

_____SOUTH SEATTLE COMMUNITYCOLLEGE_____

Basic & Transitional Studies

COURSE OUTLINE

Revision: August 2009 (Don Bissonnette, Blanca Farrelly, and Barbara Silas)

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| DEPARTMENT: | Basic and Transitional Studies Division |
| CURRICULUM: | Transitional English as a Second Language |
| COURSE TITLE: | College Preparatory English for Non-Native Speakers: Writing I |
| COURSE NUMBER: | ESL 095 |
| TYPE OF COURSE: | Pre-College English as a Second Language |
| COURSE LENGTH: | One Quarter |
| CREDIT HOURS: | 3 – 5 (Variable Credit) |
| LECTURE HOURS: | 33 - 55 |
| LAB HOURS: | 0 |
| CLASS SIZE: | 25 |
| PREREQUISITES: | ESL COMPASS Grammar 74 to 82 ESL COMPASS Reading 74 to 82 Combined ESL COMPASS 226 to 240 |

COURSE DESCRIPTION:

This course is designed for non-native speakers of English who need to master their control of the English sentence while developing clear and coherent paragraphs. Concurrent enrollment in ESL 085 and ESL 094 required.

(ESL 095: College Preparatory English for Non-Native Speakers–Writing I)
August 2009

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication
 - Read and listen actively to learn and communicate
 - Speak and write effectively for personal, academic, and career purposes
2. Computation
 - Use arithmetic and other basic mathematical operations as required by program of study
 - Apply quantitative skills for personal, academic, and career purposes
 - Identify, interpret, and utilize higher level mathematical and cognitive skills (for those students who choose to move beyond the minimum requirements as stated above)
3. Human Relations
 - Use social interactive skills to work in groups effectively
 - Recognize the diversity of cultural influences and values
4. Critical Thinking and Problem-Solving
 - Think critically in evaluating information, solving problems, and making decisions.
5. Technology
 - Select and use appropriate technological tools for personal, academic, and career tasks.
6. Personal Responsibility
 - Be motivated and able to continue learning and adapt to change
 - Value one's own skills, abilities, ideas, and art
 - Take pride in one's work
 - Manage personal health and safety
 - Be aware of civic and environmental issues
7. Information Literacy
 - Access and evaluate information from a variety of sources and contexts, including technology
 - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

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GENERAL COURSE OBJECTIVES:

At the end of the course the student will be able to:

1. write sentences and paragraphs in response to reading;
2. analyze and summarize the main ideas of a reading;
3. identify and edit common ESL writing errors (verb tense/ verb forms, fragments, run-on/ comma splice, parallelism, agreement, word form/ word order);
4. write process paragraphs;
5. demonstrate appropriate test taking skills for multiple choice, short answer and essay responses;
6. use a variety of sentence types in paragraphs;
7. demonstrate an improved usage of English writing mechanics, such as capitalization and punctuation.

TOPICAL OUTLINE:

- I. General Introduction and Overview
- II. Introduce Critical Thinking in Writing
- III. Principles of Sentence-Level Editing, including Attention to the Mechanics of Writing
- IV. Process Writing, including Brainstorming and Mind-maps
- V. Grammar Structures Related to Selected Paragraph Types
- VI. Writing with a Variety of Expository Types

BATS Writing Objectives for Transitional ESL I

W-T1.1 a Uses the writing process to convey complex ideas using appropriate vocabulary with few mistakes and some difficulty.

W-T1.2 a Composes, punctuates and uses compound, complex, and compound complex sentences in original compositions independently with few mistakes and some difficulty.

W-T1.3 a Writes a multi-paragraph composition on one topic correctly formatted (e.g. indents, double-spacing, margins) with difficulty.

W-T1.4 a Demonstrates ability to edit one's own and other's writing for paragraph level errors including presence of a topic sentence, a concluding sentence, and relevant support with difficulty.

W-T1.5 a Paraphrases and summarizes information with little instructor guidance and demonstrates an awareness of and ability to avoid plagiarism.

W-T1.6.a Takes adequate notes from texts and lectures with little guidance.

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Date: August 2009