

COURSE OUTLINE

ESL 151
Reading and Composition V

I. Catalog Statement

ESL 151 is designed students at the advanced level of academic English as a second language. The course provides extensive practice in thesis-based essays, critical analysis of academic reading, and techniques to improve the organization, syntax, and grammar of the essays. Students write four-to-five paragraph essays of 500+words in length. Library research techniques are introduced and a research paper is completed.

Total Lecture Units: 4.0

Total Course Units: 4.0

Total Lecture Hours: 64.0

Total Faculty Contact Hours: 64.0

Prerequisites: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 141.

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

II. Course Entry Expectations

Prior to enrolling in the course, the student should 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 mastery of verb tenses in active and passive voice, gerunds and infinitives, adjective and adverb clauses, and transitional expressions;
3. comprehend multi-paragraph reading passages in textbooks.

III. Course Exit Standards

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

1. read and critically analyze various academic readings;
2. summarize readings;

3. organize fully-developed essays in both expository and argumentative modes;
4. compose a 500 to 550-word 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;
5. revise writing to eliminate errors in syntax, and grammatical constructions;
6. employ basic library research techniques;
7. compose one research paper (1,000 words) or two short research papers (500-700words each) with citations.

IV. Course Content

Total Faculty Contact Hours = 64

A. Writing

- | | |
|--|---------|
| 1. Essay Organization | 6 hours |
| a. Introduction, body and conclusion | |
| b. Thesis statement | |
| c. Topic sentences and concluding sentences | |
| d. Coherence and transitions within paragraphs | |
| e. Unity | |
| 2. Content | 6 hours |
| a. Unity | |
| b. Development | |
| c. Coherence | |
| 3. Composing | 6 hours |
| a. pre-writing techniques | |
| b. organizing ideas | |
| c. first draft | |
| d. proofreading, editing, and revising | |
| e. types of essay development | |
| i. comparison/contrast | |
| ii. cause/effect | |
| iii. argument | |
| iv. research-based writing | |
| 4. Summary | 6 hours |
| a. Differentiating main points from details | |
| b. Discerning fact from opinion | |
| c. Citing sources | |
| d. Paraphrasing | |
| e. Avoiding plagiarism | |
| 5. Research | 6 hours |
| a. Using the library and Internet | |

- b. Gathering a variety of sources
- c. Evaluating sources
- d. Taking research notes
 - i. Quoting, paraphrasing, summarizing
 - ii. Outlining
- e. Writing the thesis/main idea sentence
 - i. Thesis as an answer to a research question
 - ii. Refining a thesis based on research
- f. Developing a preliminary draft
- g. Documenting sources
 - i. In-text citation style
 - ii. Works cited page
 - iii. Plagiarism
- h. Writing the final draft

B. Critical Reading

- 1. Analyzing themes and ideas 8 hours
- 2. Examining language and vocabulary 6 hours
- 3. Acquiring academic vocabulary 5 hours

C. Grammar and Mechanics

As needed (evidenced by deficiencies shown in composition):

- 1. Grammar 10 hours
 - a. Sentence structure (eliminating fragments, comma splices, and run-on sentences)
 - b. Agreement (subject-verb, pronoun-antecedent)
 - c. Prepositions and articles
 - d. Adjectives and adverbs
 - e. Quoted & Reported Speech

- 2. Mechanics 5 hours
 - a. Punctuation
 - b. Capitalization
 - c. Paragraphing
 - d. Italics and underlining

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;
- 4. multimedia presentations;

VI. Out of Class Assignments

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

1. essay writing and revision that provide practice for the argumentative mode as well as how to quote and paraphrase;
2. activities for essay writing and research papers (e.g. how to select a topic, practice with MLA documentation);
3. textbook and online exercises;
4. library and/or web-based research.
5. library workshop.

VII. Methods of Evaluation

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

1. Essays: 60% of the total course grade
 - a. diagnostic test (0% of course grade)
 - b. in-class essays: 4-6 essays of 500+ words (50% of the course grade)
2. Research: 10 % of the course grade with a choice of:
 - a. one research paper (1,000 words) OR
 - b. two research papers (500-700 words each)
3. Quizzes and/or writing activities: (20-25% of the course grade)
 - a. grammar
 - b. reading
 - c. writing
4. Final Essay Exam: 10-15% of the course grade.
5. Other Criteria: up to 5% of course grade
 - a. attendance
 - b. ESL 151 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: Reading

Anker, Susan. *Real Essays with Readings: Writing for Success in College, Work, and Everyday Life*. Boston: Bedford/St. Martins, 2012. Print.
12th Grade Textbook Reading Level. ISBN: 978-0312648084.

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W.W. Norton, 2013. Print.
12th Grade Textbook Reading Level. ISBN: 978-0393919462.

Rosa, Alfred, and Paul Escholz, eds. *Models for Writers*. 11th ed. Boston Bedford/St. Martin's, 2012. Print.
12th Grade Textbook Reading Level. ISBN: 978-0312552015.

GROUP II: Composition

Lane, Janet, and Ellen Lange. *Writing Clearly*. 3rd ed. Independence: Heinle ELT, 2012. Print.
12th Grade Textbook Reading Level. ISBN: 978-1111351977.

Oshima, Ann, and Ann Hogue. *Writing Academic English*. 4th ed. New Jersey: Pearson Education, 2009. Print.
12th Grade Textbook Reading Level. ISBN: 978-0131523593.

Ruetten, Mary, Regina Smalley, and Joann Rishel Kozyrev. *Refining Composition Skills*. 6th ed. Independence: Cengage Heinle, 2011. Print.
12th Grade Textbook Reading Level. ISBN: 978-1111221195.

Spack, Ruth. *Guidelines: A Cross-Cultural Reading/Writing Text*. 3rd ed. Cambridge:Cambridge U P, 2007. Print.
12th Grade Textbook Reading Level. ISBN: 978-0521613019.

Recommended for Teacher Reference or as a Student Supplement:

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association, 2009. Print.
12th Grade Textbook Reading Level. ISBN: 978-1603290241.

Trimmer, Joseph. *A Guide to MLA Documentation*. 9th ed. Boston: Wadsworth, 2013. Print.
12th Grade Textbook Reading Level. ISBN: 978-1111837075.

IX. Student Learning Outcomes

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

1. write a 500 to 550-word essay in response to a reading that displays critical thinking and application of rhetorical strategies appropriate to the academic context and revise for appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL 151 scoring guide;
2. complete a research paper which demonstrates the student's ability to evaluate, integrate, and synthesize sources using summary, paraphrasing, and quotation with proper citation and formatting.