

**ESL 314 Course Outline as of Fall 2016****CATALOG INFORMATION**

Dept and Nbr: ESL 314 Title: HIGH INTRM ESL GRAM/WRIT  
 Full Title: High-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 314

**Catalog Description:**

A high-intermediate ESL grammar and writing course focusing on paragraph writing, introduction to basic essay writing, and clause structures of various types in complex sentences. Designed for non-native speakers of English.

**Prerequisites/Corequisites:**

Qualifying ESL Placement Test score or completion of ESL 312 with a grade of C or better or Credit.

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

Description: A high-intermediate ESL grammar and writing course focusing on paragraph writing, introduction to basic essay writing and clause structures of various types of complex sentences. Designed for non-native speakers of English. (Grade or P/NP)

Prerequisites/Corequisites: Qualifying ESL Placement Test score or completion of ESL 312 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:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Effective:	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

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

1. Produce paragraphs with a focused main idea, sufficient development of supporting ideas, and a conclusion.
2. Recognize the structure and organization of an essay.
3. Produce an essay with a minimum of 3 paragraphs.
4. Use level-appropriate vocabulary and clear transitions in writing.
5. Demonstrate sentence variety in writing: simple, compound, and complex (adjective, adverb, and noun clauses).
6. Demonstrate control of sentence boundaries.
7. Demonstrate level-appropriate control of punctuation, spelling and verb tenses.
8. Complete in class, timed writing assessments.
9. Recognize main and supporting ideas in high-intermediate reading passages.
10. Write brief summaries.
11. Word-process paragraphs and essays.
12. Use the Internet to access information.

### **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. Topic sentence with topic and controlling idea
  - b. Supporting ideas
  - c. Concluding statement
  - d. Use of transitions to enhance paragraph coherence
3. Recognition of the structure and organization of an essay
    - a. Introductory paragraph (hook and thesis statement)
    - b. Body paragraph(s)
    - c. Concluding paragraph
  4. Descriptive/narrative, expository, and argumentative modes
  5. Collaborative peer editing
  6. Critical thinking skills

## B. Grammar Skills

1. Grammar focus
  - a. Past perfect verb tense
  - b. Adverbial clauses
  - c. Adjective clauses
  - d. Noun clauses, including direct and indirect speech
  - e. Conditional clauses
2. Recognition and correction of run-ons, fragments, and comma splices
3. Development of coherent, varied sentences using simple, compound, and complex sentences
4. Editing of writing for grammatical and mechanical problems
  - a. Subject-verb agreement
  - b. Verb tense usage
  - c. Capitalization and punctuation
  - d. Clause structure

## C. Reading Skills

1. Application of pre-reading strategies
2. Recognition of main and supporting ideas
3. Scanning for details
4. Vocabulary development
5. Basic summarization skills
6. Application of critical thinking skills

## D. Computer Skills

1. Utilizing the computer as a writing and editing tool
2. Demonstrated understanding and usage of a website
3. Usage of the computer to access information from the Internet

## **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 activities
  3. Presentations
  4. Discussions analyzing readings and a variety of themes
  5. In-class writings on topics of current relevance
  6. Objective exams and quizzes
  7. A minimum of 2 in-class paragraphs including the midterm and the final
- B. Computer lab work

1. Sentence, paragraph, and essay writing and editing
  2. Computerized grammar and writing exercises
  3. Internet activities
- C. Homework
1. Grammar exercises
  2. Reading exercises
  3. Revising and editing
  4. At least 3 descriptive/narrative expository, and argumentative paragraphs of approximately 250 words (about 1 page), using a multi-draft process
  5. At least 2 multi-paragraph descriptive/narrative or expository essay of 300-350 words (about 1 1/2 pages), using 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, short essays, 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, Van Zante, et al., Heinle/Cengage, 2004

Writing

Blueprints 1, Folse, et al., Heinle/Cengage, 2003

From Great Paragraphs to Great Essays, Folse, et al., Heinle/Cengage, 2007

Instructor prepared materials