

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** ESL 927    **TITLE:** Writing for Multilingual Students III (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:**  
Appropriate skill level as indicated by placement test or multiple measures. Students are strongly advised to enroll concurrently in ESL 847 or higher course and ESL 857 or higher course.
2. **COURSE DESIGNATION:**  
**Non-Credit**  
**Transfer credit:** none
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
Practice in writing organized, well-developed academic paragraphs and introduction to writing a basic essay. Work on intermediate-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. Use intermediate grammar structures appropriately in academic paragraphs by demonstrating the understanding of their form and meaning.
  2. Write well-developed, organized, academic paragraphs with a clear topic sentence, supporting ideas, and a concluding statement.
  3. Write a basic essay with a rudimentary introductory paragraph with a clear thesis statement, well-developed body paragraphs, and a brief concluding statement.
  4. Use reading materials, student model paragraphs, and/or a short novel to build schema for writing assignments.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:
  1. Use intermediate grammar structures appropriately in academic paragraphs;
  2. Write well-developed, organized academic paragraphs with a clear topic sentence, supporting ideas, and a concluding statement;
  3. Write a basic essay with a rudimentary introductory paragraph with a clear thesis statement, well developed body paragraphs, and a brief concluding paragraph;
  4. Use reading materials, student model paragraphs, and/or a short novel to build schema for writing assignments.
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Intermediate Grammar Structures (Should be covered during the semester.)
    - A. Review of Verb Forms
      - a. shifting verb tenses
      - b. troublespots for simple and progressive forms: nonprogressive stative verbs, future verb forms in adverb clauses
      - c. present and past perfect forms
    - B. Connectors
      - a. Coordinators (FANBOYS)
      - b. Subordinators (although, because, when, while)
      - c. Transition words (however, therefore, moreover)
    - C. Gerunds and Infinitives
      - a. Verbs that require gerunds only
      - b. Verbs that require infinitives only
      - c. Verbs that can take both gerunds and infinitives
      - d. Use of gerunds or gerund phrases as subjects
      - e. Use of infinitives of purpose
      - f. Use of infinitives with too and enough

- D. Comparisons
    - a. Comparative and superlative forms of adjectives and adverbs
    - b. "Comparing and contrasting words " such as more/less, as . . . as, the same as, similar to, different from, and like/alike.
  - E. Passive Sentences
    - a. Review of verb tenses
    - b. Active vs passive voice
    - c. Transitive vs intransitive verbs
  - F. Word Forms related to writing assignments
  - G. Based on the needs of the class, the following intermediate grammar structures may also be taught:
    - a. Review of Count/Noun Count Nouns and Articles (a, an,the), including use of quantity words (and editing for sg/pl and Articles)
    - b. Introduction to Adjective Clauses
2. Academic Writing Skills: (Emphasis is on writing organized and well-developed academic paragraphs with a clear topic sentence, supporting ideas, and a concluding statement. Incorporating intermediate grammar structures in writing assignments is also emphasized. Transitioning from paragraph writing to a basic essay is introduced at this level; editing skills are also taught using "text marking." Basic summary skills (restating the main ideas/salient points of a reading selection and/or a chapter from a short novel) and incorporating reading materials to build schema for writing assignments are also introduced.) Rhetorical Modes (Listed in the order of importance. May include but are not limited to the following:)
- A. Description
    - a. Focusing on a dominant impression
    - b. Supporting with descriptive details
    - c. Organizing by spatial or physical arrangement
    - d. Incorporating the use of connectors
  - B. Narration
    - a. Focusing on a main point
    - b. Supporting the main point with background information and developing ideas
    - c. Organizing by chronological order
    - d. Incorporating the use of gerunds and infinitives
  - C. Compare and Contrast
    - a. Choosing comparable items
    - b. Finding points of comparison
    - c. Organizing by points
    - d. Incorporating the use of comparative and superlative forms
  - D. Analysis
    - a. Analyzing reasons, causes-effects and/or a process
    - b. Supporting reasons, causes-effects or giving steps in a process
    - c. Organizing by the importance of each reason or step
    - d. Incorporating the use of passive verbs
  - E. Classifying
    - a. Finding a principle of classification
    - b. Introducing and supporting the categories
    - c. Comparing and contrasting the categories
    - d. Organizing paragraph according to specific categories
    - e. Incorporating the use of all the cumulative, intermediate grammar structures taught

