

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 925 **TITLE:** Writing for Multilingual Students I (Noncredit)
Units: 0.0 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:
Students are strongly advised to enroll concurrently in ESL 845 or higher course and ESL 855 or higher course. Appropriate skill level as indicated by placement tests and other measures.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Introduces, explains and offers practice in beginning-level forms of written academic English. Covers beginning-level grammar structures: form, meaning and use.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. write and organize a simple paragraph.
 2. use beginning-level grammar structures appropriately in their writing.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. Write and organize a simple paragraph.
 2. use beginning-level grammar structures appropriately in their writing.
6. **COURSE CONTENT:**
Lecture Content:
 1. Demonstrate the understanding of form, meaning, and use of beginning-level grammar structures and apply the grammar appropriately in simple sentences and paragraphs.
 - A. Beginning-Level Grammar Structures (may include, but not limited to the following):
 - a. Verb Tenses: (simple present, present continuous, simple past, past continuous, simple future)
 - b. Demonstratives (this, that, these, those)
 - c. Pronouns (subject pronouns, object pronouns, possessive pronouns)
 - d. Count vs. Non-Count Nouns
 - e. Articles (a, an, the)
 - f. Adjectives and Adverbs
 - g. Frequency Adverbs (always, usually, often, sometimes ...)
 - h. Quantifiers (some, any, many, much, a few, a little, a lot of)
 - i. Some Modals (can, should, must, have to)
 - j. Some prepositions (in, on, at, between, behind)
 - B. Beginning-Level Word Order
 - a. Simple statements: (S-V-O, S-V-Adj, S-V-prepositional phrase, S- V-pJace-time)
 - b. imple questions: (Yes/No Questions, WH-Questions)
 - c. Negative statements: (position of 'not')
 2. Use correct punctuation and proper formatting in simple paragraphs.
 - A. Punctuation
 - a. Capitalization, commas, periods, and question marks
 - B. Paragraph Format
 - a. Indentation, margins, headings, and standard paper size.
 3. Compose and organize simple paragraphs.
 - A. Write Collections of Sentences Related To The Same Topic
 - a. Use narratives and descriptions
 - B. Write Simple Paragraphs
 - a. Include a title (provided by the instructor) , a topic sentence (provided by the instructor), supporting ideas (not provided by the instructor), and a conclusion (provided by the instructor).

4. Compose simple paragraphs by using the writing process.
 - A. Pre-Writing Techniques
 - a. Brainstorming, free writing, and listing
 - B. Multiple Drafts
 - a. Revising & editing (based on instructor's or classmates' feedback)

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Individualized Instruction
- E. Other (Specify): A. Teaching strategies that will Assist Students In meeting course objectives (may include, but not limited to the following): 1. Demonstrate grammar structures on the board/OHP (grammar should be contextualized); 2. Use inductive methods to elicit students' prior knowledge of the target grammar structure (asking questions to help students generate grammar rules rather than telling them the rules); 3. Use reading materials to demonstrate the target grammar in context; 4. Use student-centered activities in pairs/in groups that will help students focus on grammatical structures (use dialogs, fill-in the blanks, interviews ...); 5. Give grammar quizzes on a regular basis to assess students' knowledge and skills; 6. Scaffold the grammar in writing assignments (hold students accountable to the cumulative grammar taught in each writing assignment); 7. Teach writing as a process (prewriting, drafting, revising, and editing.); 8. Use reading materials to build schema for writing assignments; 9. Use student model paragraphs to generate discussions on what makes a paragraph strong or weak. 10. Use Peer Feedback sheets to encourage collaboration in writing assignments; 11. Incorporate reading, writing, and grammar in a variety of activities; 12. Connect students' knowledge and experience with the writing assignments.

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

NOTE: Students should be held accountable for the "grammar focus" plus the previous grammar taught in each writing assignment.

- A. Topic: Describe a neighborhood, a city, or a hometown. Grammar Focus: Present Tense "be" Verbs.
- B. Topic: Describe yourself. Grammar Focus: Simple Present Tense with Regular Verbs and "be" Verbs.
- C. Topic: Describe family members or friends. Grammar Focus: Subject, Object, and Possessive Pronouns.
- D. Topic: Describe a picture that is full of actions. Grammar Focus: Simple Present and Present Progressive Verbs.
- E. Topic: Form an opinion on a controversial issue. Grammar Focus: Modals.
- F. Topic: Describe a past experience. Grammar Focus: Regular and Irregular Past Tense Verbs.
- G. Topic: Describe how you met a significant other. Grammar Focus: Simple Past and Past Continuous.
- H. Topic: Describe a dream. Grammar Focus: Adjectives, Adverbs, and Articles.
- I. Topic: Describe how to cook something. Grammar Focus: Count and Non-Count Nouns, Quantifiers.
- J. Topic: Describe a future goal or a future vacation. Grammar Focus: Simple Future Verbs, Prepositions.
- K. Required In-Class Grammar Quizzes. A quiz should be given after each grammar structure taught and review quizzes should be given regularly to test the cumulative grammar taught.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Papers
- G. Projects
- H. Quizzes
- I. Written examination
- J. Methods of evaluation may include but are not limited to the following: A student must receive 70% of the total points or more in the course to receive a "PASS." A possible measurement of students' progress toward course objectives is as follows: • Homework/Class Activities 10% • Grammar Quizzes/Tests 40% • Writing Assignments 30% • Final Exam (includes grammar + writing) 20% The Final Exam should

represent at least 20% of a student's grade and assess each of the skills (Grammar, Writing, & Mechanics) indicated by the SLOs.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Schoenberg, Irene, et. al.. *Focus on Grammar 1*, 5th ed. Pearson, 2017
- B. Azar, Betty. *Basic English Grammar*, 4th ed. Pearson, 2014
- C. Broukal, Milada. *Weaving It Together: Connecting Reading and Writing, Book 1*, 4th ed. National Geographic / Cengage Learning, 2016
- D. Elbaum, Sandra. *Grammar in Context 1*, 7th ed. National Geographic / Cengage Learning, 2021

Other:

- A. Newbury House Basic American Dictionary for ESL Students (optional).

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Course Originator: Evan Kaiser