

ESL C100: FRESHMAN COMPOSITION FOR NON-NATIVE SPEAKERS

Item	Value
Curriculum Committee Approval Date	12/08/2023
Top Code	493084 - English as a Second Language - Writing
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

Freshman Composition for Non-Native Speakers helps to develop skills in grammar, sentence structure, punctuation, and organization in order to express ideas clearly. In addition, students will learn how to use language appropriately, effectively, and accurately. Students will build upon those skills through writing that exposes meaning and forms arguments. In this course, students will develop cogent thinking (clear and logical reasoning) and close reading skills. Students will practice research and documentation strategies to develop their information literacy through finding and evaluating primary and secondary sources. Students will compose a minimum of 5,000 words of evaluated expository writing (conforms to California State University System Freshman Composition writing standards). PREREQUISITE: Placement as determined by the college's multiple measures assessment process. ADVISORY: Students should successfully complete ESL C054 and/or ESL C099 and/or demonstrate proficient skills in reading, writing, listening, and speaking in English. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Write organized and logical essays that demonstrate awareness of purpose and audience that exhibit clear thesis statements, topic sentences, and supporting details.
2. Identify, evaluate, analyze, and interpret primary and secondary sources and use these sources in research papers with correct MLA (Modern Language Association) and/or APA (American Psychological Association) documentation.
3. Demonstrate application of academic grammar for clear and accurate communication.

Course Objectives

- 1. Read, analyze, and evaluate a variety of primarily non-fiction, college-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- 2. Expand college-level vocabulary using the content of readings.
- 3. Develop and use varied and flexible strategies for writing essays using the writing process (pre-writing, drafting, revising, editing, and publishing).

- 4. Develop and use strategies to successfully complete timed writing assignments.
- 5. Write essays exhibiting acceptable college-level control of organization, development, coherence, language, and mechanics.
- 6. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable thesis statements and persuasive support to demonstrate critical thinking.
- 7. Analyze and evaluate stylistic choices in the writing of others and their own writing.
- 8. Use precise vocabulary and effective phrasing in their own writing to create clarity and style.
- 9. Identify, evaluate, analyze, and synthesize primary and secondary sources, incorporating them into written essays using MLA documentation.
- 10. Integrate the ideas of others consistently and accurately through paraphrasing, summarizing, and quoting without plagiarism.
- 11. Understand and use strategies for student success.
- 12. Recognize and understand the various cultures that American culture comprises and their contributions to knowledge, civilization, and society through discussions, diverse readings, and writing assignments.
- 13. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so that English grammar, usage, or punctuation supports clarity.
- 14. Compose a minimum 5,000 words of evaluated expository writing (conforms to California State System Freshman Composition writing standards).
- 15. Synthesize knowledge of their own cultural backgrounds with their knowledge of American culture and other cultures through discussions, diverse readings, and writing assignments.
- 16. Proofread and edit writing to identify and correct disruptive English grammar, usage, and punctuation errors that interfere with meaning.

Lecture Content

Critical reading and comprehension of college-level texts. Pre-reading strategies Annotation and note-taking Understand and identify the relationship between author, audience, purpose, and context Analyze significant features of and relationships between culturally and rhetorically diverse texts Compose primarily expository and argumentative texts Analysis of writing assignments Identify the background and context of the assignment Identify the task or tasks Employ the writing process Understand the recursive nature of the writing process Use various strategies for prewriting, drafting, revising, and editing Produce unified and well-organized essays with arguable thesis statements and persuasive support Develop clear, arguable thesis statements Compose essays that are unified and organized by a thesis statement Create topic sentences that unify the argument in each body paragraph and support the thesis statement Identify and incorporate relevant and accurate support Use various transitions to improve the flow and coherence of the body paragraphs and essay Use of Sources Location of relevant information Use academic, professional, and other databases to find primary and secondary sources on a clearly defined topic Use the Internet to locate relevant information using a clearly defined topic Evaluation of Sources Assess the appropriateness of the source to determine credibility, and explicit and implicit biases.

Assess the relevance of the source content to the assignment Synthesis and Integration of Sources Use multiple sources to support writing focus to provide balance and corroboration Identify and understand cultural differences and how they influence the ways we receive and interpret information Incorporate ideas and information from sources to show relevance and avoid data dumping Quoting, summarizing, and paraphrasing Integrate sources according to MLA (Modern Language Association) and/or APA (American Psychological Association) standards Documentation Understand the value of attributing sources and avoiding plagiarism Use a standard documentation system (MLA Modern Language Association and/or APA American Psychological Association) Accurate linking of in-text citations and works cited entries Create the works cited page with accurate formatting Student Success Skills Foster positive habits of mind (Topics may include) Mindset (Growth, Fixed, and Creative) Mindfulness Grit Intelligent practice Metacognition Employ college-success strategies (Topics may include) Time management Effective group work and collaboration Use of Student Support Services Identify culturally relevant activities and clubs Develop local and global citizenship Language for Non-native Speakers Demonstration of proficiency in advanced English language structures Using noun clauses when incorporating sources Using adverbial and adjectival clause reductions Comprehending and using academic vocabulary required in college-level courses Demonstration of language competency in addressing their own errors Using correct sentence structure and word order Using correct sentence boundary punctuation Using correct verb structures (tense, voice, form) Identifying and eliminating fragments Using correct word forms and number agreement Using correct articles and prepositions Analysis of language use in readings Analyzing and evaluating vocabulary use Analyzing and evaluating word forms Analyzing and evaluating register Analyzing and evaluating sentence structures

Method(s) of Instruction

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

Instructional Techniques

Instructor may utilize lectures, presentations, small group and whole-class discussions, or one-on-one consultations. Students may submit compositions to sites such as Turnitin. Instructor will employ audio and video technology to appeal to different learning types. Instructor assigns homework. Instructor will provide regular, substantive written and spoken feedback.

Reading Assignments

Students will read a variety of genres and modes. Examples include historical documents, renowned essays, sample student essays, selections from a course reader, and other texts of merit.

Writing Assignments

Students will compose a minimum of three summative essay assessments and a minimum of two formative writing assessments that total a minimum of 5,000 words as required by the English C-ID 100. Writing assignments will primarily be expository and argumentative in response to a variety of rhetorical situations and contexts and incorporate college-level research. Students identify, evaluate, analyze, and synthesize primary and secondary sources into their writing while citing the sources according to MLA (Modern Language Association)

and/or APA (American Psychological Association) guidelines as directed by the instructor.

Out-of-class Assignments

Students will be regularly assigned reading and writing homework. Instructor may also require attending a performance, watching a film, visiting a library, or doing other out-of-class enrichment activities.

Demonstration of Critical Thinking

Students demonstrate critical thinking by closely reading and analyzing texts. Students also exhibit critical thinking during class discussions about audience, stance, purpose, persuasive techniques, and rhetorical techniques. In addition to or in place of midterm and final examinations, students may write essays or take essay examinations.

Required Writing, Problem Solving, Skills Demonstration

Students will write essays and may take essay exams. Students will research and cite findings using MLA and/or APA styles. Students will participate in discussions. Students may give an oral report, debate, present, or participate in other projects, individual or group.

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. English: Masters degree in English, literature, comparative literature, or composition OR bachelors degree in any of the above AND masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Robinson, M. B., Jerskey, M., Fulwiler, T.. Writing Guide with Handbook, ed. OpenStax, 2023
2. Required Graff, G., Birkenstein, C., Durst, R., Panning Davies, L. J.. They Say / I Say: The Moves that Matter in Academic Writing with Readings, 5th ed. W.W. Norton Co, 2021