



COURSE OUTLINE

Course Number
ESL063

Course Title
ESL Writing Concepts II

Credits
4

Hours: 4 Lecture

Pre-requisite:
ESL053;
or scored 2 on the *WritePlacer* section of
the *Accuplacer* test

**Implementation
Semester & Year**

Fall 2022

Catalog description: Develops academic writing in English. Guides critical analysis of academic texts in English. Supports the development of ideas and the effective structure of essays and a research paper. New vocabulary and grammar are acquired from reading meaningful texts and practiced through meaningful original writing.

**General Education
Category:**
Not GenEd

Course coordinator: Daniel D'Arpa, (609) 570-3318,
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Required texts & Other materials:

Great Writing 3 From Great Paragraphs to Great Essays 3. (5th edition) Folse, Vestri, Clabeaux. Cengage Learning

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Write in English at a low to mid-intermediate level. [ILG 1, 6; PLO]
2. Synthesize and explain a text's main idea(s), at a low to mid-intermediate level in English. [ILG 1, 6; PLO]
3. Express a coherent opinion or claim based on texts, at a low to mid-intermediate level. [ILG 1, 6; PLO]
4. Employ and cite the words and ideas of others to support original opinions and claims. [ILG 1, 6; PLO]
5. Demonstrate prewriting strategies and organizational elements in essay writing. [ILG 1, 6; PLO]
6. Evaluate and revise drafts to emphasize and support a central opinion or claim. [ILG 1, 4, 6; PLO]

Course-specific Institutional Learning Goals (ILG):

Goal 1. Written and Oral Communication in English: Students will communicate effectively in both speech and writing.

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Unit 1 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively connect and organize:

- Sentence types
- Paragraph types
- Essay types

Unit 2 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively correlate:

- Purpose
- Audience
- Clarity
- Unity
- Coherence
- Proofreading and editing

Unit 3 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively distill:

- writing processes

Unit 4 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively devise and appraise:

- cause-effect essays

Unit 5 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively devise and appraise:

- comparison essays

Unit 6 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively devise and appraise:

- reaction essays

Unit 7 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively devise and appraise:

- argument essays

Unit 8 [SLO 1-6; ILG 1,4,6,8,10,11]

Students will be able to effectively devise and appraise:

- research papers

Evaluation of student learning:

Homework(flipped class design): reading/ written practice activities/ recorded voice activities (15% of final grade)

Required work in preparation for each class includes the reading of texts and the review and practice of vocabulary lists and grammar explanations. Activities for contextualizing these data will be completed during class meetings. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue; and extemporaneous oral presentations (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking and writing extemporaneously with others in English. The language of instruction and classroom business is in the target language.

Written essays (40% of final grade)

Assessment of writing skills will be evaluated by short in-class essays and longer take-home essays.

Written unit tests (15% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)