

ESL 312 Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: ESL 312 Title: INTERM ESL GRAM/WRIT

Full Title: Intermediate ESL Grammar/Writing

Last Reviewed: 9/14/2009

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	6.00	Lecture Scheduled	6.00	17.5	Lecture Scheduled	105.00
Minimum	6.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 210.00

Total Student Learning Hours: 315.00

Title 5 Category: AA Degree Non-Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ENGL 312

Catalog Description:

An intermediate ESL grammar and writing course focusing on the paragraph writing process and grammar structures. Designed for non-native speakers of English.

Prerequisites/Corequisites:

Qualifying ESL Placement Test score or completion of ESL 310 or ESL 310B with a grade of C or better or Credit.

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

Description: An intermediate ESL grammar and writing course focusing on the paragraph writing process and grammar structures. Designed for non-native speakers of English. (Grade or P/NP)

Prerequisites/Corequisites: Qualifying ESL Placement Test score or completion of ESL 310 or ESL 310B with a grade of C or better or Credit.

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: **Area** Effective: Inactive:

CSU GE: **Transfer Area** Effective: Inactive:

IGETC: **Transfer Area** Effective: Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Write a cohesive paragraph that includes a topic sentence, supporting ideas, and a conclusion.
2. Employ level-appropriate vocabulary and correct word forms in writing.
3. Use a variety of sentences in writing: simple, compound, and some complex.
4. Use correct verb tenses and forms in writing.
5. Demonstrate level-appropriate control of punctuation and spelling conventions
6. Complete in-class, timed writing assessments.
7. Recognize main and supporting ideas in intermediate reading passages.
8. Word-process paragraphs.
9. Locate and use an Internet website on a specific topic.

Topics and Scope:

A. Composition Skills

1. Application of intermediate pre-writing and writing techniques
 - a. Brainstorming
 - b. Clustering
 - c. Outlining
 - d. Development of a first draft
 - e. Revising
 - f. Editing
2. Development of a paragraph
 - a. Identification of the elements of a topic sentence
 1. topic
 2. controlling idea
 - b. Development of a topic sentence
 - c. Development of supporting ideas
 - d. Recognition and the use of transitions to enhance paragraph coherence

e. Development of a concluding statement

3. Description and narration

4. Expository writing

5. Collaborative peer editing

B. Grammar Skills

1. Grammar focus

a. Past modals

b. Gerunds and infinitives

c. Present perfect and present perfect progressive tenses

d. Passive voice, including participial adjectives

2. Complete sentence unit and basic patterns of English writing

3. Recognition and correction of run-ons, fragments, and comma splices

4. Development of coherent, varied sentences and paragraphs using simple, compound, and some complex sentences

5. Editing of writing for grammatical problems

a. Subject-verb agreement

b. Verb usage

c. Capitalization and punctuation basics

C. Reading Skills

1. Pre-reading strategies

2. Recognition of main and supporting ideas

3. Scanning for details

4. Vocabulary development

D. Computer Skills

1. Use of the computer as a writing and editing tool

2. Development of basic Internet search skills

Assignment:

The following represent the types of assignments that may be included:

A. In-class work

1. Vocabulary and grammar exercises

2. Pair and group work

3. Presentations

4. Discussions analyzing readings and a variety of themes

5. In-class writings on topics of current relevance

6. Grammar exams and quizzes

7. A minimum of 2 in-class paragraphs including the midterm and the final

B. Computer lab work

1. Sentence and paragraph writing and editing

2. Computerized grammar exercises

3. Basic Internet use

C. Homework

1. Grammar exercises

2. Reading exercises

3. Revising and editing

4. At least 6 descriptive/narrative paragraphs of 200-250 words (about 3/4 to 1 page), using simple, compound and complex sentences and a multi-draft process

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, paragraphs, and journals

Writing
40 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Objective quizzes and essay exams, midterm and final in-class essay

Exams
40 - 50%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class attendance and participation, oral presentations, and portfolios

Other Category
10 - 20%

Representative Textbooks and Materials:

Grammar

Grammar in Context 3, 3rd edition, Elbaum, Heinle/Cengage, 2006

Grammar Links 3, 2nd edition, by Van Zante, et al., Heinle/Cengage, 2004

Writing

Great Paragraphs, 2nd edition, Folse, et al., Heinle/Cengage, 2004

Reading

What a Life! Broukal, Pearson/Longman, 2001

Instructor prepared materials