
4. Broukal, Milada. Weaving It Together: Connecting Reading and Writing, Book 1, 4<sup>th</sup> ed. Thomson/Heinle, 2004.
5. Newbury House Basic American Dictionary for ESL Students (optional)

Prepared by: Kristi Ridgway (e-Signature)  
Kristiane M. Ridgway, Associate Professor, ESL

Email address: ridgwayk@smccd.edu

Submission Date: 11/1/11

SUPPLEMENTS/ATTACHMENTS:

1. Sample ESL 825 Syllabus
2. Sample of a Tentative Course Calendar of Assignments and Quiz Dates for ESL 825
3. Writing Rubric for ESL 825



**FORM A**

**Enrollment Limitation Validation Form  
Type of Validation: Content Review**

**COLLEGE OF SAN MATEO**

Dept. & No. (e.g. SPCH 120) **ESL 825**

Course Title: **Writing for Non-Native Speakers I**

Enrollment Limitation(s): **Recommended Preparation: Appropriate skill level as indicated by placement tests and other measures.** Students are strongly advised to enroll concurrently in ESL 845 or higher course, ESL 855 or higher course and READ 807

(If more than one type of enrollment limitation, attach required validation forms for each type.)

1. What is the educational rationale for the recommended or prerequisite course, skill, or information?

ESL 825 (Level 1 Writing) is designed for high-beginning ESL students as the first in a core of sequential writing courses in our program. Students must start the program with some basic English grammar and writing skills; therefore, the students' **placement test scores and other measurements** will indicate their beginning-level language skills.

2. Why is knowledge of the recommended or prerequisite course, skill, or information necessary for students to succeed in the "target" course? Specify the relationship between the prerequisite knowledge and skills required of students and those taught in the "target" course. (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

In order for students to use high-beginning grammar and writing skills, they need to already have some basic writing skills; a student with no English grammar and writing ability will have difficulty succeeding in the tasks assigned to them in ESL 825.

*In compliance with Section 58106 of Subchapter 2 of Chapter 9 of Division VI of Title 5, the above information is certified:*

*Kristi Ridgway*  
Kristi Ridgway (e-signature)  
(Faculty)

Date: 10/31/11

*Adrianne*  
(Division Dean)

