

# ESL A100: ESL COLLEGE COMPOSITION

Item	Value
Curriculum Committee Approval Date	05/18/2022
Top Code	150100 - English
Units	3 Total Units
Hours	90 Total Hours (Lecture Hours 36; Lab Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	• Area 1A Composition (OA1)
Associate Science Local General Education (GE)	• Area 1A Composition (OAS1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 1A English Composition (1A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 1A English Composition (1A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU A2 Written Communications (A2)

## Course Description

This course is for second-language learners and is equivalent to ENGL C1000. The emphasis is on in-class essay writing (thesis, body, and concluding paragraph development), applying analytical and critical thinking and research based papers, using annotated college-level readings as supporting evidence. An additional focus is on second-language grammar, syntactical structure, and academic vocabulary. Students will be required to spend three hours per semester in the OCC Writing Center or other equivalent revision activities as determined by the instructor. Note: Students enrolled in ESL A100 must be present at the first class meeting. Absent students may lose their seats in the class. Enrollment Limitation: ENGL C1000; students who complete ESL A100 may not enroll in or receive credit for ENGL C1000. ADVISORY: ESL A034 or ESL A054, ESL A192 or appropriate placement. Transfer Credit: CSU; UC. C-ID: ENGL 100. Students should complete the guided self-placement form before the first semester enrolling in an ESL course to determine which ESL course they should enroll in. This can be found at [https://occssp.formstack.com/forms/esl\\_selfplacement\\_form](https://occssp.formstack.com/forms/esl_selfplacement_form). C-ID: ENGL 100.

## Course Level Student Learning Outcome(s)

1. Articulate clear, logical and adequately supported ideas in an in-class essay that is effectively organized and satisfactorily edited, using correct sentence structure.
2. Demonstrate comprehension of college-level readings by annotating and using them in essays and research-based papers.

## Course Objectives

- I WRITING OBJECTIVES:
  - I. 1. Organize ideas in support of a clear and specific thesis.
  - I. 2. Support a thesis in an essay's middle paragraphs.
  - I. 3. Generate content to support a specific thesis.
  - I. 4. Maintain unity and coherence.
  - I. 5. Arrange paragraphs logically and link them using transitional techniques
  - I. 6. Summarize and paraphrase readings.
  - I. 7. Integrate quotations into essays.
  - I. 8. Use, when appropriate, rhetorical modes, such as narration, cause and effect, illustration, compare and contrast, to support a thesis
  - I. 9. Analyze and synthesize information embodied in course readings.
  - I. 10. Employ expressive, expository, and argumentative strategies to support a thesis.
  - I. 11. Use efficient methods to edit papers, such as working on computerized word processing programs for both out-of-class and in-class assignments (provided computers with appropriate software are available).
- II READING OBJECTIVES:
  - II. 1. Identify directly stated or implied main ideas of individual paragraphs within a complete text.
  - II. 2. Identify major and minor supporting details in paragraph.
  - II. 3. Write a summary of the content of essay and research sources in their own words.
  - II. 4. Apply an expanded vocabulary drawn from complete texts.
  - II. 5. Identify transitional words and phrases that reinforce unity and coherence in complete texts.
  - II. 6. Discuss the complexities of tone and mood in a complete text.
  - II. 7. Identify argument structures and evaluate conclusions in terms of elements, such as facts, assumptions, inferences, and personal opinions.
  - II. 8. Identify, synthesize, and evaluate information and opinions in a variety of texts that address similar
- III RESEARCH OBJECTIVES:
  - III. 1. Use the Internet to research topics and access library resources, such as general and specialized databases.
  - III. 2. Evaluate the quality of textual and on-line databases.
  - III. 3. Acquire information from published texts that explains or clarifies a research topic.
  - III. 4. Record and appropriately integrate direct quotations, paraphrases, and summaries extracted from textual sources.
  - III. 5. Employ correct MLA citation format.
- IV OBJECTIVES FOR WRITING CONVENTIONS:
  - IV. 1. Construct sentences that are grammatically correct, syntactically logical, comprehensible, varied, and efficient.
  - IV. 2. Recognize and correct errors, such as comma splices, run-ons, fragments, misplaced modifiers, faulty agreement, and faulty reference.
  - IV. 3. Arrange both sentences and paragraphs in parallel structures.
  - IV. 4. Correct punctuation mistakes, such as the misuse of commas, semicolons, colons, apostrophes, and quotation marks.

