

# ELL G040N: INTRODUCTION TO ACADEMIC WRITING FOR MULTILINGUAL STUDENTS

Item	Value
Curriculum Committee Approval Date	12/06/2022
Top Code	493084 - English as a Second Language - Writing
Units	0 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

## Course Description

This noncredit course is an introduction to the ESL Academic Writing sequence for multilingual students who have no prior knowledge of Academic Writing. It is designed to strengthen basic student writing by focusing on usage, mechanics, and sentence development. Open Entry/Open Exit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Compose compound sentences and complex sentences.
3. Compose sentences that focus on description, narration, personal reactions, or expressing a point of view.
4. Compose a topic sentence and a concluding sentence.

## Course Objectives

- 1. Construct sentences that respond to articles from common news sources adjusted for level-appropriateness.
- 2. Compose grammatical sentences edited for capitalization and punctuation.
- 3. Compose grammatical sentences edited to avoid fragments, comma splices, and run-ons.
- 4. Identify and conjugate a variety of English verb tenses in a sentence.
- 5. Compose formal, multi-draft academic writing assignments that include a topic sentence, supporting sentence, and concluding sentence.
- 6. Use a dictionary, thesaurus, and other library references for sentence development.
- 7. Employ the writing process by participating in prewriting, drafting, revising, peer reviewing, and editing before submitting a final draft.

## Lecture Content

Sentence Structure Simple sentence structure Compound sentence structure Complex sentence structure Compound-complex sentence structure Simple coordination using and, but, or Sentence Construction

A topic sentence with a clear topic and controlling idea. A topic sentence that supports a claim. Supporting sentences with effective supporting details that support the topic sentence. A concluding sentence that summarizes the main idea. Sentence Editing Capitalization (proper and common nouns) Punctuation Fragment vs. Sentence Comma splice vs. Run-on Revision/Editing Strategies Strategies for self-directed revision such as proofreading. Instructor-guided feedback for revision. Awareness of the need to have linguistic accuracy in academic writing (dictionary, thesaurus). Peer-editing. Standard Formatting Organize and format assignment submissions. Grammar and Language Nouns (count and non-count) and articles (definite and indefinite). Verb Tenses (simple present tense and simple past tense). The Writing Process Pre-writing Writing Revising Editing

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

## Reading Assignments

Reading assignments that require students to identify new vocabulary, make assumptions about new vocabulary, and locate the main idea. Pre-reading exercises that require students to make predictions. Pre-reading activities that require students to create questions and statements about the topic. Post-reading activities that require students to answer comprehension and questions regarding new vocabulary.

## Writing Assignments

Writing exercises that require students to combine sentences with transitional phrases (because, although, even though, etc.). Writing assignments that require students to incorporate new grammatical structure and vocabulary studied in class. Writing assignments that require students to respond to comprehension questions about the reading, complete short writing about the reading, create summaries of the narratives, and make predictions. Writing exercises that require students to write personal responses to the readings.

## Out-of-class Assignments

TBD

## Demonstration of Critical Thinking

Connect information to personal experience. Use charts to brainstorm information. Express opinions using reasons. Employ new grammar and syntax in compositions. Compose sentences using various sentence types. Identify main arguments. Describe personal narratives. Illustrate understanding of the paragraph structure. Plan the structure of a paragraph.

## Required Writing, Problem Solving, Skills Demonstration

Applied performance (e.g., follow oral and/or written directions, note-taking of key information). Presentations (e.g., individual vs. group, peer vs. teacher vs. outside evaluator grading). Projects/reports. Tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer, true/false, multiple choice, match). Observation (e.g., during individual and group collaborations). Cooperative experience (e.g., focus groups, student teams, study groups). Portfolio of students work (e.g., completed assignments).

## Eligible Disciplines

ESL: Masters 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 bachelors 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 masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

### **Textbooks Resources**

1. Required Hogue, A.. Longman Academic Writing Series: Paragraphs, 3rd ed. Pearson Education ESL, 2020 2. Required Folse, K., Muchmore-Vokoun, A., Vestri, E.. Great Writing, 5 ed. National Geographic ELT, 2019