



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

General Course Information

Subject: ESL
Course Number: 53 B
Descriptive Title: Intermediate Writing and Grammar
Division: Humanities
Department: English as a Second Language
Course Disciplines: English as a Second Language

Catalog Description:

This course offers students intensive experience in preparing to write college-level essays. Students will learn to write well-organized, coherent expository essays, including critical reactions to reading. They will review basic rhetorical modes such as summary, narration, description and process, and will be introduced to the rhetorical modes of comparison-contrast and argumentation. Simple, progressive and present perfect verbs, and other basic grammar rules will be reviewed, and passive voice, conditionals, past perfect, perfect modals, and other intermediate grammar topics will be introduced.

Conditions of Enrollment:

Prerequisite: English as a Second Language 53A with a minimum grade of C or Noncredit English as a Second Language 53A with a Pass, or qualification by assessment

Course Length: Full Term

Hours Lecture (per week): 5
Hours Laboratory (per week): 0
Outside Study Hours: 10
Total Hours: 90

Course Units: 5

Grading Method: Letter Grade only
Credit Status: Credit, degree applicable

Transfer CSU: Yes Effective 04/20/2009
Transfer UC: Yes Effective

General Education

ECC:
Term: Other:

CSU GE:
Term: Other:

IGETC:
Term: Other:

OUTCOMES AND OBJECTIVES

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)

SLO #1

Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.

SLO #2

Students will use textual evidence from a high-intermediate level text.

SLO #3

Students will use proper formatting and basic documentation of sources.

SLO #4

Students will demonstrate correct grammar and sentence structure at the high- intermediate level.

B. Course Objectives (The major learning objectives for this course are listed below.)

1. Demonstrate comprehension of intermediate readings by summarizing, interpreting, and reacting in writing to assigned material.
2. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
3. Avoid major grammatical errors in writing.
4. Demonstrate adequate control of sentence boundaries, spelling, and mechanics in writing.
5. Plan, write, and revise comprehensible text-related, multi- paragraph expository essays that include a clear thesis, introduction, body, and conclusion, and generally exhibit coherence and unity.

OUTLINE OF SUBJECT MATTER

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

I. Review of paragraph parts and form (5 hours, lecture)

1. **topic sentence**
2. **body**
3. **conclusion**
4. **overall unity**
5. **coherence**

II. Applying paragraph knowledge to essay (15 hours, lecture)

1. **introduction**
2. **thesis**
3. **supporting paragraphs**
4. **conclusion**
5. **overall unity**
6. **coherence**
7. **basic MLA format and citations**

III. Critical reading skills (8 hours, lecture)

1. identification of thesis
2. main ideas
3. supporting details
4. concluding statement
5. signal words/expressions
6. rhetorical modes
7. authors' strategies
8. Comprehensive analysis of peer and professional writing

IV. Prewriting strategies (10 hours, lecture)

1. freewriting
2. journaling
3. brainstorming
4. listing
5. clustering
6. outlining

V. Review of ESL grammar (25 hours, lecture)

1. simple and progressive tenses for present, past, and future
2. present perfect and present progressive
3. simple modals
4. introduction of past perfect, perfect modals, conditional verbs, adjective clauses, gerunds and infinitive

VI. Review of sentence structure (8 hours, lecture)

1. simple
2. compound
3. complex
4. compound-complex sentences
5. corresponding transitional words and phrases
6. avoiding sentence boundary errors

VII. Review of punctuation (4 hours, lecture)

1. quotation marks
2. commas
3. end punctuation
4. colon
5. semicolon

VIII. Review of rhetorical modes (7 hours, lecture)

1. summary
2. narration
3. description
4. process
5. comparison and contrast
6. argumentation

IX. Multiple essay revisions in response to peer, tutor and instructor feedback.

Production of 3,000-3,500 words of graded writing. (8 hours, lecture)

- A. Utilizing peer feedback
- B. Utilizing tutor feedback
- C. Utilizing instructor feedback

Total Lecture Hours:	90
Total Laboratory Hours:	0
Total Hours:	90

PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

"Winterblossom Garden" illustrates both the generation gap between a grandmother and granddaughter and their need to communicate with each other. In a 500-word essay, show how this conflict is resolved using examples from the text to support your ideas.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Write a 500-word essay on the fate of the main character in "The Lady or the Tiger?" In the introduction, briefly summarize the story including a first sentence with embedded citation and main idea. End the introduction paragraph with your thesis statement. In the body of the essay, argue whether the man will be eaten by the tiger or will marry the beautiful lady, using direct quotes (with page numbers) from the text and/or your own opinion based on logic. In your conclusion, summarize your points and make a final related comment about love and/or jealousy.

Critical Thinking Assignment 2:

Analyze the two articles (pro and con) from the textbook about manned space travel to Mars. Create a formal outline for an argument essay responding to this statement: "It is worth the expense and risk to make a manned flight to Mars."

D. Other Typical Assessment and Evaluation Methods

Completion, Essay Exams, Matching Items, Multiple Choice, Exams, Quizzes, Term or Other Papers, True/False, Written homework

INSTRUCTIONAL METHODS

Demonstration, Group Activities, Lecture, Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

WORK OUTSIDE OF CLASS

Journal (done on a continuing basis throughout the semester), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

TEXTS AND MATERIALS

- A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Anke, Susan and Miriam Moore. *Real Writing with Readings*, 8th edition. Macmillian, 2019.

Azar, Betty, and Stacy Hagen. *Understanding and Using English Grammar*. 5th ed. Pearson, 2016.

Qualifier Text: Discipline Standard

- B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

- C. Required Supplementary Readings**

- D. Other Required Materials**

CONDITIONS OF ENROLLMENT

- A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite: Prerequisite

Category: sequential

Requisite course: English as a Second Language 53A or Noncredit English as a Second Language 53A

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Apply basic punctuation and grammar in paragraphs and essays.

ESL 53A/NESL 53A - Apply basic punctuation and grammar in the student's own writing

Create support for written positions by use of textual reference as well as lifeexperience.

ESL 53A/NESL 53A - Create support for written positions by use of textual reference andof life experience.

Write an essay that summarizes and responds to an assigned reading.

ESL 53A/NESL 53A -Compose an essay that includes a summary and a response towritten material.

- B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite: Qualification by assessment

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

Upon enrollment at ECC ESL students are required to take the norm-referenced Accuplacer assessment test and to meet with an ESL placement representative to assess the level of their English reading and writing skills. The outcomes of these tests are used to place students in the appropriate ESL classes for their skill levels or to refer students to area adult schools for beginning language instruction. Without assessment a student may not enroll in the appropriate class for his/her skill level and will be highly unlikely to succeed in the course.

Apply basic punctuation and grammar in paragraphs and essays.

Create support for written positions by use of textual reference as well as life experience.

Write an essay that summarizes and responds to an assigned reading.

- C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objectives under each skill(s).

- D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

- E. Enrollment Limitations**

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Robert Brown

Date: 11/01/1977

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 05/06/2021

Last Board Approval Date: 07/18/2021