

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Kristin Sension

Date: 12/17/2019

Department	Subject	Course Number	Title
English As a Second Language	English As a Second Language ESL	098	Preparation for English Composition for Multilingual Students (formerly ESL-098W English Writing Fundamentals)
Non-Credit English as a Second Language	Non-Credit English as a Second Language NC/ESL	998	Preparation for English Composition for Multilingual Students

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
4.00	4.00
Lecture Contact Hours	Total Contact Hours
64.00 - 72.00	64.00 - 72.00
Lecture Homework Hours	
128.00 - 144.00	

Stand Alone:

Stand Alone

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:	28
Maximum Enrollment Justification:	Course requires significant response to written materials - check all that apply:

* Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.

Course requires significant individualized instruction or assessment “ check all that apply:

* Course relies on small group dynamics as a means of instruction or assessment.

* Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: Given the combination of extensive writing and the variability of students in the language acquisition process, this course requires an exceptionally high level of specific instructor feedback and individualized conferences. This course should be capped at 28.

Grading Method:

Letter Grade or P/NP

TOP code:

4930.84

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course provides practice in writing American English multi-paragraph essays. The course also includes in-class practice with college-level reading and discussion in English. Critical thinking is practiced when using concepts and aspects of the readings in student compositions. With focus on elements of difficulty in the language acquisition process, grammar and sentence structure are addressed as needed. This course also addresses plagiarism and introduces the use of quotations and citations in research papers.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course concerns writing American multi-paragraph essays. The course includes practice with college-level reading and discussion. Critical thinking is required to integrate readings into student compositions. Syntax and grammar relevant to language acquisition are reviewed as warranted.

Need for the course:

This course provides additional language instruction for English language learners before attempting transfer-level English composition. This course additionally prepares students by developing familiarity with American college procedures, expectations, supports, expository writing, written fluency, academic reading skills, and citation of source materials. Additional language training maximizes the possibility of success for English language learners entering college by

addressing their specific needs. With growing confidence, students will communicate their ideas in English more effectively.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ESL 062 or
- NC/ESL 921 or
- NC/ESL 920 or
- NC/GED 931

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Communicate effectively in an academic environment, by writing clear sentences, appropriate verb forms, and a variety of sentence structures.
2. Write in their own voice in American English by self-editing grammar and usage.
3. Compose and identify effective thesis statements.
4. Organize essays in a way expected in American higher education: introduction, thesis, body paragraphs with support, and conclusion
5. Develop essays in a clear, unified, and coherent manner using critical thinking skills. At least 4 essays will total at least 12 typed pages. 1 or 2 essays may be written in class with time constraints. One of the essays must be a source-based essay of no more than 4 pages with no fewer than 3 outside sources.
6. Support their claims with quotations and citations integrated smoothly into the paragraph.
7. Assess grammatical accuracy and correct use of punctuation in the context of written work. non-fluent, awkward, and unclear elements within the context of written work.
8. Correct non-fluent, awkward, and unclear elements within the context of written work.
9. Understand others through reading, as demonstrated by summary, paraphrase, and response.
10. Engage in active reading strategies while working with non-fiction, fiction, articles, student writings, or novels.

Course Content:

(please number the outline of main topics and subtopics)

1. American English writing conventions and values: ogical development, clear and direct thesis statements, and specific supporting detail
 1. Logical development
 2. Clear and direct thesis statement
 3. Supporting details
 1. Example
 2. Fact / Statistic

3. Quotation
4. Syntactic Development & Sentence Variety
2. Use of thesaurus & vocabulary-learning software or webpages
3. Review of simple, compound, complex, and compound-complex sentences
4. Review of verb tenses such as modals, passives, determiners, gerunds, and infinitives
5. Critical reading and writing skills
 1. Summarizing main points
 2. Paraphrasing a short passage
 3. Responding to an author's ideas
 4. Recognizing patterns of development
6. Writing Process
 1. Pre-writing strategies
 2. Outlining
 3. Finding supporting details
 4. Writing multiple drafts
 5. Self-edit, peer-edit, Writing Center help, online resources
7. Essay structure and content development
 1. Thesis statement
 1. Topic
 2. Claim
 3. Placement
 2. Organization/paragraph development within the essay
 1. Coherence
 2. Unity
 3. Transitional elements between paragraphs and major sections of the paper
 3. Body paragraphs
 1. Topic sentences
 2. Types of support
 3. Thesis statement support
 4. Organization of essay
 1. Order of importance/complexity
 1. Coherence
 2. Unity
8. Grammar
 1. Run-ons and fragments
 2. Complex sentences - adverb and adjective clauses
 3. Advanced verb forms
 4. Participles
 5. Reduced clauses
9. Introduction to Research and Library Skills
 1. Library searches
 2. Internet research
 3. Evaluating sources
 4. Using different media as sources
 5. Using quotations
 6. Identifying and avoiding plagiarism
10. Critical Reading Strategies
11.
 1. Visual cues
 2. Linguistic cues
 3. Introduction and summary
 4. Patterns of development
 5. Transition or signal words
12. Timed Writing Strategies
 1. Managing stress

