

_____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.

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(ESL 097: College Preparatory English for Non-Native Speakers – Writing II)
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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.

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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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