



COURSE OUTLINE

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| Course Number ESL053 | Course Title ESL Writing Concepts I | Credits 4 |
| Hours: 4 Lecture | Pre-requisite: scored 1 on the <i>WritePlacer</i> section of the <i>Accuplacer</i> 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, darpad@mccc.edu

Required texts & Other materials:

Great Writing Book 2 (5th edition) Folse, Muchmore-Vokoun, Vestri. National Geographic 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 high-beginner to low-intermediate level. [ILG 1, 6; PLO]
2. Synthesize and explain, a text's main idea(s) at a high-beginner to low-intermediate level in English. [ILG 1, 6; PLO]
3. Express a coherent opinion or claim based on texts, at an 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, 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 describe:

- Sentence types
- Paragraph types
- Essay types

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

Students will be able to effectively identify:

- 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 explain:

- writing processes

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

Students will be able to effectively illustrate and sketch:

- cause-effect essays

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

Students will be able to effectively illustrate and sketch:

- comparison essays

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

Students will be able to effectively illustrate and sketch:

- reaction essays

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

Students will be able to effectively illustrate and sketch:

- argument essays

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

Students will be able to effectively illustrate and sketch:

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%)