- 2. Preparation for essay test
- 3. Brainstorming
- 4. Rough Outline
- 5. Time management
- 6. Revise and edit

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Readings
Integration: Readings of various texts will be used extensively in order to facilitate and foster critical reading, writing, and thinking.
- **Method:** Lecture
Integration: Lecture and demonstration will support students' construction of accurate and effective sentences, development and revision of writings, integration of library and internet sources, and analysis and response to written texts.
- **Method:** Papers and Reports
Integration: Required writings will support the development and application of writing fluency, organization, content, grammar, and source integration. At least 4 multi-paragraphs essays are required with a total minimum of 3,000 words. Using quotations or outside sources is required in final 2 essays.
- **Method:** Individualized Instruction
Integration: Individualized instruction in the form of instructor and student conferences will allow the instructor to give specific feedback and guidance to each student regarding written fluency development, the writing process, composition of writings, grammar and usage, critical reading, and the integration of sources.
- **Method:** Discussion
Integration: Class and small-group discussions about writing issues writing prompts will be used to allow students to get multiple perspectives and ideas about topics and advance critical thinking.
- **Method:** Homework
Integration: Homework assignments of short writings, pre-writing for essays, grammar exercises, and reading articles or chapters will provide opportunities for students to further practice and apply skills.
- **Method:** In-class Exercises
Integration: In-class exercises and activities, such as peer editing, conducted in pairs or groups will allow students the opportunity to explore, apply, and develop knowledge and skills introduced in class regarding fluency, writing, reading, and sources.
- **Method:** Out-of-class activities
Integration: Visits to the writing center and other campus resources integrate students into American college environment. This allows for listening and speaking practice, and supports a positive outlook toward college, influencing affective domain.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Papers
Integration: At least four multi-paragraph essays totaling 3000 words are required. Papers will be evaluated on coherence, unity, organization, content, and development. At least one research paper is required of no more than five pages with no fewer than three academic sources. Emphasis will be placed on the presentation of an effective thesis, adequate and logical support, and the clarity of ideas presented.
- **Method:** Revision of written work
Integration: Revision will be evaluated on student ability to apply feedback and improve overall and specific effectiveness in terms of written fluency, organization, content, grammar, source integration, and critical thinking.
- **Method:** Quizzes, tests, and exams
Integration: Timed essay exams will evaluate student skills in communicating effectively (clear sentences, sentence variety, appropriate choice of verbs) while under time constraints.

- **Method:** Homework
Integration: Homework will consist of reading chapters, excerpts, or articles. Grammar practices online or on paper, short writings, pre-writing for upcoming essays, or answering questions about readings will be assigned.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Read the essay "My Two Lives" by Jhumpa Lahiri. Answer questions provided about meaning and the pattern of writing the author used. Think critically about what it means to have "two lives." Is it possible to be truly bi-cultural? Why do some people feel that culturally "one plus one does not equal two but zero"?
2. After reading "In Other Words," "Acculturation," and "The Third Life of Per Smevik," write an essay about a reason for second language acquisition incorporating cause or effect. Use a quotation from one of the readings to support your thesis.
3. Self-edit your rough draft using the teacher-provided checklist of what will be scored.
4. After completing the diagnostic quiz, use the website "Quill" to practice the types of sentence or grammar constructions that you most often use incorrectly.
5. Insert periods or connecting words to correct run-on sentences on a worksheet or online exercise linked to the day's assignment on your LMS.

Textbooks:

- McDonald, S. and Salomone, W (2016). *The Writer's Response, 6th edition* Wadsworth / Cengage Learning. ISBN: 1305100255
- Steve Marshall (2018). *Grammar for Academic Purposes* Pearson. ISBN: 978-2-7613-9517-5

Other Resources:

Minimum Qualification

- ESL (Masters Required)