



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ESL
Course Number:	53C
Descriptive Title:	Advanced Essay Writing and Grammar
Division:	Humanities
Department :	English as a Second Language
Course Disciplines:	English as a Second Language
Catalog Description:	This course strengthens college-level critical reading, writing, and research skills in preparation for English 1A for English learners. It develops students' abilities to analyze and respond to texts from culturally diverse traditions. Students read articles, essays, poetry, and works of fiction or non-fiction which are of literary and cultural value. In response to these texts, students write approximately four academic essays (including at least one in-class essay) of at least 750 words each in which they support a thesis using textual evidence. Students review advanced grammar and sentence skills. In addition, students develop critical research strategies to write a thesis-driven, multi-source MLA-style research paper.
Prerequisite :	English as a Second Language 53B with a minimum grade of C or Noncredit English as a Second Language 53B, or qualification by assessment
Co-requisite:	
Recommended Preparation :	English as a Second Language 52B or Noncredit English as a Second Language 52B
Enrollment Limitation:	
Hours Lecture (per week):	5
Hours Laboratory (per week):	0
Outside Study Hours:	10
Total Course Hours:	90
Course Units:	5

Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	02/21/2013
Transfer UC:	Yes
Effective Date:	Fall 2013
General Education: ECC	Area 3 - Humanities, Area 4B - Language and Rationality: Communication and Analytical Thinking
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
Term:	
Other:	
IGETC:	Area 3B - Humanities
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1</p> <p>Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.</p> <p>SLO #2</p> <p>Students will use basic research skills and textual evidence from an advanced-level text.</p> <p>SLO #3</p> <p>Students will use proper formatting and MLA documentation.</p> <p>SLO #4</p> <p>Students will demonstrate correct grammar and sentence structure.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Analyze, discuss, interpret, evaluate, and summarize a variety of texts from culturally diverse points of view and use this critical reading and analysis to support essay writing. 2. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques; incorporate peer and instructor suggestions as appropriate. 3. Plan, write, and revise at least 4 essays of 600 to 1,200-words (a minimum of 3,000 words in total) including integration of personal experience and textual evidence. At least one essay should be written in class. 4. Write a research essay of approximately 2,000 words which supports an arguable thesis; contains quotes, paraphrases and syntheses of source material; uses correct MLA format; and demonstrates the ability to assess the credibility and/or biases of sources.

5. Incorporate paraphrase, summary, and quotations appropriately in essays.
6. Apply knowledge of advanced grammar to editing essays.

I. Critical Reading of Authentic, Academic, Technical or Literary Texts of Cultural Value and Importance (25 hours, lecture)

A. Comprehension strategies

1. Author's tone, purpose and audience
2. Organization of ideas within the text
3. Main idea and details
4. Paraphrasing
5. Summarizing

B. Critical reading

1. Recognizing and interpreting cultural references
2. Implied meaning and intent
3. Determining fact vs. opinion
4. Drawing conclusions
5. Questioning author's assumptions
6. Responding to a text
7. Recognizing rhetorical strategies and literary devices
8. Recognizing author's linguistic choices
9. Recognizing author's use of outside sources
10. Identifying credible sources

Major Topics:

II. Analytical Writing (30 hours, lecture)

A. Prewriting and topic selection

B. Organizing and outlining

C. Composing

D. Revising

1. Peer review

E. Editing grammar and mechanics

F. Essay structure

1. Thesis statements and topic sentences
2. Introductions and conclusions
3. Appropriate transitions and cohesive devices
4. Plagiarism avoidance
5. Word choice and common reporting verbs

G. Types of writing

1. To inform (narration, description, exemplification)
2. To persuade (argument)
3. To compare or contrast
4. To analyze causes or effects

H. Multi-draft Out-of-Class Writing

I. Timed, in-class impromptu writing

J. Production of at least 15 pages (4,000-4,500 words) of graded writing both in and out of class

III. Research Skills (15 hours, lecture)

A. Using library databases, Internet sources, case studies, and textbooks

B. Utilizing and incorporating secondary sources

1. Direct and indirect quotations
2. Avoiding plagiarism
3. MLA style for document format and documentation (in-text citation and Works Cited pages)
4. Synthesizing multiple sources
5. Using sources to support a thesis
6. Examination of a current issue in American society such as health care, education, stereotyping and discrimination, gun control, the environment, etc.

