COURSE INFORMATION FORM

DISCIPLINE     ESL

COURSE TITLE   Intermediate I: Composition

CR.HR     3    LECT HR.    3    LAB HR.    ______   CLIN/INTERN HR.    ______   CLOCK HR.    ______

CATALOG DESCRIPTION

The study and practical application of writing skills. The introduction of process writing and organizational patterns. The application of context appropriate verb tenses including present simple, present progressive, and past simple, past progressive and simple future.

PREREQUISITES

ESL 019 or appropriate ESL placement test score

EXPECTED STUDENT OUTCOMES IN THE COURSE

In order to successfully complete this level, students will be able to

1. Apply correct spelling of common learned material
2. Use punctuation such as periods, question marks, exclamation marks, apostrophes (in contractions), and commas
3. Compose with present progressive, simple present, simple past, past progressive, simple future in appropriate writing contexts
4. Write paragraphs of narration, description, and explanation using organizational patterns of spatial and chronological order
5. Produce simple and compound sentences with appropriate coordinating conjunctions
6. Compose a paragraph which includes topic sentence, supporting details, and concluding sentence
7. Employ transitions for level appropriate organizational patterns
8. Compose using the writing process
9. Use correct prepositional phrases of time and place
10. Demonstrate knowledge of capitalization rules
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- daily assignments and writing tasks, (Outcomes 1-10)

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Writing Task: “Introducing People”
   A. Introduction to the writing process
      1. Brainstorming (Freewriting)
      2. Revising
      3. Editing
   B. Subject verb recognition
   C. End of sentence punctuation
   D. Capitalization
   E. Introduction to simple/compound sentences

II. Writing Task: “Writing Instructions”
   A. Writing process
      1. Outlining
      2. Listing
   B. Time order transitions
   C. Compound sentences
   D. Punctuation
      1. End of sentence
      2. Commas

III. Writing Task: “Describing”
   A. Writing process
      1. Clustering
      2. Outlining
   B. Prepositions of place
      1. Punctuation
      2. Location

IV. Writing Task: “Listing Characteristics”
   A. Parts of a paragraph
      1. Topic sentence
      2. Supporting details
      3. Concluding sentence
   B. Punctuation
      1. Comma splices
      2. Run on sentences