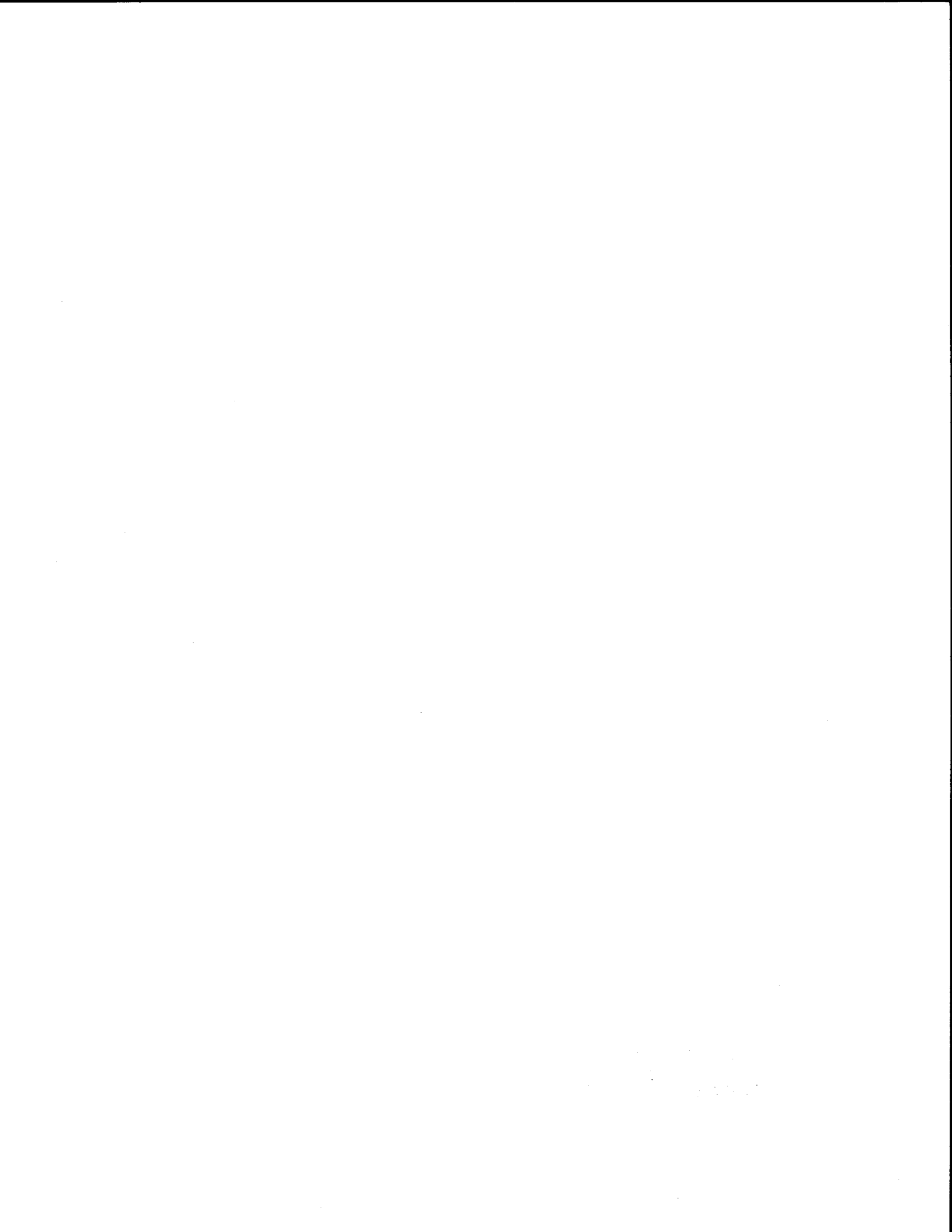
Date: 11/4/11

*Articulation Officer*

Date: 11/9/11

*Susan Estes*

Date: 12/8/11



(Vice President, Instruction)

**FORM A**

**Enrollment Limitation Validation Form**  
**Type of Validation: Content Review**

*COLLEGE OF SAN MATEO*

Dept. & No. (c.g. SPCH 120) **ESL 825**

Course Title: **Writing for Non-Native Speakers I**


Enrollment Limitation(s): **Recommended Preparation:** Appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to enroll concurrently in **ESL 845** or higher course, ESL 855 or higher course and READ 807

(If more than one type of enrollment limitation, attach required validation forms for each type.)

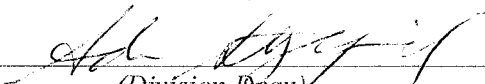
1. What is the educational rationale for the recommended or prerequisite course, skill, or information?  
Students are strongly advised to enroll concurrently in **ESL 845 (Level 1 Listening and Speaking)** because the integrated skills reinforce language learning and prepare students for academic success.
2. Why is knowledge of the recommended or prerequisite course, skill, or information necessary for students to succeed in the "target" course? Specify the relationship between the prerequisite knowledge and skills required of students and those taught in the "target" course. (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Students are strongly encouraged to enroll concurrently in **ESL 845** because the vocabulary, speaking, and pronunciation skills they gain in this course reinforce and complement the skills they are studying in ESL 825. This reinforcement of skills greatly benefits students and helps students succeed in ESL 825.

*In compliance with Section 58106 of Subchapter 2 of Chapter 9 of Division VI of Title 5, the above information is certified:*

  
\_\_\_\_\_  
Kristi Ridgway (e-signature)  
(Faculty)


Date: 10/31/11

  
\_\_\_\_\_  
(Division Dean)

