DISCIPLINE: English as a Second Language

COURSE TITLE: Advanced II: Composition

CR. HR: 3  LECT HR: 3  LAB HR: 0  CLIN/INTERN HR: 0  CLOCK HR: 0

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

PREREQUISITES:
ESL 49 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. Demonstrate correct use of punctuation: period, question and exclamation marks, apostrophe, colon, semicolon, comma, and quotation marks
3. Write simple, compound, complex and compound-complex sentences
4. Organize an essay into its parts: introduction, body, and conclusion
5. Compose essays in various rhetorical styles (narrative, comparison/contrast, and cause/effect) using the writing process
6. Respond to essay questions
7. With guidance, compose essays using research skills (citing, quoting, paraphrasing, summarizing)
8. Distinguish fact from opinion
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, 8)
- In and out of class writing exercises (outcomes 1, 2, 3, 4, 5, 6, 7, 8)

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. Opinion vs. fact
   B. Expository Paragraphs/Essay questions
   C. Topic sentences
   D. Relevant and convincing support
   E. Concluding strategies

II. Essay development
   A. Introduction
   B. Body
   C. Conclusion

III. Process of writing
   A. Pre-writing
   B. Outlining skills
   C. Revising
   D. Editing
      1. Grammar
      2. Punctuation

IV. Rewriting

V. Organizational patterns
   A. Narrative
   B. Comparison /Contrast
   C. Cause/Effect
   D. Argument

VI. Research skills
   A. Using outside sources as support
      1. Citing
      2. Quoting
      3. Paraphrasing
   B. Summarizing