

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 826 **TITLE:** Writing for Multilingual Students II

Units: 5.0 units **Hours/Semester:** 80.0-90.0 Lecture hours; and 160.0-180.0 Homework hours

Method of Grading: Pass/No Pass Only

Recommended Preparation:

Appropriate skill level as indicated by placement tests. It is recommended that students enroll concurrently in ESL 856 or higher course and ESL 846 or higher course.

2. **COURSE DESIGNATION:**

Non-Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Introduces multilingual students of English to beginning writing in the form of a connected series of simple sentences on topics of daily life. Continues the study of English sentence types, imperatives, four basic verb tenses, modals, contractions, special verbs, count/no-count nouns, plurals, articles, adverbs, correct word order, punctuation, and spelling.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. write an academic paragraph with reasonable development, organization, mechanics, and level appropriate vocabulary.
2. use low-intermediate grammar structures appropriately in academic paragraphs.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Write an academic paragraph with reasonable development, organization, mechanics, and level-appropriate vocabulary.
2. Use low-intermediate grammar structures appropriately in academic paragraphs.

6. **COURSE CONTENT:**

Lecture Content:

SLO 1. Students will write several academic paragraphs both in class and out of class. Model paragraphs representing various rhetorical modes (e.g. descriptive, narrative, illustrative, and process) will be read and analyzed. Students will learn to approach academic writing as a process. Students will practice brainstorming to develop ideas; creating outlines to organize ideas; using inner paragraph transitions and other signals to enhance fluency; proofreading, editing and revising to find grammar and mechanical errors and to improve development and organization. Students will practice creating appropriate topic and concluding sentences. Paragraph coherence will be practiced. Out of class writing assignments will involve multiple drafts.

SLO 2. Students will be taught various grammar structures in connection with writing assignments, and students are required to make use of these structures in their writing assignments. The grammar structures shall include;

1. affirmative, negative, and question forms for all tenses listed below;
2. simple present tense with adverbs of frequency,
3. present continuous,
4. simple past (including irregulars),
5. future (both forms),
6. modals,
7. "be"
8. contractions with "be" and "do," "does," and "did,"
9. verbs plus infinitives: "going to;" "have to;" "like to;" "want to;" and "need to;"
10. count/non-count nouns with quantity words; some, any, much, many, a lot of,
11. irregular nouns,
12. articles,
13. pronouns: subject, object, possessive, demonstrative,

14. prepositions of time and place,
15. prepositional phrases,
16. adjectives: possessive, colors, descriptors,
17. imperatives.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Other (Specify): There will be lectures, class discussions, readings, whiteboard work, in-class work, out-of-class work, student-instructor conferences, small group work, exercises in comprehension and vocabulary. Teaching strategies that will assist students in meeting course SLOs include but are not limited to the following: 1. Using inductive methods to elicit students' prior experience 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; 3. Using lectures along with demonstrations of grammatical structures; 4. Using inductive methods to elicit students' prior knowledge of the target grammar structure; 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 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.

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

- Sentence combining to help students write grammatically correct sentences;
- Journal assignments written both inside and outside of class to help students develop fluency in writing;
- Paragraphs written outside of class that have gone through the drafting process;
- Paragraphs written inside of class (timed writing assignments);

Reading Assignments:

- Reading materials--both published and student generated--to focus on rhetorical structures, model paragraphs as well as exemplary sentences;

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Homework
- D. Quizzes
- E. Students are graded on their performance in the following types of course work: Quizzes, writing assignments written outside of class (paragraphs that have gone through multiple drafts), writing assignments written in class (timed writing assignments), and the final examination. Other types of work that may be evaluated are homework, journals, answers to study questions, answers to grammar assignments and class participation. A possible formula for determining course: Quizzes 20% Writing Assignments 45% Homework 05% Participation 05% Journal 05% Final Examination 20%

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Butler, Linda. *The ESL Companion to House on Mango Street*, ed. McGraw Hill, 1996
- B. Cisneros, Sandra. *House on Mango Street*, ed. Vintage Books, 1991
- C. Hogue, Ann. *Longman Academic Writing Series 2*, Third ed. Pearson, 2014
- D. Azar, Betty & Stacey Hagen. *Fundamentals of English Grammar, Vol. A.*, Fourth ed. Longman, 2011

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