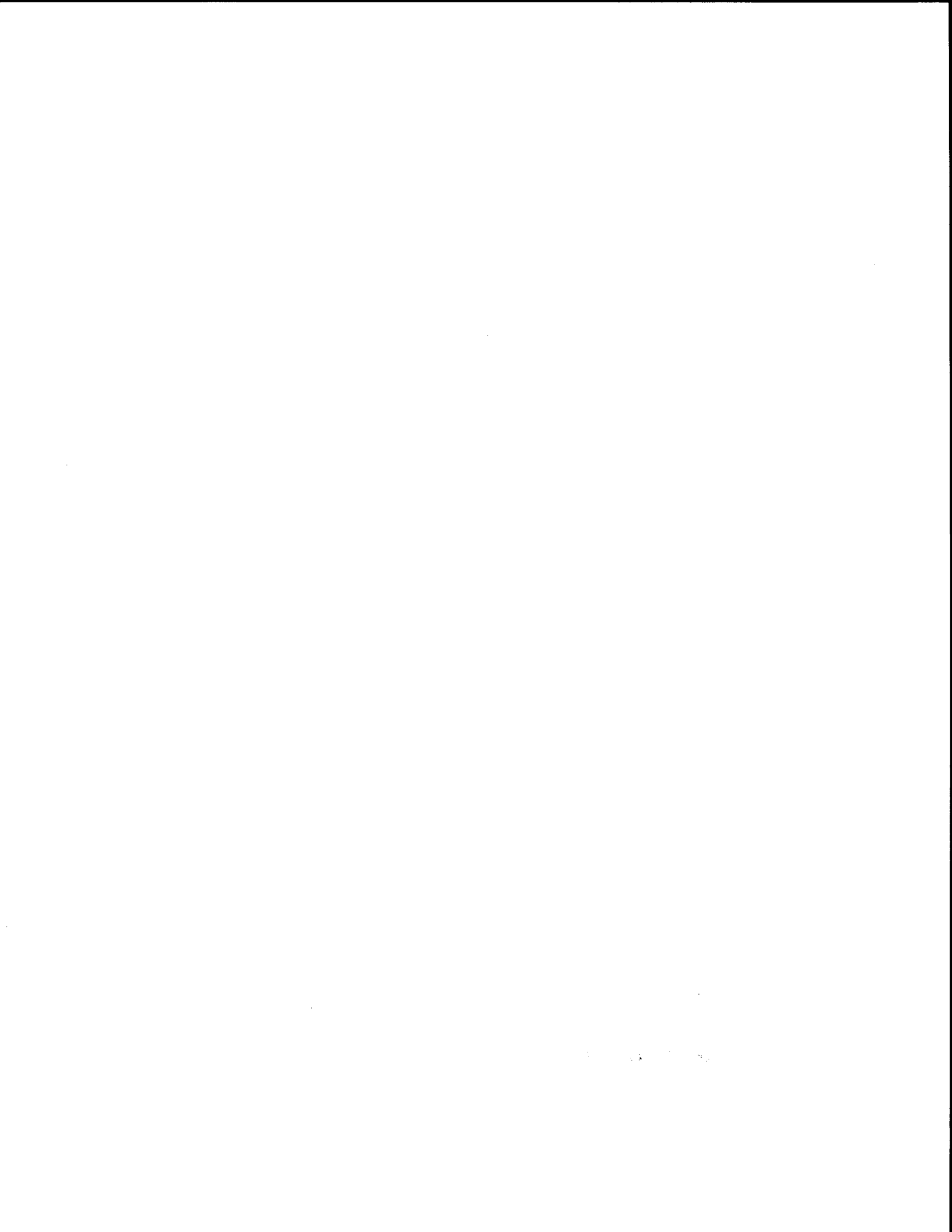
Date: 11/4/11

  
\_\_\_\_\_  
(Articulation Officer)

Date: 11/9/11

  
\_\_\_\_\_  
(Vice President, Instruction)

Date: 12/8/11





**FORM A**

**Enrollment Limitation Validation Form  
Type of Validation: Content Review**

*COLLEGE OF SAN MATEO*

Dept. & No. (e.g. SPCH 120) **ESL 825**

Course Title: **Writing for Non-Native Speakers I**

Enrollment Limitation(s): **Recommended Preparation:** Appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to enroll concurrently in ESL 845 or higher course, **ESL 855** or higher course and READ 807

(If more than one type of enrollment limitation, attach required validation forms for each type.)

