

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English Multilingual Students 112, Advanced Composition
 (If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Discipline	English Multilingual Students
Course Number	112
Course Title	Advanced Composition
Former Title	
Units	3
Lecture Hours	64
Laboratory Hours	16
Arranged Hours	None
Total Semester Contact Hours	80

COURSE IDENTIFICATION NUMBER(S) (C-ID)

PREREQUISITE(S)

Prerequisite

Grade of C or better in EMLS 110 or qualifying profile from ESL placement process.

CATALOG DESCRIPTION

Advanced level writing course for multilingual students who are fluent in conversational English but make multiple grammar errors when writing. Emphasis is on complex expository modes, grammatical accuracy in writing, grammar review, research methods, critical reading skills, and revision and editing techniques. 16 hours (1 hour per week) required in Writing Center.

Budget Unit	15625
Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
Method of Instruction	10
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable: D, F, NC, W
TOPS Code	493084 - ESL Writing
Topics Course	No
Open Entry/Exit	No
Grading Options	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 06/29/11 by: Elissa Hassel
 Divison Chair Approval Date: 08/05/11 by: Kathleen Patterson
 Curriculum and Instruction Council Chair Approval Date: 08/29/2011

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All segments are recursive and on-going.

I. Purpose, Audience, Strategies -- The students will identify basic rhetorical modes, recognize strategies used

to address various audiences, and apply rhetorical strategies to develop a composition for a specific purpose and to a specific audience.

II. Critical Reading -- The students will analyze titles, make predictions and ask questions about content and the author's intent based on titles, first paragraphs, and topic sentences. They will read for literal meaning and identify grammatical structures; they will comprehend the text's underlying messages, draw inferences and make conclusions. They will differentiate between main and supporting ideas. They will identify the theme, message, tone, allusion and irony in the various selections. The students will increase reading fluency and/or develop vocabulary through contextual exercises and by identifying word forms in their grammatical contexts. Students will use questioning techniques that enhance their ability to comprehend, analyze, evaluate and synthesize. They will organize main and supporting ideas by using outlines. They will summarize verbally and in writing and practice paraphrasing.

III. Writing Techniques -- The students will generate ideas for writing through pre-writing techniques, plan and organize their ideas, and write a first draft. They will revise and edit their drafts with the help of instructor feedback. They will produce final drafts with increasing clarity and grammatical accuracy. Students will write summaries, evaluations and critical analyses of readings.

IV. Framing Topic Sentences and Thesis Statements -- The students will limit the topic and create an effective topic sentence or thesis statement that contains a subject and controlling idea or an opinion.

V. Basic Structure of the Paragraph and Essay --

- a. The students will produce organized, unified paragraphs that include clearly defined topic sentences with specific support (facts, anecdotes, examples, reasons, comparison or contrast, argumentation, and cause/effect) and a sense of closure. The students will incorporate transitional expressions to achieve coherence and clarity.
- b. The students will produce effective essay introductions that include sufficiently limited thesis statements, a minimum of two developmental paragraphs that demonstrate unity, coherence, and adequate topic development, and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure.
- c. The students will follow the MLA format for manuscript preparation.

VI. Sentence, Structure, Word Choice, and Mechanics -- The students will develop a greater mastery of grammatical structures through reading, observing, analyzing, reducing and expanding, and imitating written models. They will develop style and sentence variety by using sentence combining techniques, transitional expressions, and customary rules of grammar, punctuation, and spelling. The students will identify word order/choice/form errors and use strategies to avoid them.

VII. Resources and the Documented Paper -- The students will use the library and its various research systems to research topics and gather information for the documented paper. In addition, the student will choose and refine a topic, practice research by using appropriate sources and methods, learn paraphrasing and quotation techniques, and organize and develop the information into an effective paper. The students will also practice and use MLA format, documentation, and citations.

