

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 907 **TITLE:** Independent Writing Study-Intermediate ESL

Units: 0.5 or 1.0 units **Hours/Semester:** 24.0-54.0 Lab hours

Method of Grading: Pass/No Pass Only

Recommended Preparation:

Eligibility for ESL 827

2. **COURSE DESIGNATION:**

Non-Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Practice in writing well-organized paragraphs and using correct grammar. Designed for intermediate-level students. Assignments will be tailored to the specific needs of each student. Students work independently at their own pace and meet with an instructor at regular intervals throughout the semester. Students must complete a minimum of 24 hours (0.5 unit) or 48 hours (1 unit) of work.

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

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

1. Demonstrate progress in understanding intermediate-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 intermediate-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 intermediate ESL level. These may include but are not limited to the following:

1. Global-level issues: Academic and Summary Paragraph Writing
 - A. Format
 - B. Topic Sentences
 - C. Supporting Details
 - D. Concluding Sentences
2. Sentence-level issues:
 - A. Sentence Modification Techniques/Editing
 - a. Coordination
 - b. Subordination
 - c. Transitions
 - B. Other Grammar/Editing
 - a. Verb Tense
 - b. Verb Forms (progressive, present perfect, past perfect, passive voice)
 - c. Gerunds and Infinitives
 - d. Causatives: make/let/have + (somebody) + base verb
 - e. Subject Verb Agreement
 - f. Singular Plural Agreement
 - g. Articles
 - 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 Paragraph Topics:

- A. Write a narrative paragraph describing your first day at college.
- B. Write a summary paragraph describing the plot of your favorite movie.
- C. Write a cause-effect paragraph describing how a major event has changed your life.

Sample Grammar/Editing Assignments:

- A. Attend some of the weekly Grammar & Editing Workshops
- B. Do appropriate Grammar & Editing exercises in intermediate-level textbooks
- C. Teach active editing strategies:
 - a. Circle Subjects and underline Verbs to check for Subject Verb Agreement.
 - b. Put dots above all nouns to edit for Article errors.
 - c. Place square brackets around all dependent clauses and check for Comma Splice, Run-on, Fragment and Sentence Structure errors.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Papers
- E. Pre-Test/Diagnostic Writing Sample Post-Test/Final Writing Sample

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Joyce S. Cain. *Grammar for Writing 2*, 2nd ed. ed. Pearson Longman, 2012
- B. Hogue, Ann. *Longman Academic Writing Series 2: Paragraphs*, 3rd ed. Pearson Education ESL, 2020
- C. Azar, Betty and Stacy Hagen. *Fundamentals of English Grammar*, 5th ed. Pearson Education ESL, 2019

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Course Originator: Evan Kaiser