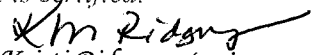
1. What is the educational rationale for the recommended or prerequisite course, skill, or information?

Students are strongly advised to enroll concurrently in **ESL 855 (Level 1 Reading)** because the integrated skills reinforce language learning and prepare students for academic success.


2. Why is knowledge of the recommended or prerequisite course, skill, or information necessary for students to succeed in the "target" course? Specify the relationship between the prerequisite knowledge and skills required of students and those taught in the "target" course. (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Students are strongly encouraged to enroll concurrently in **ESL 855** because the vocabulary and reading skills they gain in this course reinforce and complement the skills they are studying in ESL 825. This reinforcement of skills greatly benefits students and helps students succeed in ESL 825.


*In compliance with Section 58106 of Subchapter 2 of Chapter 9 of Division VI of Title 5, the above information is certified:*

  
\_\_\_\_\_  
*Kristi Ridgway (e-signature)*


Date: 10/31/11

  
\_\_\_\_\_  
*(Division Dean)*

Date: 11/4/11

  
\_\_\_\_\_  
*(Articulation Officer)*

Date: 11/9/11

  
\_\_\_\_\_  
*(Vice President, Instruction)*

Date: 12/8/11



**FORM A**

**Enrollment Limitation Validation Form**  
**Type of Validation: Content Review**

*COLLEGE OF SAN MATEO*

Dept. & No. (e.g. SPC11 120) **ESL 825**

Course Title: **Writing for Non-Native Speakers I**

Enrollment Limitation(s): **Recommended Preparation:** Appropriate skill level as indicated by placement tests and other measures. Students are strongly advised to enroll concurrently in ESL 845 or higher course, ESL 855 or higher course and **READ 807**

(If more than one type of enrollment limitation, attach required validation forms for each type.)

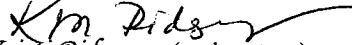
- 1. What is the educational rationale for the recommended or prerequisite course, skill, or information?

Students are strongly advised to enroll concurrently in **READ 807(Basic Phonic Skills)** because the integrated skills reinforce language learning and prepare students for academic success.

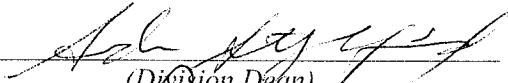
- 2. Why is knowledge of the recommended or prerequisite course, skill, or information necessary for students to succeed in the "target" course? Specify the relationship between the prerequisite knowledge and skills required of students and those taught in the "target" course. (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Students are strongly encouraged to enroll concurrently in **READ 807** because this course helps students learn how to pronounce words based on how they are written; clearly this knowledge reinforces the ability to write words correctly in ESL 825. This reinforcement of skills greatly benefits students and helps students succeed in ESL 825.

*In compliance with Section 58106 of Subchapter 2 of Chapter 9 of Division VI of Title 5, the above information is certified:*

  
\_\_\_\_\_  
Kristi Ridgway (e-signature)  
(Faculty)


Date: 10/31/11

  
\_\_\_\_\_  
(Division Dean)