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Individualized Instruction
- E. Other (Specify): Other (Specify): 1. Using lectures along with demonstrations of grammatical structures (grammar should be contextualized); 2. Using 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. Using reading articles to demonstrate the target grammar in context; 4. Scaffolding the grammar in writing assignments (hold students accountable to the cumulative grammar taught in each writing assignment); 5. Giving grammar quizzes to assess students' knowledge and skills; 6. Using student-centered activities that will help students focus on grammatical structures as well as rhetorical

modes; 7. Teaching writing as a process (prewriting, drafting, revising, and editing); 8. Using reading materials and/or a short novel to build schema for writing assignments and using student model paragraphs to teach rhetorical modes and/or grammatical structures; 9. Using Peer Feedback sheets to encourage collaboration in writing assignments; 10. Incorporating reading, writing, grammar, and critical thinking skills in a variety of activities; 11. Connecting students' knowledge and experience with the writing assignments; 12. Using the ESL department's approved editing/proofreading symbols in writing assignments; 13. Introducing basic summarizing skills (restating the main ideas or salient points of a reading selection and/or a chapter from a short novel).

## 8. REPRESENTATIVE ASSIGNMENTS

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

### Writing Assignments:

- A. The goal is to assign 3 out-of-class and 3 in-class writing assignments (including an in-class final exam) or 4 out-of-class and 2 in-class writing assignments during the semester.
- B. Required In-class Grammar Quizzes
  - a. A quiz should be given after each grammar structure taught.

### Reading Assignments:

Students should read a fiction or non-fiction book or series of short stories at an intermediate level and complete reading comprehension tasks such as:

- A. Summarizing, orally or in writing;
- B. Writing journals;
- C. Quizzes;
- D. Discussion in groups.

### Other Outside Assignments:

A minimum of 5 of the following rhetorical approaches should be taught and evaluated:

- A. Describing a Significant Person or Place;
- B. Narrating a Memorable Event;
- C. Analyzing Reasons (for Choosing a Major, etc);
- D. Analyzing Causes & Effects;
- E. Analyzing Steps for a Particular Process;
- F. Comparing and Contrasting two subjects;
- G. Classifying Types of People, Customs, Places, or Leisure-time Activities.

Writing summary paragraphs should also be taught, regularly assigned and assessed as a part of regular homework.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Group Projects
- D. Homework
- E. Projects
- F. Quizzes
- G. Methods of evaluation may include but not limited to participation, homework assignments, journals, peer evaluations, quizzes, writing assignments, and a final exam. A suggested measurement of students' progress toward course objectives is as follows: Participation, homework, and/or journals =10%; Grammar Quizzes =30%; Writing Assignments (In and Out of Class) = 40%; One In-Class Final Exam = 20%. Note: Not less than 20% weight should be given for the final exam.

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Azar, Betty and Stacy Hagen. *Fundamentals of English Grammar: vol. B*, Fourth ed. Longman, 2011
- B. Rueten, May K.. *Developing Composition Skills: Rhetoric and Grammar*, Third ed. Thomson and Heinle, 2011
- C. Oshima, Alice and Ann Hogue.. *Longman Academic Writing Series 3: Paragraphs to Essays*, Fourth ed. Longman, 2013
- D. Elbaum, Sandra N.. *Grammar in Context Book 3*, Fifth ed. Cengage, 2010
- E. Cain, Joyce S.. *Grammar for Writing 1*, Second ed. Pearson, 2012

**Curriculum Committee Approval Date:** January 2022

**Effective Term:** Fall 2022

**Course Originator:** Evan Kaiser