1. **COURSE ID:** ESL 908  
   **TITLE:** Independent Writing Study-Advanced  
   **Semester Units/Hours:** 0.5 units; a minimum of 24.0 lab hours/semester  
   **Method of Grading:** P/NP Only  
   **Recommended Preparation:** Eligibility for ESL 828

2. **COURSE DESIGNATION:**  
   **Transfer credit:** none

3. **COURSE DESCRIPTIONS:**  
   **Catalog Description:**  
   For speakers of languages other than English having difficulty with their writing. Includes independent work and individual appointments with a faculty member who will help students improve in essay writing, including correcting advanced-level grammar errors. (Units do not apply toward AA/AS degree)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
   Upon successful completion of this course, a student will meet the following outcomes:  
   1. Demonstrate mastery of advanced-level grammar or writing skills after completing specific activities, exercises, workshops or tutorials;  
   2. Identify, understand, and incorporate the writing skills they need to work on after completing one-on-one conferences with faculty;  
   3. Demonstrate a greater understanding and control of their writing process.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
   Upon successful completion of this course, a student will be able to:  
   1. Demonstrate mastery of advanced-level grammar or writing skills after completing specific activities, exercises, workshops or tutorials;  
   2. Identify, understand, and incorporate the writing skills they need to work on after completing one-on-one conferences with faculty;  
   3. Demonstrate a greater understanding and control of their writing process.

6. **COURSE CONTENT:**  
   **Lab Content:**  
   Global issues, sentence-level issues or a combination of both at the advanced ESL level. These may include but are not limited to the following:  
   1. Global-level issues: Essay Writing  
      A. Format  
      B. Parts of an Essay  
      a. Introductory paragraphs  
      b. Body paragraphs  
      c. Concluding paragraphs  
      C. Thesis Statements  
   D. Body Paragraphs  
      a. Topic Sentences  
      b. Supporting Details  
      c. Concluding Sentences  
   E. Text-based Essay Writing  
      a. Summary  
      b. Paraphrase  
      c. Quotation  
   2. Sentence-level issues:  
      A. Sentence Modification Techniques/Editing  
      a. Adverb Clauses  
      b. Adjective Clauses  
      c. Noun Clauses  
      d. If-Clauses (Conditionals)  
      E. Summary, Paraphrase, and Quotation
Reduced Clauses (Noun Phrase Appositives, Participle Phrases)

B. Other Grammar/Editing
   a. Verb Tense/Form
   b. Gerunds and Infinitives
   c. Causatives: make/let/have + (somebody) + base verb
   d. Subject Verb Agreement
   e. Singular Plural Agreement
   f. Word Forms
   g. Preposition Collocations

C. Mechanics
   a. Capitalization
   b. Punctuation
   c. Formatting

7. REPRESENTATIVE METHODS OF INSTRUCTION:
   Typical methods of instruction may include:
   A. Lab
   B. Activity
   C. Directed Study
   D. Discussion
   E. Individualized Instruction

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

   Writing Assignments:
   Sample Writing Assignments:
   A. Write an essay that summarizes and critiques your favorite book.
   B. Write an essay that describes a problem in the news and offers a solution.
   Sample Grammar/Editing Assignments:
   A. Attend some of the weekly Grammar & Editing Workshops
   B. Do appropriate Grammar & Editing exercises in student textbooks
   C. Practice active editing strategies:
      a. Circle Subjects and Underline Verbs to find and correct errors in Subject Verb Agreement.
      b. Put square brackets around all dependent clauses to edit for Comma Splice, Run-on, Fragment and Sentence Structure errors.
      c. Put dots above all nouns and check word endings on nouns and surrounding words to check for errors with Word Forms.

9. REPRESENTATIVE METHODS OF EVALUATION
   Representative methods of evaluation may include:
   A. Class Participation
   B. Class Work
   C. Exams/Tests
   D. Lab Activities
   E. Papers
   F. Pre-Test/Diagnostic Writing Sample Post-Test/Final Writing Sample

10. REPRESENTATIVE TEXT(S):
    Possible textbooks include:

Origination Date: October 2013
Curriculum Committee Approval Date: January 2014
Effective Term: Fall 2014
Course Originator: Kristiane Ridgway