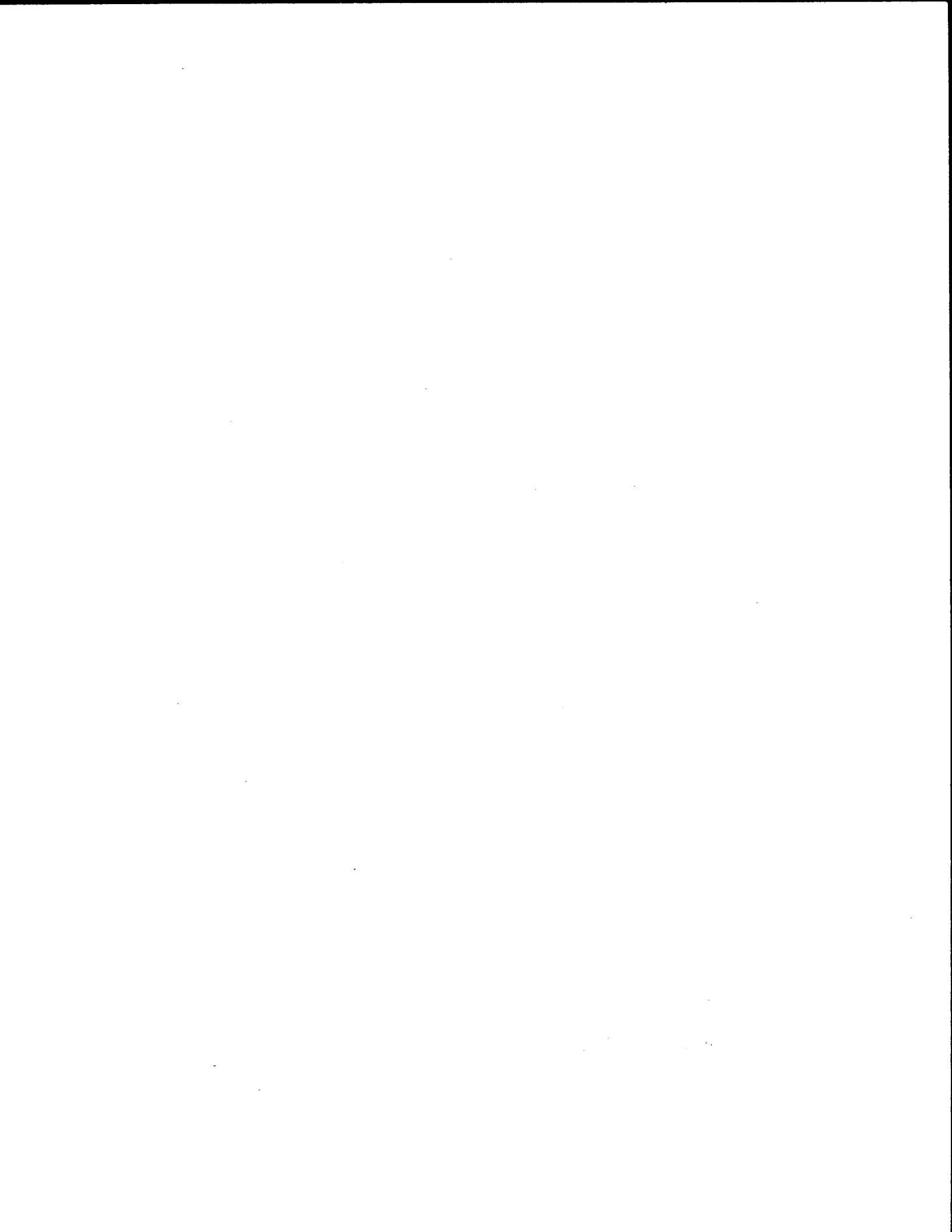
Date: 11/4/11

  
\_\_\_\_\_  
(Articulation Officer)

Date: 4/9/11

  
\_\_\_\_\_  
(Vice President, Instruction)

Date: 12/8/11



**Office: Bldg. 15-148**

**MWF 12:10-1:35PM**

**Hours: MWF 2-4:00PM**

**Bldg. 16-245**

**Phone: (650) 574-6685**

**Spring 2010**

**Email: schulze@smccd.edu**

**ESL 825: COURSE SYLLABUS**

**1. COURSE TITLE: ESL 825 WRITING FOR NON-NATIVE SPEAKERS I**

5 units; Pass/No Pass grades; Non-degree applicable; 5 hours/week

**Recommended Preparation:** Appropriate skill indicated by placement and other measures as needed. The new computerized ESL placement test may not place students accurately. Based on the in-class diagnostic test results, your teacher may strongly recommend that you take a course at a different level.

**Recommended Concurrent Enrollment:** ESL 845 (Listening & Speaking) or higher course, and/or ESL 855 (Reading) or higher course, and/or Read 807(Phonics).

**2. COURSE DESCRIPTION:** Students practice beginning-level grammar structures in exercises and writing assignments.

**3. STUDENT LEARNING OUTCOMES:**

By the end of the course, students will be able to...

