

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ENGLISH AS A SECOND LANGUAGE 2B – ADVANCED 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 advanced grammatical and composition level needed for ENGL 120. 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

“C” grade or higher or “Pass” in ESL 2A or equivalent placement into ESL 2B

Entrance Skills

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

- 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 five errors per page.

Course Content

- 1) Reading skills include critical reading of a variety of literary and academic texts as well as periodicals. Analyze texts for author’s purpose, attitude and writing strategies. Vocabulary development will occur through contextual and structural clues and discussion of figurative and idiomatic language.
- 2) Sentence skills include using subordination, compound-complex sentences, review of adjective and adverb clauses, correct punctuation usage and sentence variety
- 3) Writing skills include incorporating well organized paragraphs with topic sentences, supporting details and transitions into complete essays with thesis statements. Topics move from personal to academic, with integration from outside sources. More emphasis is placed on audience, purpose and the circular nature of the writing process.
- 4) Practice writing expository and persuasive prose in a minimum of six multi-paragraph essays, one of which will be a research-based position paper using 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. Also, rules for pronoun reference agreement and subject-verb agreement will be mastered.
- 6) Various rhetorical structures, including summary/analysis, cause and effect, and argument.
- 7) Stages of the writing process, including: invention, writing, and peer evaluation, will more heavily focus on revising and editing
- 8) Plagiarism and the importance of properly crediting sources
- 9) Techniques of library research
- 10) More expansion of students’ vocabulary to increase the effectiveness in their writing
- 11) Sentence clarity and idiomatic usage

- 12) Analyze appropriate vocabulary based on formal/informal usage, word choice, and confusing words
- 13) Techniques for improving coherence in writing, including sentence combining, introductory prepositional phrases, key words and ideas, transitions, and pronoun antecedents

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) with advanced proficiency equal to the demands of a transfer-level English course.
- 2) Produce organized, coherent, and well-developed essays with effective introductions, clear thesis statements, sufficient support, logical transitions, and appropriate conclusions at a proficiency ready to enter a transfer-level English course.
- 3) Recognize and use in essays various 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) Apply strategies for producing timed in-class essays.
- 5) Compose a position paper citing multiple sources using MLA format.
- 6) Analyze and interpret a wide variety of professional essays and use this critical analysis as reference for their own essays, displaying a proficiency suitable for entrance to a transfer-level English course
- 7) Identify and correct typical errors of 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) On-line and in class instruction on how to write papers inside and outside of class following a process approach to writing. In addition to instruction on paragraph and essay writing, 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

Texts and References

- 1) Required (representative examples):
 - a. Dweck, Carol. *MINDSET. Updated Edition: Changing The Way You think To Fulfil Your Potential*. Little Brown Books Group, 6th edition. January 12, 2017.
 - b. Class Packet updated yearly.
- 2) Supplemental: None

Exit Skills

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

- 1) Produce to an advanced level organized, coherent and developed essays with a clear thesis, effective transitions and relevant conclusion.
- 2) Recognize and use various rhetorical modes with advanced proficiency. Incorporate a variety of sentence patterns in writing
- 3) Implement the various stages of the writing process with advanced proficiency.
- 4) Recognize and correct problems in spelling and grammar including completeness, agreement, reference, form and punctuation.
- 5) Use the MLA format to document sources in writing with few or no errors.

Student Learning Outcomes

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

- 1) Produce a college-level, argumentative essay that: Includes a clear, logical, and original thesis and corresponding argument structure.
- 2) Supports that thesis with relevant, properly cited evidence and analysis.
- 3) Features grammatically correct writing, formatting, and citations.