- IV. 5. Identify and correct spelling errors, not only when using contractions and homonyms, but also when using common college level vocabulary.
- IV. 6. Sustain appropriate diction consistently throughout a composition.
- IV. 7. Maintain coherence when moving from abstract (general) to concrete (specific) language.
- IV. 8. Use metaphorical language, such as simile, metaphor, analogy, and recognize the difference between connotation and denotation.
- V SECOND LANGUAGE SYNTAX AND VOCABULARY:
- V. 1. Recognize and self-edit global and local second language errors in verb tense usage, word forms (gerund vs. infinitive vs. base), passive vs. active voice usage, modal usage, conditionals (real and hypothetical), and subjunctive mood.
- V. 2. Comprehend and use academic vocabulary required in college level courses.
- V. 3. Develop cultural competence in American and multi-cultural contexts by exploring, comparing, and contrasting voice, tone, and meaning by examining the various rhetorical modes and systems of logic used in American writing and other writing in English from diverse cultures.

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## Lecture Content

Essay writing a. Expressive essayb. Expository essayc. Argument essayd. Forming a thesis for an extended essaye. Planning the essay Writing introductions a. Subpoint methodb. Anecdotec. Straw mand. Definitione. Examplef. Reversal Writing middle paragraphs a. Rhetorically developed paragraphsb. Transition paragraphsc. Developing contentd. Maintaining unitye. Maintaining coherencef. Near to far arrangementg. Far to near arrangementh. Climatic arrangementi. Inductive arrangementj. Deductive arrangement Writing conclusions a. Question conclusionb. Summary conclusion Summary writing Paraphrase writing Integrating sources a. Quotationsb. Paraphrasec. Summary Critical reading a. Controlling ideasb. Main ideasc. Supporting detailsd. Summarizinge. Paraphrasingf. Contextual vocabulary developmentg. Transitional pointsh. Rhetorical structures Evaluate arguments a. Logicb. Factual evidencec. Anecdotal evidenced. Opinione. Inferences Comparative reading Basic Research Skills a. Practice navigating online academic databasesb. Acquire information on a specific subject using databases, reference materials, books in subject area and/or periodicals

## Lab Content

Students will work on in-class writing assignments: first drafts, working drafts, and other drafts in class. Additionally, students will work on 2nd language error analysis of their own work, in consultation with their instructor.

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

## Instructional Techniques

Instructional techniques involve some or all of the following: lecture/discussion, in-class writing prompts, peer feedback, close reading, group work, panel discussions, debates, response papers, quizzes, collaborative research presentations, workshops, library orientation, demonstrations, and conferencing (individual and small group), multiple draft assignments, and instruction in revision, and editing.

## Reading Assignments

Reading and annotation of assigned essays, short reading response papers, reading quizzes, peer review, and research (both in the library and via databases).

## Writing Assignments

Multiple drafts of essays, short response papers, summaries, paraphrases, in-class essays, in-class writing exercises, written peer review, research and documentation.

## Out-of-class Assignments

Time required for out-of-class assignments is 6 to 7 hours a week and will include: essay writing (multiple drafts), library orientation, basic research and appropriate documentation, summaries, paraphrases, short response papers and office visits/virtual contact with the instructor. Students will be required to spend three hours in the OCC Writing Center or other equivalent revision activities as determined by the instructor.

## Demonstration of Critical Thinking

Students will produce a minimum of five thousand words of formal writing, primarily in the form of academic essays and in-class writing, to be evaluated by the instructor. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects.

## Required Writing, Problem Solving, Skills Demonstration

Same as above: Students will produce a minimum of five thousand words of formal writing, primarily in the form of academic essays and in-class writing, to be evaluated by the instructor. Additional methods of evaluation may include portfolios, oral presentations, quizzes, essay exams, class discussion, and group projects.

## Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required. English: Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Master's degree required.

## Textbooks Resources

1. Required Kirsznner, L. G. and Mandell, S. R. . The Blair Reader: Exploring Issues and Ideas, 9th ed., 9th ed. Boston: Prentice-Hall, 2016 2. Required McQuade, D. Atwan, R. The Writer's Presence: A Pool of Readings, 9th ed. Boston: Bedford/St. Martin's, 2018