

Skyline College
Official Course Outline

Date: April 26, 2007

1. TITLE:

ESOL 400: English Composition for Non-Native Speakers

5.0 units, 5 lecture hours per week, plus one hour by arrangement

Prerequisite: Completion of ESOL 840, or 841 and 842, or 864 and 874, or equivalent; or appropriate skill level as indicated by ESL placement test and other measures as necessary.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

A. Catalog Description:

For advanced non-native speakers of English who have completed ESOL 840, or 841 and 842, or 864 and 874, or equivalent, but need more intensive work in critical reading and composition before attempting ENGL 100 or 105. *Transfer credit: UC; CSU.*

B. Schedule of Classes description: Advanced practice in writing English for non-native speakers. Emphasis on composing clear, coherent, logical essays. Plus one hr/wk by arrangement. Transfer: UC; CSU.

4. COURSE JUSTIFICATION:

ESL students who have demonstrated the prerequisite English reading and writing proficiency, but who still need further practice and guidance, can benefit from this additional stage of instruction in composition. The first in the sequence of transfer courses, this course enables students to qualify for ENGL 100. ENGL 400 satisfies the Skyline AA/AS General Ed English requirement for graduation.

5. STUDENT LEARNING OUTCOMES (SLO's): Upon completion of the course, students will be able to

- A. Read, critically evaluate, and respond to college-level texts in English.
- B. Apply the writing process to generate and develop essays at a college level of English.
- C. Generate a comprehensible, coherent response to an essay prompt in 45 minutes.
- D. Assemble and synthesize research to support and present ideas according to academic standards.
- E. Critically evaluate and modify own written language to enhance personal and academic communication.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

A: Read, critically evaluate, and respond to college-level text in English.

Obj. 1: Demonstrate understanding of text through discussions, debates, group presentations, or other oral tasks.

Obj. 2: Evaluate, justify, support or refute a claim put forth by an author.

Obj. 3: Apply critical thinking to arguments and main points in forms of comparison, contrast, hypothetical situations, advice, and response to authors.

B: Apply the writing process to generate and develop essays at a college level of English.

Obj. 1: Participate in the writing process including brainstorming and planning, creating multiple drafts, revising, and editing.

Obj. 2: Write essays of at least 750 words.

Obj. 3: Critically evaluate and revise own writing in accordance with standard English grammar.

C: Generate a comprehensible, coherent response to an essay prompt in 45 minutes.

Obj. 1: Construct ideas in standard written English that is comprehensible to an average reader, perhaps producing minimal errors that do not obscure content or greatly hinder reading ease.

Obj. 2: Manage time in a pressure-writing environment.

Obj. 3: Critically evaluate and revise own writing in accordance with standard English grammar.

D. Assemble and synthesize research to support ideas and present ideas according to academic standards.

Obj. 1: Locate and select relevant information from a variety of sources including books, periodicals, databases, and internet sources.

Obj. 2: Use appropriate citation techniques.

E: Critically evaluate and modify own written language to enhance personal and academic communication.

Obj. 1: Revise own writing for organization, support, and cohesiveness.

Obj. 2: Edit own writing according to standard English grammar conventions.

Obj. 3: Produce multiple drafts showing clear stages of planning, drafting, revising, and editing.

Obj. 4: Use language specifically to impact the reader and enhance writing.

Upon completion of ESOL 400, the student should command the reading and composition skills necessary for ENGL 100.

7. COURSE CONTENT:

Students write a minimum of 5,000 words, typically 4 to 6 take-home essays, a midterm, and a final in-class essay. Writing instruction is based on principles of teaching writing as a process, from generating ideas through several drafts to the polished essay. Beginning with an essay based on personal experience, students progress from text-based writing to writing using library research. Each unit includes readings. The purpose of the assigned readings, class discussions, and journal entries is to help students learn to think critically and independently as well as to stimulate ideas for topics and development of the required essays.

