

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 828 **TITLE:** Writing for Multilingual Students IV

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

Method of Grading: Letter Grade Only

Recommended Preparation:

ESL 827, or appropriate skill level indicated by placement tests. Completion of ESL 857 or higher-level reading course or appropriate skill level indicated by placement tests. Students are strongly advised to enroll concurrently in ESL 858 or higher-level reading course and ESL 848 or higher-level communication studies course.

2. **COURSE DESIGNATION:**

Non-Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

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.

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 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 subordinating clauses (including adjective clauses and noun clauses) and conditional structures.
5. make logical transitions between sentences and paragraphs.
6. revise their own essays.
7. proofread effectively using ESL Department approved strategies 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.

6. **COURSE CONTENT:**

Lecture Content:

I. High-intermediate level grammar topics which 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.

B. Review and continuation of work with noun clauses

C. Work with structures involving the conditional, both true and untrue

D. Review of connectors and punctuation of independent and dependent clauses

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. Practice with introductory and concluding paragraphs
5. Practice with giving peer feedback on writing
6. Editing and proofreading practice

Essay #1 (a minimum of 500 words; will use personal experience and personal examples)

Students are expected to:

- write an expository essay consisting of an introduction, thesis, body and conclusion;
- 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. Continued practice with introductory and concluding paragraphs)
2. Continued work on paragraph development (a. Using support from texts to explain topic sentence b. Arranging support effectively)
5. Discussion of appropriate and inappropriate use of sources (will generally involve reference to and analysis of one outside source, usually a full length book)
3. Discussion of use of quotation versus paraphrase
4. Discussion of plagiarism: appropriate and inappropriate use of outside sources
5. Editing and proofreading practice

Essay #2 (a minimum of 750 words; will generally involve reference to and analysis of at least one outside source, usually 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
2. Discussion of two or more sources
3. Synthesis and use of support from more than one source to develop a topic (Including: a. more practice with using support from texts to explain topic sentence, b. arranging support effectively and c. analyzing and making connections between support and the main idea of the paragraph)
4. Continued practice with quotation and paraphrase and the use of MLA citations
5. Editing and proofreading practice

Essay #3 (750-1000 words; will generally involve reference to and analysis of at least two outside sources, usually newspaper articles, essays or TED Talks)

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.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Directed Study
- C. Activity
- D. Critique
- E. Discussion
- F. Other (Specify): 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 schemata 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.

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

- Three out-of-class essays with multiple drafts
- Reading journals and/or chapter summaries
- One or two in-class essays during the semester
- One in-class final exam

Reading Assignments:

- Short articles from newspapers, magazines, or journals
- A complete novel, memoir, or piece of non-fiction

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Homework
- E. Papers
- F. Quizzes
- G. Written examination
- H. A possible formula for determining course grades is as follows: (1.) Three essays written outside of class: 40% (2.) One-two in-class essays: 10% (3.) Reading Quizzes: 10% (4.) Grammar Quizzes: 10% (5.) Homework: 5% (6.) Final Exam (an in-class essay): 25%

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Azar, B.. *Understanding and Using English Grammar*, 5th ed. White Plains: Pearson Education, 2017
- B. Sampson, D., Jenkins, G., Hunt, R.. *The Pact*, ed. New York: Riverhead Books, 2002

Other:

- A. Instructor created course readers

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Course Originator: Emily Kurland