**COURSE OUTLINE OF RECORD**

**Number:** ESL G120  
**TITLE:** ESL Advanced Composition

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<thead>
<tr>
<th>ORIGINATOR: Nancy Boyer</th>
<th>EFF TERM: Fall 2019</th>
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<td>FORMERLY KNOWN AS:</td>
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<td>OUTLINE/REVIEW: 12-04-2018</td>
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<td>CROSS LISTED COURSE:</td>
<td>TOP NO: 4930.84</td>
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**SEMESTER UNITS:** 5.0  
**HRS LEC:** 90.0  
**HRS LAB:** 0.0  
**HRS OTHER:** 0.0  
**CONTACT HRS TOTAL:** 90.0  
**STUDY NON-CONTACT HRS RECOMMENDED:** 180.0

**CATALOG DESCRIPTION:**
Focuses on the study of English composition for students whose first language is not English. Includes the study of advanced grammar and sentence structure, paragraph and essay organization and development. Develops academic literacy with the introduction of research writing and academic citation. Develops students’ abilities to read, analyze, interpret, and respond to published materials that are linguistically, conceptually, and culturally challenging. Introduces and reinforces effective strategies for reducing errors and improving self-editing skills. This course is designed to prepare students for English 100.

**JUSTIFICATION FOR COURSE:**
In the spirit of AB 705, this course is designed to help students transition from ESL to English and be successful in English 100.

**PREREQUISITES:**

**COREQUISITES:**

**ADVISORIES:**

**ASSIGNED DISCIPLINES:**

| ESL |

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00

**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

**GRADING POLICY:** Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]

**TRANSFER STATUS:** CSU Transferable[X] UC/CSU Transferable[ ] Not Transferable[ ]

**BASIC SKILLS STATUS:** Yes [ ] No [X]  
**LEVELS BELOW TRANSFER:** Not Applicable

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable

**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course

**OCCUPATIONAL (SAM) CODE:** E

**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X] Yes [ ] NUMBER REPEATS:

**REQUIRED FOR DEGREE OR CERTIFICATE:** No [X] Yes [ ]

**GE AND TRANSFER REQUIREMENTS MET:**

**COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:**
1. Construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary.

2. Produce organized, coherent, and well-developed essays with effective introductions, clear thesis statements, sufficient support, logical transitions, and appropriate conclusions, using vocabulary appropriate to topic and audience.

3. Apply pre-writing strategies including brainstorming and outlining to organize ideas in response to a prompt to create appropriately structured paragraphs and short essays.

4. Develop a thesis with effective and sufficient support, including support from primary and secondary sources.

5. Students will demonstrate ability to respond to published materials that are linguistically, conceptually, and culturally challenging.

COURSE OBJECTIVES:
1. Consistently control verb tenses and subject-verb agreement.
2. Consistently control a variety of rhetorical patterns.
3. Consistently control a variety of sentence structures.
4. Read, summarize, and connect ideas from multiple readings of college level texts.

COURSE CONTENT:

LECTURE CONTENT:

A. Grammar Focus
1. Identifying grammatical structures that are characteristically used in academic writing.
2. Recognizing and analyzing syntactic, lexical, and semantic issues relevant in writing.
3. Editing and proofreading skills for unity, clarity, development, consistency, person and tense basic correctness, comma splices, sentence fragments, and run-ons.
4. Consistent control of:
   a. All tenses, verb markets, and tense sequencing.
   b. Simple, compound, complex, compound-complex sentence patterns.
   c. Transitional expressions.
   d. Basic parallelism.
   e. Adjective clauses.
   f. Articles.
5. Review and mastery of the form, use, and meaning of all verb tenses.
6. Mastery of subject-verb agreement.
7. Review and mastery of the sequence of tenses within sentences and in discourse.
8. Review and development of the form, meaning, and use of passive voice.
9. Review the difference between active and passive voice and when to use each.
10. Review the form, use, and meaning of participles as adjectives in adjective and adverbial phrases and verbal complements.
11. Review the forms and uses of parallelism.
12. Review pronoun references between and among sentences and clauses to mark inter-and intra-sentence relationships.

B. Sentence Structure Focus
1. Development of the use of noun clauses, adjective clauses, adverb clauses and reduced clauses.
2. Review and expansion of restrictive and nonrestrictive clauses and phrases.
3. Review parallel structure.
4. Identification and correction of sentence problems--fragments, run-ons, and comma splices.

C. Writing Focus
1. Review and practice paragraph development and organization.
2. Development of essays with clear thesis statements and organization on a variety of topics.
Three essays of two to four pages.
4. Practice rhetorical modes: example, enumeration, comparison/contrast, cause/effect, classification, problem/solution, definition, and summary-response.
5. Develop awareness of audience and purpose.
6. Practice revision strategies: peer, tutor, and teacher feedback and revision.
7. Integrate information from outside sources through the introduction of the use of quoting, summarizing, and paraphrasing.
8. Integrating quotations, summary, and paraphrase in order to support a claim.

D. Reading Focus
1. Comprehension
   a. Read closely to make sense of challenging, college-level texts.
2. Summary
   a. Express key ideas from college-level reading in own words
   b. Articulate the difference between main ideas and supporting details.
3. Analysis
   a. Identify the main point and supporting details of college-level readings.
   b. Recognize the author's use of outside sources in a text.
4. Synthesis
   a. Connect concepts from multiple readings.
   b. Apply concepts from multiple readings to address societal issues.
5. Questioning and responding to the text in order to foster critical writing skills.

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

A. Lecture
B. Audio visual - use of PowerPoints to enhance instruction
C. Use of supplemental computer-based programs such as Canvas
D. Peer review, including on Canvas
E. Class discussion, group and pair work

COURSE ASSIGNMENTS:

Reading Assignments
A. In class
   1. Quick writes
   2. Write summaries and essays
   3. Grammar & vocabulary exercises and worksheets
   4. Group work including brainstorming, and outlining

Out-of-class Assignments
A. Out of Class
   1. Write summaries and essays
   2. Read assigned texts on a variety of topics

Writing Assignments
Students will write six essays in different rhetorical modes.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations

**Demonstration of Critical Thinking:**

A. Students will integrate information from outside sources in their writing through the use of quoting, summarizing, and paraphrasing.
B. Students will articulate the difference between main ideas and supporting details.
C. Students will connect concepts from multiple readings

**Required Writing, Problem Solving, Skills Demonstration:**

Students will write six organized, coherent, grammatically correct essays in a variety of rhetorical modes. Each essay will be from one to two pages in length.

**TEXTS, READINGS, AND RESOURCES:**

**TextBooks:**

2. Folse, Keith. *Grammar for Great Writing C*, 1 ed. National Geographic Learning, 2018

**LIBRARY:**

- **Adequate library resources include:** Print Materials
- Non-Print Materials
- Online Materials
- Services

**Comments:**

**Attachments:**

- Attached Files