\*use beginning-level grammar structures appropriately in their writing;

\*write and organize a simple academic paragraph

**4. COURSE CONTENT:** 60% = Basic English grammatical structures (form, meaning and use)  
40% = Writing Skills

**5. REQUIRED TEXTBOOKS AND MATERIALS:**

**A. Writing Matters! Introduction to Writing and Grammar by Lorraine Dubois McClelland & Patricia Hale Marcotte, McGraw Hill, 2003.**

**B. The Basic Newbury House Dictionary (recommended)**

**C. A 3-ring binder and a yellow highlighter (required)**

**6. GRADING POLICY/REQUIREMENTS:** A "Pass" grade is based on successful completion of 80% of homework assignments, quizzes, writing assignments, a final exam, and class participation. A "No Pass" grade will be given if the final exam is not taken. **If you are absent more than 6 times, you may be dropped.**

**7. IMPORTANT DATES:** 2/1(M): Last day to add classes  
2/12-2/15(F-M): Holidays-President's Day  
3/10-3/12(W-F): Flex Days (No Classes)  
4/3-4/9(Sat-F): Spring Recess (No classes)



4/29(TH): Last day to drop w/ "W" grade  
 5/24(M) FINAL EXAM (11:10-1:40PM)

\*See "Course Calendar" for assignments and exam dates

**8. Get Info. from your classmates...**

Classmate's Name	Email address	Telephone Number

**9. DISABILITY POLICY STATEMENT:**

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Resource Center (DRC) for assistance. The DRC is located in Bldg. 16 Room 150. (650) 574-6438; TTY(650) 574-6230. All information is kept confidential.

**10. CHEATING POLICY STATEMENT:**

Dishonesty such as cheating, plagiarism (copying someone else's work and present it as your own) or knowingly furnishing false information to the College and its officials is prohibited and may lead to appropriate disciplinary action.

**11. STUDENT SERVICES:**

1. Extended Opportunity Programs and Services (EOPS) 20-107 (574-6154)  
 Support services include: priority registration, counseling, book service, transportation, tutoring, application fee waivers, and peer advising.
2. Counseling Services: 1-207 (574-6400)  
 Offers assistance in the areas of academic, transfer, and career counseling
3. Health Services: 1-226 (574-6396)  
 Provides emergency care and first aid; consultation on health problems; referrals to psychologists, physicians, and health or social agencies; drug and alcohol counseling and referral; emergency transportation, health screening for high blood pressure, hearing, vision, TB, pregnancy, and strep; anonymous HIV counseling and testing, nutrition and stress counseling; and immunizations.
4. Psychological Services: 1-226 (574-6396)  
 Offers confidential individual consultation regarding personal concerns
5. Child Development Center: Bldg. 33 (574-6279)  
 Provides a child care program for children two and a half through five years old who have a parent attending CSM.
6. Multicultural Center: 20-112 (574-6154)  
 Provides multicultural students with academic/personal counseling as well as general financial aid information .





