

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 908 **TITLE:** Independent Writing Study-Advanced 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 828

2. **COURSE DESIGNATION:**

Non-Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Practice in writing well-organized essays and using correct grammar. Designed for advanced-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 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. 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:

- A. Joyce S. Cain. *Grammar for Writing 3*, ed. Pearson Ed, 2012
- B. Oshima, Alice. *Longman Academic Writing Series 4: Essays*, 3rd ed. Pearson Education ESL, 2020
- C. Azar, Betty and Stacy Hagen. *Understanding and Using English Grammar*, 5th ed. Pearson Education ESL, 2016

Effective Term: Fall 2022
Course Originator: Evan Kaiser