

## **COURSE OUTLINE**

### **ESL 153**

#### **SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** ESL 153

**COURSE TITLE:** Writing and Reading – Low Advanced V

**COURSE CATALOG DESCRIPTION:** ESL\* 153A is a low-advanced course in paragraph and essay writing for non-native speakers of English. Focus is on the writing process, editing techniques, and writing to an audience. Word-processing equipment is available as an aid to composing. Formerly listed as ENG 118, not open to students who have successfully completed ENG 118. Corequisite: ESL\* 157. Prerequisite: ESL placement examination or successful completion of ESL\* 143.

**LECTURE HOURS PER WEEK:** 3

**CREDIT**

**HOURS:** 3

#### **SECTION II**

- A. SCOPE:** Students in English 153 will read extensively on the term topic. They will work individually and in groups on invention, organization, and rewriting tasks. Many writing topics will be keyed to discussions in English 157A, and will apply grammar points under study in that class. Further grammar discussion in English 153 will emerge from problems students encounter in their compositions.
- B. REQUIRED WORK:** Work for English 153 is to be completed both in class and at home. Each student will maintain a reading journal, draft and revise paragraphs and short essays, submit periodic writing samples and in-class exercises, and complete a research project. Further assignments will include writing exercises and portfolio preparation. For more details, see class syllabus.
- C. ATTENDANCE AND PARTICIPATION:** Since classroom work is an important part of the course, students who are absent, tardy, or inconsistent in completing homework assignments may hinder their own progress. Students are responsible for consulting with the instructor about completing any missed work. Students with more than three absences may be asked to withdraw. Students may be asked to confer with the teacher during arranged conference times. In addition, teachers are available for individual consultation during scheduled office hours.
- D. METHODS OF INSTRUCTION:** Methods of Instruction will vary according to the instructor, and may include any of the following: lecture/discussion, small group tasks, computer-assisted instruction, word processing, and peer critiquing.

**E. OBJECTIVES, OUTCOMES, AND ASSESSMENT METHODS:** The following objectives and outcomes represent the ESL Program’s core requirements for student achievement.

<b>LEARNING OBJECTIVES</b>	<b>ESL 153 LEARNING OUTCOMES</b>	<b>ASSESSMENT METHODS</b>
<b>To demonstrate an understanding of</b>	<b>Student will</b>	<b>As measured by</b>
1. Class and college participation	<ul style="list-style-type: none"> <li>a) attend regularly and on time</li> <li>b) complete individual and classroom projects</li> <li>c) take responsibility for knowing, completing, and (when necessary) making up assignments</li> <li>d) utilize library and language lab resources</li> <li>e) utilize support services beyond the classroom</li> <li>f) format and revise all papers on word-processors</li> <li>g) use internet and e-mail appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• attendance records (class and language lab)</li> <li>• class records</li> <li>• assignment records</li> <li>• group work</li> </ul>
2. Language elements	<ul style="list-style-type: none"> <li>a) analyze and correctly employ sentence structures and grammar points from the Level 4 Grammar Guidelines and readings</li> <li>b) identify and address his/her most serious language problems</li> </ul>	<ul style="list-style-type: none"> <li>• drafts, revisions and writing samples</li> <li>• sentence structure practice</li> <li>• tests, including MPT</li> </ul>
3. Extensive and intensive reading skills	<ul style="list-style-type: none"> <li>a) skim, scan, read, and incorporate information from a variety of sources</li> <li>b) employ skills of analyzing, synthesizing and evaluating to academic texts and non-fiction</li> <li>c) identify main ideas and relate supporting details to them in readings</li> <li>d) summarize and comment</li> <li>e) apply appropriate strategies when encountering unfamiliar vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• journals</li> <li>• drafts &amp; revisions</li> <li>• in-class writing</li> </ul>
4. Development of academic essays	<ul style="list-style-type: none"> <li>a) apply appropriate strategies for prewriting, drafting, revising, and editing</li> <li>b) compose coherent paragraphs and support central ideas with specific information</li> <li>c) incorporate researched information and appropriate citations</li> <li>d) demonstrate competence on in-class writings</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio (drafts &amp; revisions of at least 3 papers)</li> <li>• in-class writings</li> <li>• research project &amp; CAPSTONE report</li> <li>• writing samples</li> </ul>
5. Cross cultural dynamics	<ul style="list-style-type: none"> <li>a) cooperate in group work</li> <li>b) participate in classroom discussion</li> <li>c) raise and respond to questions about current and historical events, civics, geography and perceived cultural differences</li> <li>d) demonstrate an understanding of American culture and society</li> </ul>	<ul style="list-style-type: none"> <li>• class records</li> <li>• informal observation</li> <li>• participation in group activities</li> </ul>

**F. TEXTS AND MATERIALS:** Course materials will be distributed in class. Student should buy three-ring binder

**INFORMATION TECHNOLOGY:** Students are expected to use language lab to supplement classroom instruction.