**SUPPLEMENT #2: Tentative Course Calendar of Assignments and Quiz Dates**

**ESL 825AA**  
Frances Schulze

**Spring 201**  
MWF 12-1:35PM

**Tentative Course Calendar of Assignments and Quiz Dates**

<b>Week 1</b> 1/12-15	Welcome/Introductions/Course Syllabus/Student Info Sheets In-class Diagnostic Writing/Grammar tests
<b>Week 2</b> 1/25-29	Diagnostic Test Results Writing Matters Chapter 1 : Introduction to the Paragraph
<b>Week 3</b> 2/1-5	Writing Matters Chapter 2 : Sentence Structure: The Basic Parts of an English Sentence (Subjects and Pronouns) Writing Assignment #1
<b>Week 4</b> *2/12 Holiday-Lincoln's 2/8-2/12	Writing Matters Chapter 2 : Quiz
<b>Week 5</b> *2/15-Holiday-Pres. Day 2/15-2/19	Writing Matters Chapter 3: Writing About Present Time/ The Verb "be"
<b>Week 6</b> 2/22-26	Writing Matters Chapter 3: (there is/are; prepositions of time and place)
<b>Week 7</b> 3/1-5	Writing Matters Chapter 3: Quiz Writing Matters Chapter 4: The Reason and Example Paragraph
<b>Week 8</b> 3/8-12 *3/10-3/12 Flex Days-No classes	Writing Matters Chapter 4: Steps in the Writing Process Writing Assignment #2
<b>Week 9</b> 3/15-19	Writing Matters Chapter 5: Writing About Present Time
<b>Week 10</b> 3/22-26	Writing Matters Chapter 5: Present Progressive
<b>Week 11</b> 3/29-4/2 *4/3-4/9 Spring Recess	Writing Matters Chapter 5: Present vs. Present Progressive Writing Matters Chapter 5: Quiz
<b>Week 12</b> 4/12-16	Writing Assignment #3 Writing Matters Chapter 8: Writing About Past Time
<b>Week 13</b> 4/19-23	Writing Matters Chapter 8: Regular Past Verbs
<b>Week 14</b> 4/26-30 *4/29(TH) Last day to drop w/ "W"	Writing Matters Chapter 8: Irregular Past Verbs & Past Progressive
<b>Week 15</b> 5/3-7	Writing Matters Chapter 8: Quiz Writing Matters Chapter 10: The Narrative Paragraph
<b>Week 16</b> 5/10-14	Writing Matters Chapter 10: The Narrative Paragraph Writing Assignment #4 Writing Matters Chapter 11: Writing About the Future
<b>Week 17</b> 5/17-21	Writing Matters Chapter 11: Future Verb Tenses Review for the Final Exam
<b>Week 18</b> *5/24(Mon)	<b>Final Exams: 11:10-1:40PM in 16-245</b> Grammar Final Exam: (Bring Scantron Sheet and a #2 pencil.) Writing Final Exam: An Academic Paragraph



SUPPLEMENT #3: Grading Rubric:

## Grading Rubric for ESL 825

SKILLS	An "A" Paper (PASSING)	A "B" Paper (PASSING)	A "C" Paper (PASSING)
<b>FORMAT</b>	has an <b>appropriate</b> title and <b>correct</b> indentation, margins, double-spacing and continuous sentence format	has an <b>appropriate</b> title and <b>correct</b> indentation, margins, double-spacing and continuous sentence format	has an <b>inappropriate</b> title and/or <b>some incorrect</b> indentation, margins, double-spacing and continuous sentence format
			<b>* May reveal one or more of the following weaknesses:</b>
<b>TOPIC SENTENCES</b>	<b>has</b> a topic sentence provided by the instructor.	<b>has</b> a topic sentence provided by the instructor.	<b>has</b> a topic sentence provided by the instructor.
<b>DEVELOPMENT</b>	has <b>appropriate</b> supporting details and examples	has <b>adequate</b> supporting details and examples	<b>* has few</b> supporting details and examples
<b>CONCLUDING SENTENCES</b>	<b>has</b> a concluding sentence	<b>has</b> a concluding sentence	<b>* has</b> a concluding sentence
<b>SENTENCE CONTROL &amp; VARIETY (compound sentences, time clauses)</b>	includes <b>many</b> correct simple sentences and appropriate transition words	includes <b>some</b> correct simple sentences and appropriate transition words	<b>* includes a few</b> correct simple sentences and appropriate transition words
<b>VERB TENSES</b>	has <b>minimal</b> verb errors	has <b>occasional</b> verb errors	<b>* some distracting</b> verb errors
<b>GRAMMAR CONTROL (level-appropriate)</b>	has <b>minimal</b> global and local errors	has <b>occasional</b> global and local errors	<b>* some distracting global and/or local</b> errors
<b>MECHANICS</b>	has <b>excellent</b> control of spelling, punctuation and capitalization	has <b>good</b> control of spelling, punctuation and capitalization	<b>* inconsistent control of spelling, punctuation and capitalization</b>

Global errors: Errors that interfere with the reader's understanding of the text, that impede meaning. These errors are more significant than surface errors, and grading should reflect this.

Surface errors: Errors that do not interfere with the reader's understanding of the text, that do not impede meaning.

(last rev. 10/10 kmr)

