

ESL 316 Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: ESL 316 Title: LOW-ADV ESL GRAM/WRIT
 Full Title: Low-Advanced ESL Grammar/Writing
 Last Reviewed: 10/5/2009

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	17.5	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 316

Catalog Description:

A low-advanced writing and grammar course focusing on the basic essay process, including writing, revising, and editing. Review of intermediate and advanced grammar structures and punctuation. Designed for non-native speakers of English.

Prerequisites/Corequisites:

Qualifying Test Score in English OR Completion of ESL 314 or higher (V3)

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

Description: A low-advanced writing and grammar course focusing on the basic essay process, including writing, revising, and editing. Review of intermediate and advanced grammar structures and punctuation. Designed for non-native speakers of English. (Grade or P/NP)
 Prerequisites/Corequisites: Qualifying Test Score in English OR Completion of ESL 314 or higher (V3)
 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. Employ a multi-draft writing process to produce essays that contain an introduction with a thesis statement, a body that develops the thesis statement, and an appropriate conclusion.
2. Recognize and incorporate different approaches to writing for academic and vocational purposes.
3. Employ critical thinking in supporting a thesis.
4. Utilize basic research skills.
5. Complete in-class, timed essays.
6. Edit papers for grammatical accuracy.
7. Identify specific themes/main ideas in a variety of writings.
8. Develop vocabulary through reading and integrate new words into their essays.
9. Use the computer effectively as a writing and research tool.

Topics and Scope:

A. Composition Skills

1. Pre-writing
 - a. Brainstorming
 - b. Journal writing
 - c. Clustering
 - d. Outlining
2. The first draft
 - a. Development of a thesis statement
 - b. Clear topic sentences
 - c. A body that supports the thesis
 - d. An effective conclusion
3. Revision of essays for coherence, critical thinking, and development
4. Editing for grammatical accuracy

5. Narrative and expository writings, and argumentative modes
6. Collaborative work in peer editing, group tasks, and open-ended discussions
7. In-class essay writing process
8. Introduction to MLA form in essays

B. Grammar Skills

1. Recognition and correction of run-ons, fragments and comma splices
2. Simple, compound, and compound-complex sentences
3. Editing papers for grammatical problems
 - a. Subject-verb agreement
 - b. Use of verbs including perfect tenses and passive voice
 - c. Reported speech
 - d. Use of conditional forms
 - e. Punctuation: capitalization, quotation marks, commas, semicolons, and colons
 - f. Parallelism
 - g. Word forms

C. Reading Skills

1. Schema building through a variety of short fiction and non-fiction readings
2. Contextual vocabulary development through readings and use of new words in essays
3. Recognition of rhetorical strategies
4. Paraphrasing and summarizing
5. Critical analysis of ideas of various writers

D. Computer Skills/Information Literacy

1. The computer as a writing and editing tool
2. Use of the thesaurus, dictionary, etc.
3. The Internet as a research instrument
 - a. As a tool to find sources of information
 - b. As a source for summarizing
 - c. As a source for documentation and citation
4. Introduction to issues of plagiarism

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. Analysis of 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 essays in response to an academic reading, including the midterm and the final

B. Computer work

1. 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 3-4 multi-draft essays for a total of 2,000 words (about 8 pages), using descriptive/narrative, expository, and argumentative modes
5. Self-reflective portfolio of semester writings

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, essays, and journals	Writing 40 - 50%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%
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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%
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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%
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Representative Textbooks and Materials:

Composition

In Our Own Words, 3rd edition, Mlynarczyk & Haber, Cambridge, 2008

Catalyst 2 Writing From Reading, 1st edition, Jones & Brem, Heinle/Cengage, 2008

Northstar 4, 3rd edition, English & English, Pearson/Longman, 2009

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

Greater Essays, 1st edition, Folse & Pugh, Heinle/Cengage, 2007

Engaging Writing, Fitzpatrick, Pearson/Longman, 2005

Blueprints 2: Composition Skills for Academic Writing, Folse, et al., Heinle/Cengage, 2003

Writing to Communicate 2, Boardman & Fryenberg, Pearson/Longman, 2007

Grammar/Editing Supplements

More Grammar Practice 3, 1st edition, Heinle/Cengage, 2001

Better Writing Through Editing, Peterson & Hagen, McGraw-Hill, 1999

Eye on Editing, Cain, Pearson/Longman, 2003

Instructor prepared materials