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required:Oshima & Hogue. *Writing Academic English*, 4 ed. Longman, 2006, ISBN: 0131523597. \$ 44

or

Required:Aaron, J.. *Little Brown Handbook*, 3 ed. Pearson, 2008, ISBN: 0555011860. \$37

and

Required:Muller & Wiener. *The Short Prose Reader*, 12 ed. McGraw-Hill , 2008, ISBN: 0073533149. \$ 62

or

Required:Goldstein, J. & B. Johnson. *Voices and Values*, ed. Townsend, 2002, ISBN: 0944210112. \$ 20

or

Required:Langan, J.. *College Writing Skills with Readings*, 8 ed. McGraw-Hill, 2010, ISBN: 0073371661. \$ 78

or

Required:Bailey, R. & L. Denstaedt. *Going Places*, 1 ed. McGraw-Hill, 2010, ISBN: 0073371661. \$ 72

Recommended readings and/or materials:

None

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

5 - Essential-always try to achieve

1. Reading and Writing - 1. Use elements of the writing process such as prewriting, organizing, drafting, and revising, with a strong emphasis on editing. At the end of the course, demonstrate increased grammatical accuracy (fewer grammatical errors) in one's first draft of a given assignment. 2. Summarize the main ideas of a reading and paraphrase the author's points effectively. 3. Demonstrate competency in the use of rhetorical patterns and logical patterns of development in the presentation of of significant expository content in well-organized essays and paragraphs. 4. Read critically.

2. Listening and Speaking - 1. Demonstrate aural comprehension and refine oral production. 2. Use interactive listening strategies for note-taking and appropriate questioning and discussions. 3. Use speaking as a tool for generating ideas and utilize one's prior knowledge in small group and large group discussions. 4. Summarize and paraphrase verbally.

Thinking and Reasoning

5 - Essential-always try to achieve

1. -

Creative Thinking

1. Use narrative and descriptive skills in composing paragraphs and essays, which may include incorporating metaphors, similes, images, and other literary devices.
2. Generate ideas using prewriting strategies.

Critical Thinking

1. Write expository, contrast, and cause/effect paragraphs and essays that are supported by evidence and logical reasoning.
2. Synthesize information to produce a paper demonstrating the incorporation of research, documentation and MLA format.

Information Management

3 - Important-sometimes try to achieve

1. - Introduce primary and secondary sources, including Internet sources.
Use library's on-line catalogue and resources.
Use a variety of sources.
Use sources ethically by citing, paraphrasing and quoting when appropriate.

Diversity

- 3 - Important-sometimes try to achieve
1. -

Cultural - Read and comprehend literary and expository works from diverse historical and cultural backgrounds.

Social - Read and comprehend literary and expository works from diverse socio-economic backgrounds.

Civic Responsibility

- 3 - Important-sometimes try to achieve
1. -

Ethical Issues

1. Discuss moral dilemmas that are present in the readings.
2. Examine both historical and contemporary societal issues that are present in the readings.

Life Skills

- 4 - Very important-often try to achieve
1. -

1. Develop increased grammatical accuracy to convey clear meaning in speech and writing.
2. Meet deadlines.
3. Develop tolerance for diverse opinions.
4. Develop confidence in writing and speaking
5. Develop writing skills critical to being an employee who comprehends and produces messages for communication in the workplace.
6. Develop note-taking ability to enhance the sharing of information in the workplace.
7. Increase the ability to express ideas with clarity and effectiveness suitable to the workplace.

Careers

- 1 - Not applicable-never try to achieve
1. - N/A

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Group Study & Exercises
Handouts
Instructor Demonstrations
Lecture
Other
Reading Assignments
Writing Projects & Reports

Other (Specify):

1. The student will read from various works of non-fiction, short stories, novels or any other appropriate literary work and learn to recognize their structural elements, central themes, and main ideas. The student will also learn to distinguish facts from opinions and to develop informed conclusions.
2. The student will write journals about or responses to the various assigned readings and other topics appropriate to skill building.
3. The student will engage in discussions of course readings and materials and write responses to them.
4. The student will choose topics, limit topic sentences, and create thesis statements.
5. A. The student will generate ideas for drafts through the use of prewriting strategies/techniques.
B. The student will use these ideas to plan a draft.
C. The student will write an exploratory rough-draft based on prewriting and planning.
6. The student will participate in revision activities, including sentence combining and using model sentences as guides.
7. The student will participate in peer evaluation activities.
8. The student will demonstrate accurate use of the elements of grammar, syntax, mechanics, and their appropriate usage as related to the editing requirements of specific assignments.
9. The student will be introduced to various primary and secondary sources and will use them in compiling research.
10. The student will incorporate researched information in a documented paper, following the format of the standard MLA format.
11. The student will complete various writing center assignments. 16 hours required, 1 hour per week.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

1. Assigned reading - 48 hours
2. Journal writing (or comparable writing activity) - minimum of 6 hours
3. Paragraph and essay writing with revision (minimum of four in-class paragraphs and three essays) - 50 hours
4. Supported grammar exercises - 10 hours
5. Reading library source material - 5 hours
6. Documented paper writing - 9 hours
7. Assignments in the Writing Center - 16 hours

Total 144 hours

STANDARDS OF ACHIEVEMENT

List graded activities.

