**ESSEX COUNTY COLLEGE**

**Bilingual Studies Division**

**ESL 105 *–* Writing & Communication III**

**Course Outline**

**Course Number & Name:**  ESL 105 ESL Writing and Communication III

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in ESL 103/04 or placement

**Co-requisites:** ESL 106 **Concurrent Courses:** ESL 100, ESL 108, ESL 110 and ENG 108 (as needed)

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This is an advanced college-level writing course for students whose first language is not English. The goal of this course is to produce clear and grammatically accurate writing and paraphrasing in anticipation of further college-level work. Students will learn to write expository pieces and academic arguments with clear focus, sufficient support for main points, logical development of ideas, and appropriate introductions and conclusions. This course is conducted in English.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. compose a clear and well-organized essay;
2. summarize and paraphrase contemporary readings and periodicals from newspapers, magazines and college anthologies;
3. use correct sentence structure/syntax, in order to avoid deep-structured (sentence structure) errors which severely affect communication, and correct most basic grammatical errors for clarity and accuracy;
4. use an American English (ESL) dictionary as a tool for checking spelling, plural forms, verb forms, definitions, etc.; and
5. present all finished work in appropriate academic format.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Compose a clear and well-organized essay:

1.1 *construct and organize a clear academic argument to defend a particular point-of-view;*

1.2 *write an introduction which establishes an academic context, states a position on the topic and prepares the audience for what to expect in the rest of the paper;* and

1.3 *write focused paragraphs which communicate a main idea, offer clear explanation and include appropriate details/examples*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Summarize and paraphrase contemporary readings and periodicals from newspapers, magazines and college anthologies:

 2.1 *identify the key elements of summary writing: maintaining objectivity, focusing on main ideas,*

 *attributing ideas to an author/source, practicing brevity and putting ideas in one’s own language;*

 2.2 *compose summaries consisting of several paragraphs;* and

 2.3 *incorporate summary and paraphrasing as needed in expository writing*

3. Use correct sentence structure/syntax, in order to avoid deep-structured (sentence structure) errors which severely affect communication, and correct most basic grammatical errors for clarity and accuracy:

3.1 *determine what editing is and when it is important;*

3.2 *identify and correct basic errors in verb tenses and forms, articles, word forms and regular/ irregular plurals;*

 3.3 *recognize sentences in one’s own and others’ writing which are largely incomprehensible due to*

 *deep structure issues;* and

3.4 *revise confusing sentences to the point that local (isolated) errors can be addressed*

4. Use an American English (ESL) dictionary as a tool for checking spelling, plural forms, verb forms, definitions, etc.:

 4.1 *locate the various connotations of words using a non-translation dictionary;*

 4.2 *locate grammatical and morphological information relevant to key vocabulary items;* and

4.3 *distinguish between words which are commonly confused by second language learners*

5. Present all finished work in appropriate academic format:

 5.1 *word process a document which adheres to basic academic standards: appropriate margins, headings, spacing, fonts, etc.*

**Methods of Instruction**: Instruction will consist of lectures, group work, student presentations, class discussions, practice and multimedia-based methods.

**Outcomes Assessment:** The NJ Holistic Scoring Rubric is used to evaluate all writing pieces to ensure that students are meeting the course objectives as well as the entrance criteria for transitional or college-level English courses. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Complete all formal writing assignments on time.
2. Attend at least 90% of all classes.
3. Participate actively in class discussions, lectures and activities.
4. Write a minimum of 4 in-class compositions, excluding midterm and final exams.
5. Write a minimum of 2 formal take-home compositions.
6. Write the midterm exam.
7. Earn at least a “C” and a holistic score of at least 6 on the final exam (NJ Holistic Rubric) to pass the course.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Attendance/Class Participation/Homework 0 – 15%**

Students must attend 90% of all classes and participate in all class activities and complete all assigned work, which are chosen for their relevance to learning course objectives.

* **In-class Writing Pieces 0 – 25%**

A perusal of in-class, timed writing pieces will indicate the extent to which students master course objectives.

* Midterm Exam 0 – 25%

The departmental midterm exam (in-class composition) is holistically scored. The midterm exam will provide evidence of student mastery of course objectives as well as the extent to which students can synthesize a combination of concepts.

* **Final Writing Portfolio** **0 − 25%**

Students keep a portfolio of formal compositions. Portfolios are assessed for the presence of course objectives.

* Final Exam 0 – 25%

The departmental final exam (in-class composition) is holistically scored. The same objectives apply as with the midterm exam, but it is anticipated that students will provide *increased* evidence of synthesizing concepts.

Note: The instructor will provide specific weights, which lie in the above-given ranges, for each of the grading components at the beginning of the semester. Also, all students must pass the departmental final exam with a score of 6 or 7 in order to place into ENG 096 or a score of 8 or more in order to place into ENG 101. These scores are based on the NJ Holistic Scoring Rubric.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements

**Course Content Outline:** based on the text **Between Worlds – A Reader, Rhetoric and Handbook**, by Susan Bachman and Melinda Barth; published by Longman; New York, 2009. ISBN #: 0205693024.

**Week Content/Chapters/Assignments**

1 Orientation & Placement Confirmation/Diagnostic Essay

Discuss ESL Exiting & Testing Process

2 Summary Writing

Writing Academic Arguments and why arguments are important

3 Basic Essay Structure

Review of the writing process:

**In-class Essay #1**

Summary Homework Assignment due

4 How to Use Handbook (*Between Worlds)*

Discuss Student In-class Essays & Review NJ Holistic Rubric

Review Grammar at the Point of Need: (e.g., revising confusing sentences)

Peer Review: Take-home Essay #1

5 Essay Planning: brainstorming & outlining

In-class Editing: student papers

**In-class Essay #2**

6 Introductions & Conclusions

Refining Opening Statements & Thesis Statements

Review Essay Structure for Midterm Exam

7 **Midterm Exam**

Peer Review: Take-home Essay #2

8 Student-Teacher Midterm Conferences

Dictionary Skills: word forms/parts of speech

9 Body Paragraph Structure: main ideas, details & examples

Peer Review: Take-home Essay #3

10 In-class Editing: student papers

Review Grammar at the Point of Need: (e.g., verb tenses/verb forms)

**In-class Essay #3**

11 Dictionary Skills: count & non-count nouns/confused words

Review Grammar at the Point of Need: (e.g., comma splices, fragments, run-on sentences)

12 In-class Editing: student papers

Review Grammar at the Point of Need: (e.g., articles, plurals, noun usage)

Peer Review: Take-home Essay #4

**Week Content/Chapters/Assignments**

13 In-class Editing: student papers

Review Grammar/Mechanics at the Point of Need (e.g., subject-verb agreement, capitalization, punctuation)

**In-class Essay #4**

14 Review Essay Structure, Paragraphs Structure for Final Exam

15 **Final Exam**

Placement & Advisement for Subsequent Semester