

Reviewed by: K. Carlson
Reviewed by: J. Grimes
Reviewed by: J. Polizzotto
Revised by: K. Kulzer
Date revised: April 11, 2012
C & GE Approval: May 14, 2012
Board Approval: June 14, 2012

English as a Second Language (ESL) 0900 English for Academic Purposes: Writing and Grammar
IV (4 Units)

[formerly English as a Second Language 55]

Prerequisite: Qualification by assessment process or successful completion of English as a Second Language 0800 with a grade of “C” or better

Prerequisite knowledge/skills:

Before entering the course, a student should be able to demonstrate competency in the following areas at the early-advanced academic level:

1. Compose and organize three- to five-paragraph essays with a clear introduction with a thesis sentence, body, and conclusion,
2. Create thesis, topic, supporting and concluding sentences,
3. Use the simple, perfect, and progressive tenses, and
4. Use sentence connectors such as: while, whenever, in addition to, likewise, similarly, however, in contrast, unlike, as a result of, due to, since, because therefore, consequently.
5. Use adverb clauses and reduced adverb clauses,
6. Distinguish between active and passive voice,
7. Identify subjects and verbs to ensure correct subject-verb agreement,
8. Use gerunds and infinitives, and
9. Use active and passive voice.

Total Hours: 60 hours lecture; 16 hours lab (76 hours total)

Catalog Description: English as a Second Language 0900 is designed for bilingual and/or immigrant students at the advanced level of English. This course focuses on paraphrasing, summarizing, and essay writing. Academic reading material is used to stimulate independent thinking, and compositions are written in response to the readings.

Type of Class/Course: Non-degree credit

Texts: Raimes, Ann. *Grammar Troublespots—A Guide for Student Writers*. 3rd ed. New York, NY: Cambridge University Press, 2004. Print.

Stafford-Yilmaz, Lynn and Dorothy E. Zemach. *Writers at Work—The Essay*. New York, NY: Cambridge University Press, 2008. Print.

Withrow, J Brookes, G; Cummings, M. C. *Inspired to Write*. New York: Cambridge University Press, 2005. Print.

Additional Instructional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to demonstrate competency in the following areas at the advanced academic level:

1. Analyze texts,
2. Effectively utilize the various steps in the writing process,
3. Compose compositions that:
 - a. Summarize a reading passage;
 - b. Include citations;
 - c. Have a clear thesis;
 - d. Use evidence to support a thesis;
 - e. Are clearly organized with an introduction, body, and conclusion,
 - f. Use rhetorical modes to support a thesis such as:
 - i. Description
 - ii. Narration
 - iii. Definition
 - iv. Classification
 - v. Evaluation
 - vi. Analysis
 - g. Contain adjective clauses, noun clauses, and correct forms of reported speech; and
 - h. Are fluent, clear, and accurate.
4. Evaluate and revise his/her own compositions
5. Proofread and edit his/her own compositions

Course Scope and Content: Lecture

Unit I: Grammar

- A. Identify parts of speech
- B. Adjective clauses
- C. Noun clauses and reported speech
- D. Prepositions
- E. Phrasal verbs
- F. Simple, compound, and complex sentences
- G. Review of common bilingual student grammar errors
 - a. Subject-verb agreement
 - b. Article usage
 - c. Parallel structure
 - d. Sentence combining
 - e. Other identified errors from student work and class questions
- H. Reported speech
- I. Citations in MLA and APA

Unit II: Writing

Compose and organize:

- A. Summaries
- B. Narrative essays
- C. Descriptive essays
- D. Expository essays
- E. Argumentative essays

Course Scope and Content: Lab

1. Identify parts of speech
2. Practice and apply correct use of adjective clauses
3. Enhance knowledge of prepositions
4. Use prepositions correctly with phrasal verbs
5. Practice composition of simple, compound, and complex sentences
6. Review and correct common bilingual student grammar errors
 - a. Subject –verb agreement
 - b. Article Usage
 - c. Verb tenses
7. Review and correct common bilingual student grammar errors
 - a. Parallel structure
 - b. Sentence combining
 - c. Other identified errors from student work and class questions
8. Practice and apply correct usage of noun clauses
9. Introduce ways to include reported speech in student writing
10. Introduce how to use MLA and APA-style citations within research writing

Learning Activities Required Outside of Class:

Students will spend a minimum of 8 hours per week outside of their regular class time doing the following

:

1. Studying
2. Completing homework assignments
3. Writing paragraphs and essays
4. Working on lab exercises

Methods of Instruction:

1. Assigned exercises from text/workbook
2. Lecture
3. Writing assignments
4. Group work
5. Discussion
6. Lab

Methods of Evaluation

1. Written homework
2. Quizzes
3. Grammar exams
4. Midterm and final