IV. Review of Advanced Grammar (10 hours, lecture)

A. Review mechanics and usage-fragments, run-ons and comma splices, tense, point of view, agreement, and pronoun use

	<p>B. Review sentence patterns and combining for subordination and coordination</p> <p>C. Verbals and Verb Phrases</p> <ol style="list-style-type: none"> 1. Perfect aspect 2. Passive voice 3. Conditionals 4. Gerunds and infinitives <p>E. Complex Structure</p> <ol style="list-style-type: none"> 1. Adjective clauses 2. Noun clauses <p>VI. Cultural Competency (10 hours, lecture)</p> <p>A. Develop an understanding of important American and international historical and cultural events</p> <p>B. Examine discourse from a variety of cultural perspectives</p> <p>C. Incorporate rhetorical patterns and patterns of reasoning inherent in American academia and students' own writing</p> <p>D. Respond to contemporary American and global cultural, social, and educational issues</p>
Total Lecture Hours:	90
Total Laboratory Hours:	0
Total Hours:	90
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In a research essay, explore a particular event in the Civil Rights Movement in the United States that is captured in a newspaper photograph. Suggested events include: the murder of Emmett Till, The Greensboro Sit-in and the larger sit-in movement, the desegregation of schools in Little Rock, Arkansas, or the Freedom Rides. Your essay will involve a brief analysis of the photo itself, researching the historical background leading up to the actual event, and the impact that the event had on laws and policies both at that time and at the present time. Write an essay approximately four- to six-pages long (minimum of 1,200 words), not including your Works Cited page. You will use at least 4-5 sources from the library databases that are either books, newspaper articles, magazine articles, or documentary films. You cannot use websites unless they end in .edu, .gov, or.org.

Critical Thinking Assignment 1:	Write an 800-1,000 word essay in which you explain what you think the title in Amy Tan's "Two Kinds" means. In order to answer fully, analyze all possible references to "two kinds" -- including the two piano pieces -- and determine how they are connected.
Critical Thinking Assignment 2:	In "Online Learning and Student Success," Mark Charles Fissel questions the effectiveness of online learning. If you had the choice to attend a college or university that offered only online classes, would you choose to do so? Write a 600-word argumentation essay in which you claim why it would be better or worse to attend an online college or university. Discuss some of the issues that Fissel brings up in his essay, such as cost, access, effectiveness of online versus traditional learning, interaction with instructors and other students, learning as a commodity versus an experience, and commercialization of education. Use Fissel's article as well as your own experience to support your points.
Other Evaluation Methods:	Completion, Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Presentation, Quizzes, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	<p>Fisch, Audrey et al. "English Composition 1." Lumen Learning, 29 Dec. 2021, https://www.oercommons.org/courses/english-composition-1-2/view#, Creative Commons Attribution License.</p> <p>Folse, Keith and Tison Pugh. <u>Great Writing 5: From Great Essays to Research</u>, 5th edition, National Geographic Learning, 2020.</p> <p>Hacker, Diana and Nancy Sommers, <u>Rules for Writers</u>, 10th ed., Bedford/St. Martin's, 2021.</p> <p>Loucks, Christina M. and Colleen L. McCready, <u>The Composition Handbook</u>, Columbia State Community College and Content Creators, 2022, https://oercommons.s3.amazonaws.com/media/courseware/relatedresource/file/Composition_Handbook_v2_h4jPCRE.pdf, Creative Commons Attribution 4.0 International License.</p>
Alternative Textbooks:	
Required Supplementary Readings:	<p>Daisy Bates. <i>The Long Shadow of Little Rock: A Memoir</i>. University of Arkansas Press, 2007. (Discipline Standard)</p> <p>Maya Angelou, <i>I Know Why the Caged Bird Sings</i>, Random House, 1969. (Discipline Standard)</p> <p>Sandra Cisneros, <i>Woman Hollering Creek and Other Stories</i>, Vintage Contemporaries, 1992. (Discipline Standard)</p> <p>Louise Erdrich, <i>The Red Convertible: Selected and New Stories, 1978-2008</i>, Harper Perennial, 2010. (Discipline Standard)</p>

