

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**ENGLISH AS A SECOND LANGUAGE 2A – ACCELERATED COMPOSITION FOR ENGLISH AS A SECOND LANGUAGE**

6 hours lecture, 6 units

**Catalog Description**

This course is designed to bring students up to the grammatical and composition level needed for one level below ENGL 120, with the possibility of skipping that level and placing directly into ENGL 120 if student progress is advanced enough. The focus is on writing the essay in proper format with proper depth of analysis and rigor of research. Critical written responses to academic readings are also emphasized.

**Prerequisite**

None

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Correctly read and write affirmative and negative sentences and questions using all 12 verb tenses in the active and passive voice, real and unreal conditionals, direct and indirect speech, adjective clauses with who, whose, whom, which and that.
- 2) Apply correct punctuation and capitalization rules in writing.
- 3) Write fully developed paragraphs using the correct format, clear topic sentences, adequate support and details.
- 4) Utilize a writing process with a strong focus on revision and audience.
- 5) Accurately identify the main idea in more intermediate literary and academic readings using skimming, scanning, contextual and structural clues; summarize and paraphrase readings; correctly use quotes from readings in essay writing.
- 6) Deduce the meanings of words and idiomatic phrases in intermediate academic reading and apply new vocabulary in writing and speaking.

**Course Content**

- 1) Reading skills include critical reading of a variety of literary and academic texts as well as periodicals. Analyze texts basic meaning, main ideas, and themes. Vocabulary development will occur through contextual and structural clues and discussion of figurative and idiomatic language.
- 2) Sentence skills include using adjective and adverb clauses, correct punctuation usage and sentence variety
- 3) Writing skills include balancing paragraphs with topic sentences, supporting details and transitions into complete essays with thesis statements. Topics move from personal to academic. There is practice and focus on the circular nature of the writing process.
- 4) Practice writing expository and persuasive prose in five to six multi-paragraph essays, one of which will be a research-based position paper introducing MLA format. At least three essays must be written in class.
- 5) Grammar skills include a review of the verb tenses, passives and conditionals; correct usage of nouns, verbs, pronouns, adjectives, adverbs, conjunctions and prepositions.
- 6) Various rhetorical structures, including narration, process, definition, and comparison-contrast.
- 7) Stages of the writing process focused on invention, writing, peer evaluation, revising, editing
- 8) Plagiarism and the importance of properly crediting sources

- 9) Basic techniques of library research
- 10) Discuss words and their meanings to enlarge students' active vocabulary and enable them to use sophisticated and academic vocabulary in their writing
- 11) Sentence clarity
- 12) Techniques for improving coherence in writing, including sentence combining, introductory prepositional phrases, key words and ideas, and transitions

### **Course Objectives**

Students will use an accelerated approach of intensified in-class and homework assignments and at the end of the course they will be able to display the following skills:

- 1) Employ the various phases of the writing process (invention, writing, evaluation, revision, and editing) to more advanced proficiency.
- 2) Produce organized, coherent, and well-developed essays with effective introductions, clear thesis statements, sufficient support, logical transitions, and appropriate conclusions at a proficiency near-ready to enter a transfer-level English course.
- 3) Recognize and use in essays two or three rhetorical strategies (such as description, narration, process, definition, comparison-contrast, summary/analysis, cause and effect, and argument) to accomplish specific purposes for an academic audience.
- 4) Compose a position paper displaying knowledge of integrating sources and MLA format.
- 5) Analyze and interpret a wide variety of professional essays and, to a more advanced proficiency, use this critical analysis as reference for their own essays, displaying a proficiency near-ready to enter a transfer-level English course.
- 6) Identify and correct typical errors of low-advanced ESL learners in grammatical structures, mechanics, and usage when editing and revising their own and others' writing.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Homework assignments, quizzes and tests that measure students' ability to apply grammatical rules, correctly use vocabulary, distinguish between main ideas and supporting details in a text, and organize specific evidence by using a clear method of organization.
- 2) Classroom participation in which students demonstrate the ability to utilize the phases of the writing process for peer editing and revision and to identify and correct errors in grammatical structures, mechanics, and usage when editing and revising.
- 3) In-class essay exams that measure students' ability to produce a piece of writing which is organized and coherent and contains a clear thesis, effective transitions and a relevant conclusion.
- 4) Six multi-paragraph essays (including at least two essays written during a class meeting and one position paper using MLA format to cite multiple sources) that measure students' ability to produce organized, coherent, and well-developed essays using appropriate MLA format and the correct use of in-text citations and a Works Cited page.
- 5) Lab assignments that measure students' ability to apply grammatical rules, to correctly use vocabulary, to provide details in support of a topic sentence or thesis statement, and to organize that support by using a clear method of organization.
- 6) Additional in-class, multi-paragraph essay as part of the final exam that measures students' ability to recognize and use various rhetorical strategies in writing in-class timed essays.

### **Special Materials Required of Student**

- 1) Dictionary
- 2) Electronic storage media

### **Minimum Instructional Facilities**

Smart classroom

**Method of Instruction**

- 1) Lecture
- 2) Pre-reading exercises and discussion will be used before passages are read. Follow-up exercises include comprehension, critical reading skills, summarizing, paraphrasing, and vocabulary development. Whole group, small group or pair discussions focus on comprehension and cultural or historical aspects of reading passages.
- 3) Online and in-class instruction on how to write papers inside and outside of class following a process approach to writing. In addition instruction on paragraph and essay writing and instruction on how to complete a research report using information from library sources, to be completed individually or in a group.
- 4) Journals on assigned or free topics or in response to readings. Journals may be used as a base for paragraph or essay writing.
- 5) Grammatical structures may be taught deductively or inductively through lecture. Complete oral and written exercises individually or in groups to practice structures.
- 6) Specific reading, writing and grammar skills are reinforced through web-based assignments

**Out-of-Class Assignments**

- 1) Read expository and argumentative prose
- 2) Complete journals on reading assignments
- 3) Write expository and persuasive essays
- 4) Read textbook assignments and/or handouts on rhetoric and answer questions about the reading selections
- 5) Complete grammar and vocabulary assignments as given

**Texts and References**

- 1) Required (representative example): Dweck, Carol. *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential*. Little Brown Books Group, January 12, 2017.
- 2) Supplemental: Reading packet

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Produce, to near-advanced level, organized, coherent and developed essays with a clear thesis, effective transitions and relevant conclusion.
- 2) Recognize and use various rhetorical modes with near-advanced proficiency.
- 3) Incorporate a variety of sentence patterns in writing.
- 4) Implement the various stages of the writing process with near-advanced proficiency.
- 5) Recognize and correct problems in spelling and grammar including completeness, agreement, and reference. Use the MLA format to document sources in writing with less than eight errors per page.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to produce a near college-level essay that:

- 1) Includes a logical thesis and corresponding essay structure
- 2) Shows evidence of thesis support with cited evidence
- 3) Shows evidence of text analysis and comprehension
- 4) Features grammatically correct writing and formatting.