Typical initial unit: personal experience. Students will:

A. read and discuss one or more examples of personal essays or provocative pieces of fiction.

B. generate ideas through journal entries and/or other brainstorming activities.

C. in groups, share journal entries; groups present best brainstorming results.

D. receive peer review training.

E. perform first draft peer review for fluency and clarity.

F. word-process second drafts for revision for form.

G. perform second draft peer review for form and for support matching thesis.

H. edit final drafts for grammar and punctuation.

Typical middle unit: text-based writing. Students

A. read critically and analyze one or more essays or articles.

B. generate ideas through journal entries, discussions, and other pre-writing exercises.

C. identify main points and from those main points formulate a tentative thesis.

E. gather, evaluate, and organize support for the thesis.

F. follow the writing process steps as delineated in the initial unit for drafts and peer review.

Typical concluding unit: library research. Students

- A. attend a research class in the library.
- B. choose a controversial subject (or two) to research.
- C. gather data from the Internet, books, and other sources.
- D. meet in groups to formulate a tentative argument and to evaluate and organize support for their theses.
- E. hold a "debate" (or two) with everyone participating.
- F. write the first draft of an argumentative essay based on the group assignment.
- G. learn what plagiarism is and how to avoid it.
- H. practice quoting, paraphrasing, and summarizing in order to incorporate information from research into an essay.
- I. learn to cite correctly, both parenthetically and in a Works Cited.
- J. perform peer reviews for second and third drafts as usual, with particular attention to the incorporation of cited information.

8. METHODS OF INSTRUCTION

A. The method of instruction is lecture/discussion. Typically, students come to class having read and prepared the text and/or having written a rough draft of their essays. Through guided group work and teacher-led discussion, students develop and refine their understanding of the topic and their control of the structure of the English language. Another important aspect is the individualized help each student receives from the instructor and/or tutors outside of class. Essays are reviewed carefully and thoughtfully by the instructor who also holds individual conferences with students and refers those needing extra help to the Learning Center.

B. Course texts, both fiction and nonfiction, are all college level and require several hours of reading per week. Students may be asked to keep a journal for each reading assignment. Writing assignments are generally 500 to 750-word essays and must show evidence of development through several stages. The number of essays may vary from 4 to 6, depending on the length, and require many hours of effort from the student. Critical thinking is the heart of the course as students must assimilate a variety of difficult materials and learn to express their ideas and opinions clearly, concisely, and in what is for them a foreign language.

9. ASSIGNMENTS:

In a typical unit, students read one or more texts, write journals about them, and come to class prepared for a discussion. Once the material is understood, students generate ideas for an essay and, depending on the unit, define a purpose and audience, compare and contrast texts, gather source material, synthesize ideas, and write a first draft. Through peer review and consultation with the instructor, the student is helped to improve the paper which is eventually submitted for a grade.

10. SUGGESTED TEXT(S):

An ESL rhetoric such as the following:

Spack (2007). *Guidelines: A cross-cultural reading/writing text*. 3rd ed. Cambridge: Cambridge UP.

Smoke (2005) *A Writer's Workbook*. 4th ed. Cambridge: Cambridge UP.

Benz & Schuemann (2006) *College Reading 4*. Boston: Heinle (orig. Houghton Mifflin)

Tunceren & Cavusgil (2006) *College Writing 4*. Boston: Heinle (orig. Houghton Mifflin)

An ESL advanced grammar and editing text such as the following:

- J. Cain (2003) *Eye on Editing 1 & 2* (Pearson/Longman)
- P. Wilson & T. F. Glazier (2003) *Writing Essentials* (Thomson/Heinle)
- Lane and Lange (1999) *Writing Clearly: An Editing Guide* (Heinle & Heinle)
- Raimes (2004) *Grammar Troublespots* (Cambridge University Press)
- Raimes. (2002) *Keys for Writers* (Houghton Mifflin)

Additional reading such as a collection of essays and short stories:

- *20th Century American Short Stories* by J. McConochie (Collier MacMillan, 1975)
- *A Pocketful of Prose: Vintage Short Fiction* by D. Madden (Heinle, a division of Thomson Learning, 1992)
- *Other Voices, Other Vistas: A Superb Collection of Contemporary Multicultural Fiction* (Signet Classics, 2002)

or a novel such as the following:

- Ng. (1994) *Bone* (Harper/Collins)
- Coelho (1995) *The Alchemist* (Harper)
- Steinbeck, J. (1952) *East of Eden* (Penguin)
- Haddon (2003) *The Curious Incident of the Dog in the Nighttime* (Doubleday)

or non-fiction such as the following:

- Kozol (1991) *Savage Inequalities: Children in America's Schools* (Harper/Collins)
- Schlosser (2002) *Fast Food Nation* (Harper/Collins)

11. EVALUATION OF STUDENT PERFORMANCE:

Students receive a letter grade based primarily on graded take-home essays, the midterm and final in-class essays. Each of these requires some type of analysis, synthesis, and/or evaluation. In order for an essay to be acceptable, the student must show evidence of thoughtful analysis, organization, and fluency. Grammar errors, while present, must not interfere with content.