SOUTH SEATTLE COMMUNITY COLLEGE

Basic & Transitional Studies

COURSE OUTLINE
Revision: (Don Bissonnette, Blanca Farrelly, and Barbara Silas) August 2009

DEPARTMENT: Basic and Transitional Studies Division
CURRICULUM: Transitional English as a Second Language
COURSE TITLE: College Preparatory English for Non-Native Speakers – Writing II
COURSE NUMBER: ESL 097
TYPE OF COURSE: Pre-College English as a Second Language
COURSE LENGTH: One Quarter
CREDIT HOURS: 3 – 5 (Variable Credit)
LECTURE HOURS: 33 - 55
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: ESL COMPASS Grammar 83 to 90
ESL COMPASS Reading 83 to 90
Combined ESL COMPASS 241 to 266

COURSE DESCRIPTION:
This course is designed for non-native speakers of English who need practice developing coherent multi-paragraph compositions. A comprehensive review of English writing styles and their application to academic writing is addressed. Concurrent enrollment in ESL 086 and ESL 096 required.
STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication -
   Read and listen actively to learn and communicate.
   Speak and write effectively for personal, academic and career purposes.
2. Human Relations -
   Use social interactive skills to work in groups effectively.
   Recognize the diversity of cultural influences and values.
3. Critical Thinking and Problem Solving -
   Think critically in evaluating information, solving problems and making decisions.
4. Personal Responsibility -
   Be motivated and able to continue learning and adapt to change.
   Value one’s own skills, abilities, ideas and art.
   Take pride in one’s work.
5. Information Literacy -
   Access and evaluate information from a variety of sources and contexts, including technology.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will be able to:

1. demonstrate mastery of all ESL 095 objectives;
2. write about readings showing the ability to analyze, make inferences, and draw conclusions;
3. apply knowledge from readings to other situations in writing;
4. synthesize and evaluate knowledge from reading in writing;
5. identify and edit common ESL writing errors (verb tense/verb forms, fragments, run-on/comma splice, parallelism, agreement, word form/word order);
6. recognize and use clauses in academic writing;
7. apply a variety of techniques for sentence combining;
8. use academic English in writing;
9. produce multi-paragraph compositions in various rhetorical forms with clearly defined introduction, body and conclusion paragraphs having clear and logical body organization;
10. demonstrate appropriate test taking skills for multiple choice, short answer and essay responses.
TOPICAL OUTLINE:

I. General Introduction and Overview
II. Multi-paragraph Compositions Using Various Rhetorical Patterns
III. Test-taking Skills for Multiple Choice, Short Answer and Essay Responses
IV. Review of Common Editing Problem Areas (Verb Tense/Verb Form, Fragments, Run-on/Comma Splice, Agreement, Word Form/Word Order)
V. Sentence Combining Techniques, including Review of Sentence Types and Focus on Full and Reduced Forms of Adverbial, Noun, and Relative Clauses
VI. Acquisition of Academic Vocabulary for Use in Compositions
VII. Increase in Ability to Write Timed, In-class, Multi-paragraph Compositions

BATS Writing Objectives for Transitional ESL II

W-T2.1 b Uses the writing process to convey complex ideas using appropriate vocabulary with few mistakes and little difficulty.

W-T2.2 b Composes, punctuates and uses compound, complex, and compound-complex sentences in original compositions independently with minimal mistakes and little or no difficulty.

W-T2.3 b Write a multi-paragraph composition on one topic correctly formatted (e.g. indents, double-spacing, margins) with some difficulty.

W-T2.4 b Demonstrates ability to edit one’s own and other’s writing for paragraph level errors including presence of a topic sentence, a concluding sentence, and relevant support with some difficulty.

W-T2.5 b Paraphrases and summarizes information independently and demonstrates an awareness of and ability to avoid plagiarism.

W-T2.6.b Takes adequate notes from texts and lectures independently.

REVISED BY: Don Bissonnette, Blanca Farrelly, and Barbara Silas
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