	<p>Malcolm Gladwell, <i>David and Goliath: Underdogs, Misfits, and the Art of Battling Giants</i>, Little Brown, 2013. (Discipline Standard)</p> <p>Ernest Hemingway, <i>The Old Man and the Sea</i>, Scribner, 1952. (Discipline Standard)</p> <p>Jeanne Wakatsuki Houston and James D. Houston, <i>Farewell to Manzanar</i>, Dell Laurel-Leaf, 1973. (Discipline Standard)</p> <p>Gish Jen, <i>Typical American</i>, Vintage Contemporaries, 2008. (Discipline Standard)</p> <p>Jean Kwok, <i>Girl in Translation</i>, Penguin, 2010. (Discipline Standard)</p> <p>Steve Lopez, <i>The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music</i>, Berkley, 2010. (Discipline Standard)</p> <p>James McBride, <i>The Color of Water: A Black Man's Tribute to His White Mother</i>, Riverhead Books, 1996. (Discipline Standard)</p> <p>Julie Otsuka, <i>When the Emperor Was Divine</i>, Anchor, 2005. (Discipline Standard)</p> <p>Gene Luen Yang, <i>American Born Chinese</i>, Square Fish, 2008. (Discipline Standard)</p> <p>Diane Ravitch, "The 1619 Project Essay by Nicole Hannah Jones," June 6, 2021, https://dianeravitch.net/2021/06/06/the-1619-project-essay-by-nikole-hannah-jones/</p> <p>Sonia Sotomayor, <i>My Beloved World</i>, Vintage, 2014. (Discipline Standard)</p> <p>George Takei, <i>They Called Us Enemy</i>, Top Shelf Productions, 2019.</p> <p>Isabel Wilkerson. <i>Caste</i> (selections), Random House Trade Paperbacks, 2023.</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns: The Epic Story of America's Great Migration</i> (selections), Random House, 2010. (Discipline Standard)</p> <p>August Wilson. <i>The Piano Lesson</i> (play). Theatre Communications Group, 2007. (Discipline Standard)</p>
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	English as a Second Language 53B with a minimum grade of C or Noncredit English as a Second Language 53B
Requisite and	Ability to write an essay with some textual evidence.

<p>Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</p>	<p>ESL 53B / NESL 53B - Demonstrate comprehension of intermediate readings by summarizing, interpreting, and reacting in writing to assigned material.</p> <p>ESL 53B / NESL 53B - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ESL 53B / NESL 53B - Avoid major grammatical errors in writing.</p> <p>ESL 53B / NESL 53B - Demonstrate adequate control of sentence boundaries, spelling, and mechanics in writing.</p> <p>ESL 53B / NESL 53B - 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.</p>
<p>Requisite Skill:</p>	<p>qualification by appropriate assessment</p>
<p>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</p>	
<p>Requisite course:</p>	<p>English as a Second Language 52B or Noncredit English as a Second Language 52B.</p>
<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</p>	<p>Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.</p> <p>ESL 52B/NESL 52B - Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.</p> <p>Demonstrate intermediate-level reading comprehension within a variety of time limitations.</p> <p>ESL 52B/NESL 52B - Demonstrate intermediate-level reading comprehension within a variety of time limitations.</p> <p>Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.</p> <p>ESL 52B/NESL 52B - Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.</p> <p>Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.</p> <p>ESL 52B/NESL 52B - Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.</p>
<p>Requisite Skill:</p>	

Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
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:	Jenny Simon
Date:	03/30/2023
Last Board Approval Date:	07/17/2023 effective FALL 2024