

## CAMPUS COURSE SYLLABUS

<b>Campus:</b>	Owens	
<b>Department:</b>	Language	
<b>Course Number and Title:</b>	ESL 044 – Advanced ESL Writing	
<b>Instructor Name:</b> _____	<b>Telephone:</b> _____	<b>E-mail:</b> _____
<b>Pre-requisites:</b>	ESL 034 and ESL 036 or placement	
<b>Course Hour and Credits:</b>	4 Hours class 4 Credits	
<b>Course Description:</b>	Students learn to express themselves effectively using grammatically sound simple, compound, and basic complex statements in a wide range of verb tenses. They will also learn to compose paragraphs properly, utilizing the organizing elements of topic sentences, supporting details, and conclusions.	
<b>Text:</b>	<u><i>Great Paragraphs to Great Essays</i></u> , K. Folse, Houghton-Mifflin. 2006. <u><i>English at Hand</i></u> , Christopher Hayes, Townsend Press, 1996 <u><i>Verb Lists for Credit ESL Classes</i></u> DTCC, 2002	
<b>Method of Instruction:</b>	Classroom	

## COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES

1. Edit sentences to achieve grammatical correctness (PGC 1; CCC1)
2. Write consistently correct simple, compound, and complex sentences (PGC 1; CCC1)
3. Construct coherent, unified paragraphs on assigned topics, following the conventions of U.S. academic writing (PGC 5; CCC1)
4. Demonstrate familiarity with standard cultural expectations in American academic and business life with regard to punctuality and the presentation of written assignments (PGC1;CCC 1)

## MEASURABLE PERFORMANCE OBJECTIVES

1. Edit sentences to achieve grammatical correctness.

- 1.1 Find and correct errors in agreement, verb tense, verb form, possessive case, word order, word form, capitalization, punctuation, voice, and parallel structure.
- 1.2 Rewrite sentence fragments and run-on sentences.
- 1.3 Evaluate effectiveness of connectors and transition words.
- 2. Write consistently correct simple, compound, and complex sentences.**
  - 2.1 Apply editing skills to personal writing.
  - 2.2 Use idiomatic expressions and phrasal verbs correctly.
- 3. Construct coherent, unified paragraphs on assigned topics, following the conventions of academic writing.**
  - 3.1 Compose an appropriate response to a writing prompt.
  - 3.2 Demonstrate an understanding of the process of writing from brainstorming through first draft, revisions, proofreading, outlining, and final draft.
  - 3.3 Choose rhetorical patterns that match the purpose of the assignment: definition, comparison, opinion, cause & effect, process, narration.
  - 3.4 Show time order and logical progression of ideas with effective transition words.
  - 3.5 Develop thesis statements that are manageable within the confines of single paragraphs.
  - 3.6 Provide full, detailed support for a thesis statement.
  - 3.7 Use a variety of sentence structures in writing.
- 4. Demonstrate familiarity with standard cultural expectations in American academic and business life with regard to punctuality and the presentation of written assignments.**
  - 4.1 Complete and turn in assignments on time.
  - 4.2 Follow directions regarding the appearance of final drafts, whether handwritten or typed.

#### **EVALUATION CRITERIA:**

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level to successfully complete the course.

12 Revised Writings = 30%

3-4 In-class Writings = 55%

Editing Activities = 10%

Journals = 5%

#### **COLLEGE GRADING SCALE**

92-100        A

83-91         B

75-82         C

Below 75      R

Students may receive an “S” grade for this class if they are making satisfactory progress to complete the designated objectives of the class. Students who receive an “S” grade must retake and complete the course to receive credit.

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Responsibilities and Student Rights, and other policies relevant to their academic progress.