1. Minimum of three graded 300-400 word essays (different modes) (one in-class) (including one argumentation essay)
2. Minimum of four graded 150 word in-class paragraphs (narrative/descriptive, comparison/contrast, cause/effect, argumentation)
3. Homework, including paraphrasing, summarizing, and journals
4. Reading comprehension and grammar quizzes
5. Vocabulary exercises and quizzes (as needed)
6. Documented paper, using MLA parenthetical citation and work cited format

7. Final examination (in-class essay) and optional midterm
8. Writing Center attendance
9. Class participation
10. Writing Center assignments

All paragraphs and essays written outside of class should be typewritten, unless special arrangements are made with the instructor. (For a sample student format refer to [MLA Handbook](#))

How will student learning be assessed? (Multiple measures must be used.)

1. Paragraphs and essays (assessed by the instructor on the basis of content, total number of serious grammatical errors and organization)

A. At the end of the course, the student will produce writings demonstrating increased competence in standard English in the following areas: simple, compound, and complex sentences; verb tenses; subject verb agreement; reduction/expansion using gerunds, infinitives, adverb clauses, adjective clauses, and modifying phrases.

B. To successfully pass EMLS 112, in a paragraph of approximately 150 words, there should be no more than 5 serious errors, and in an essay of 300-400 words, there should be no more than 10 serious errors as indicated in the following categories: verb tense/form (including modals, gerunds/infinitives), subject-verb agreement, word order (e.g., omission of subject, verb, object, prep), lack of subordination, or lack of sentence boundaries.

C. Rubric for scoring student compositions:

Passing

A high passing paper (A or B) includes all elements of the assignment; the topic is focused; the content is clear and coherent, well-organized, detailed, and meaningful. There should be few serious grammatical or mechanical errors, especially none which interferes with the reader's understanding.

A low passing paper (C/C-) includes all elements of the assignment, adequate development, and clear organization. Errors in grammar and mechanics cannot interfere with the reader's understanding.

Not Passing

A non-passing paper does not respond to or ignores the assignment, is not developed in a meaningful way or is largely underdeveloped, or demonstrates weakness or incompetency in content and organization. Errors in grammar and mechanics interfere with the reader's understanding.

2. Reading comprehension assessments and summaries (objective and written responses) and journal responses
3. Peer and group discussions (reading and writing activities)
4. Self-assessment through the writing process (revising and editing based on instructor feedback)
5. Peer evaluation of writing assignments
6. Self-assessment based on in-class writings that have fewer serious errors (as the semester progresses)
7. Grammar mastery assessments (grammar and editing quizzes, and usage in written responses)
8. Documented paper evaluated by the instructor for grammatical accuracy, content, and organization
9. Bibliographic instruction activity
10. Writing Center assignments (10% of final grade)

Final grades will be weighted as follows:

- A. In-class essays, paragraphs, and reading comprehension summaries - 40%
- B. Out-of-class assignments, quizzes, journals, documented paper and Writing Center assignments - 30%
- C. Final exam (in-class essay of 300-400 words in length) - 30%
- D. Standard grading scale for objective tests and quizzes:
 - 90 - 100% = A
 - 80 - 89% = B
 - 70 - 79% = C

60 - 69% = D
 Below 60% = F

Supplemental Forms

Requisite Apprival Form

Type of Requisite
 Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist
 Supplemental Comments:

Honors

Additional and advanced components that will be covered in this honors
 Additional measurable instructional objectives that the honors student will be expected to accomplish.
 Additional reading, writing, and special projects in this honors course will require students to:
 Augmented critical thinking skills the honors student will develop.

Non-Credit Course Self-Assessment

Date Approved by System Office
 Last Reviewed by C&IC
 Instructor met min qualifications
 Instructor provided immediate supervision/control
 Students do not exceed allowable class hours
 Instructor monitors computer lab/library usage
 Student initiates course enrollment
 Students informed when enrolled
 All other noncredit requirements satisfied

No
 No
 No
 No
 No
 No
 No
 No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

New Course Proposal Form

Course Title	EMLS 112 - Advanced Composition
Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No
Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No

Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	