

COURSE OUTLINE

**ESL 141
Grammar and Writing IV**

I. Catalog Statement

ESL 141 is designed for students at the high intermediate level of academic English as a second language. This course focuses on thesis-based essays, critical analysis of academic reading, and techniques to improve the organization, syntax, and grammar of essays. Increasingly complex grammatical structures are covered, and students incorporate these structures into four-to-five paragraph essays of 400-450 words in length. Essays are written in response to readings and discussions.

Total Lecture Units: 5.0

Total Course Units: 5.0

Total Lecture Hours: 80.0

Total Faculty Contact Hours: 80.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 133 and ESL 136.

Recommended Preparation: Concurrent enrollment in an appropriate ESL listening and speaking course and an appropriate reading course.

II. Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

1. compose a 300 to 350-word composition which:
 - a. includes a clear thesis statement;
 - b. shows clear organization into an introduction, body and conclusion;
 - c. provides supporting details;
 - d. meets established criteria for fluency, clarity and accuracy;
2. demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple and progressive perfect tenses, passive voice, gerunds and infinitive, real conditionals, adverb clauses of reason and concession;
3. read multi-paragraph passages in textbooks.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. compose a 400 to 450-word thesis-based essay which:
 - a. summarizes and cites appropriately a reading passage provided as a prompt;

- b. includes a clear thesis statement;
 - c. uses evidence to support the thesis;
 - d. shows clear organization into an introduction, body and conclusion;
 - e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;
2. demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;
 3. comprehend multi-paragraph reading passages in textbooks.

IV. Course Content

Total Faculty Contact Hours = 80

A. Writing

1. Essay organization 10 hours
 - a. Introduction, body and conclusion
 - b. Thesis statement
 - c. Topic sentences
 - d. Concluding sentences
 - e. Coherence and transitions within paragraphs
2. Content 8 hours
 - a. Unity
 - b. Development
 - c. Coherence
3. Composing 8 hours
 - a. Pre-writing (brainstorming)
 - b. Organizing (e.g. outlining, clustering)
 - c. First drafts
 - d. Proofreading, editing and revising
4. Critical reading 8 hours
 - a. Extracting the main idea(s)
 - b. Discerning fact from opinion
 - c. Evaluating the validity of an author's thesis, premise(s), and conclusion(s)
 - d. Forming one's own thesis
5. Summary 6 hours
 - a. Citing sources
 - b. Paraphrasing
 - c. Avoiding plagiarism

B. Grammar

1. Verbs 20 hours
 - a. Simple tenses
 - b. Present, past, and future progressive
 - c. Present, past, and future perfect
 - d. Present, past, and future perfect progressive
 - e. Modals and past modals
 - f. Passive Voices

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| 2. Clauses | 10 hours |
| a. Adjective | |
| b. Noun | |
| c. Adverb | |
| 3. Sentences | 5 hours |
| a. Simple | |
| b. Compound | |
| c. Complex | |
| d. Compound-Complex | |
| e. Run-ons, comma splices, fragments | |
| 4. Transitions | 5 hours |

V. **Methods of Instruction**

The following methods of instruction may be used in the course:

1. lecture and discussion;
2. pair and group work;
3. pre-writing, writing, and re-writing activities;
3. multimedia presentations.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

1. summaries (e.g. write a summary of a newspaper article);
2. paragraphs and essays that show the formation of an argument or contrast two opposing points of view;
3. grammar exercises;
4. error correction exercises;
5. online research (e.g. reading newspaper editorials);
6. online discussion forums (e.g. e-learning software).

VII. **Methods of Evaluation**

The following methods of evaluation may be used in this course:

1. Essays: 40% of course grade
 - a. diagnostic essay (0% of course grade)
 - b. 4-6 in-class essays of 4-5 paragraphs (400-450 words in length)
2. Grammar: 30% of course grade
 - a. a minimum of 4 grammar tests which may include the midterm
3. Final Examinations: 25% course grade
 - a. Final division-wide grammar test: 10%
 - b. Final division-wide essay test: 15%
4. Other Criteria: 5% of course grade
 - a. Attendance
 - b. Class participation
 - c. Homework
 - d. Supplemental instruction

- e. On-line tests
- f. Other language learning activities

VIII. Textbooks

(Required: One text from Group I and one text from Group II)

GROUP I: Grammar

Bunting, John D, Luciana Diniz, and Randi Reppen. *Grammar and Beyond: 4*.
Cambridge: Cambridge UP, 2013. Print.

10th Grade Textbook Reading Level. ISBN: 9780521143011.

Werner, Patricia and John Nelson. *Mosaic 2 Grammar*.5th ed. New York: McGraw-Hill,
2007. Print.

10th Grade Textbook Reading Level. ISBN: 0-07-325-8504.

Thewlis, Stephen and Diane Larsen-Freeman. *Grammar Dimensions: Form, Meaning,
and Use*. Boston: Cengage Heinle, 2007. Print.

10th Grade Textbook Reading Level. ISBN: 978-1-4130-2742-6.

Murphy, Raymond, and William R. Smalzer. *Grammar in Use Intermediate: With
Answers : Self-Study Reference and Practice for Students of North American
English*. Cambridge: Cambridge UP, 2009. Print.

10th Grade Textbook Reading Level. ISBN: 978-0-521-73477-6.

Blass, Laurie, Susan Iannuzzi, and Alice Savage. *Grammar and Beyond 3*. New York:
Cambridge UP, 2012. Print.

10th Grade Textbook Reading Level. ISBN: 978-0-521-14298-4.

GROUP II: Composition

Broukal, Milada. *Weaving It Together, Book 4*.3rd ed. Independence: Cengage Heinle,
2010. Print.

10th Grade Textbook Reading Level. ISBN: 978-1-4240-5603-3.

Folse, Keith S, Elena V. Solomon, and April Muchmore-Vokoun. *Great Writing 4: Great
Essays*. Independence: Cengage Heinle, 2014. Print.

10th Grade Textbook Reading Level. ISBN: 978-1-285-19494-3.

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. use the targeted grammatical structures with at least 70% accuracy;
2. write a thesis-based multi-paragraph essay of 400-450 words using level-appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL 141 scoring guide.