COURSE INFORMATION FORM

DISCIPLINE
English as a Second Language

COURSE TITLE
Advanced I: Composition

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

CATALOG DESCRIPTION
The study and the practice of rhetorical principles in standard English prose. Critical thinking as well as fluency and accuracy in academic writing.

PREREQUISITES
ESL 039 or appropriate ESL placement test score

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:

1. Spell level appropriate material correctly
2. Use the following means of punctuation correctly: period, question and exclamation marks, apostrophe, colon, semi-colon, comma, and quotation marks
3. Write simple, compound, and complex sentences
4. With guidance, organize an essay into its parts: introduction (hook, transition, thesis); body (topic sentences and supporting sentences); and conclusion (signal words, restating of thesis, and offering a comment)
5. With guidance, compose essays in various rhetorical styles (narrative, comparison/contrast, and cause/effect) using the writing process
6. Create outlines
7. Respond appropriately to essay questions
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.)

- Tests and quizzes (outcomes 1, 3, 5)
- In and out of class writing exercises (outcomes 1, 2, 3, 4, 5, 6, 7)

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 relationships 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 relationships 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 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 to do so, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Introduction to academic writing
   A. Basic components of writing
      1. Audience
      2. Tone
      3. Coherence

II. Process of writing
   A. Pre-writing
   B. Outlining skills
   C. Editing
   D. Rewriting

III. Expository Paragraphs/Essay questions
   A. Topic sentences
   B. Relevant and convincing support
   C. Concluding strategies

IV. Editing
   A. Parallel structures
   B. Pronouns
      1. Reference
      2. Consistency
   C. Punctuation
      1. Run-on sentences
      2. Fragments

V. Using outside sources as
   A. Support in writing
   B. Hook in introductions

VI. Essay Development
   A. Overview of essay development
   B. Parts of the essay: introduction, body and conclusion

VII. Chronological Development
   A. Narration
   B. Process description
   C. Coherence/Time shift
D. Transitions

VIII. Comparison/Contrast Analysis
A. Analogies
   1. Structures of comparison
   2. Structures of contrast

IX. Cause and Effect Essays
A. Analysis of cause
B. Analysis of effect
C. Structures of cause and effect