

**Cañada College**  
**Official Course Outline**

1. **COURSE ID:** ESL 400    **TITLE:** Composition for Non-Native Speakers  
**Semester Units/Hours:** 5.0 units; a minimum of 80.0 lecture hours/semester; a minimum of 16.0 tba hours/semester  
**Method of Grading:** Letter Grade Only  
**Prerequisite:** ESL 844, or ESL 924 , or appropriate skill level as indicated by placement test score and other measures as needed.
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
In this course, students learn to plan, organize, compose, and revise expository essays based on the analysis of complex pieces of writing, both fiction and nonfiction. In addition, students review and follow the conventions of standard written English including punctuation, mechanics, grammar and sentence structure. Successful completion of ESL 400 qualifies students for entrance into ENGL 100.  
**Schedule of Classes Description**  
Advanced practice in writing expository essays based on the analysis of complex pieces of writing, both fiction and nonfiction, required to meet standards for entrance into ENGL 100. Successful completion of ESL 400 qualifies students for entrance into ENGL 100.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
Upon successful completion of this course, a student will meet the following outcomes:
  - A. The students will be able to craft a clear thesis statement with a definite point of view or claim.  
Assessment: Professor assesses the thesis statement in a writing assignment using a scale of 1-4 in which 1 needs much work and 4 is excellent.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:
  - A. Compose college-level expository essays based on response to college-level texts incorporating research following MLA guidelines.
  - B. Analyze, evaluate and interpret college-level texts and lectures through discussions and a variety of written assignments.
  - C. Recognize, differentiate, and employ the grammar and composition terms listed in the course content.
  - D. Utilize academic resources and study skills to support ESL academic course work.
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Reading and Pre-writing skills: Demonstrate understanding of text through discussions, debates, group presentations, or other oral tasks; Evaluate, justify, support or refute a claim put forth by an author; apply critical thinking to arguments and main points in forms of comparison, contrast, hypothetical situations, advice, and response to authors; brainstorming, outlining, and writing journals.
  2. Writing skills: Written responses to academic texts and discussions in a variety of written assignments culminating in at least four research essays including in-class essays; demonstration of an awareness of audience; an explicitly stated thesis; use of rhetorical modes; MLA format; collaborative writing; and the use of college-level editing skills
  3. Editing skills: Evaluation and revision of drafts after peer and/or self editing, and recognition and application of correction symbols at college level producing minimal errors that do not obscure content or greatly hinder reading ease; proofread effectively for mechanical/usage errors; these may include but are not limited to the following: sentence fragments, run-together sentences ("run-ons," "comma-splice errors"), verb tenses, verb forms, subject-verb agreement, plurals (including count/non-count nouns), spelling, word choice, errors in parallelism. Academic vocabulary building skills (stems and affixes) at college level.
  4. Research Skills: Assemble and synthesize research to support and present ideas according to academic standards; locate and select relevant information from a variety of sources including books,

periodicals, databases, and internet sources; use appropriate MLA citation techniques.

**Lab Content:**

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**TBA Hours Content:**

1. Reading and Pre-writing skills: Demonstrate understanding of text through discussions, debates, group presentations, or other oral tasks; Evaluate, justify, support or refute a claim put forth by an author; apply critical thinking to arguments and main points in forms of comparison, contrast, hypothetical situations, advice, and response to authors; brainstorming, outlining, and writing journals.
2. Writing skills: Written responses to academic texts and discussions in a variety of written assignments culminating in at least four research essays including in-class essays; demonstration of an awareness of audience; an explicitly stated thesis; use of rhetorical modes; MLA format; collaborative writing; and the use of college-level editing skills
3. Editing skills: Evaluation and revision of drafts after peer and/or self editing, and recognition and application of correction symbols at college level producing minimal errors that do not obscure content or greatly hinder reading ease; proofread effectively for mechanical/usage errors; these may include but are not limited to the following: sentence fragments, run-together sentences ("run-ons," "comma-splice errors"), verb tenses, verb forms, subject-verb agreement, plurals (including count/non-count nouns), spelling, word choice, errors in parallelism. Academic vocabulary building skills (stems and affixes) at college level.
4. Research Skills: Assemble and synthesize research to support and present ideas according to academic standards; locate and select relevant information from a variety of sources including books, periodicals, databases, and internet sources; use appropriate MLA citation techniques.

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

Students will write at least five essays based on the readings and discussions in class. They will be expected to research the topics and include a the references according to MLA format.

**Reading Assignments:**

- A. Students will be expected to read approximately three essays each week to prepare for in-class discussions and writing assignments.
- B. Students will also read a complete text (preferably non-fiction) and will be expected to respond to the readings in discussions, presentations, and essays.

**Other Outside Assignments:**

Library research will be expected to support ideas in presentations, discussions, and essays.

**To be Arranged Assignments (if applicable):**

Students will be expected to attend workshops related to their course work offered through the Learning Center, Reading/Writing lab, and the Library and complete related assignments.

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Quizzes
- B. Essay examinations, journals, essays written both in the classroom and in another setting, and peer evaluations.

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Cohen, Samuel. *50 Essays: A Portable Companion*, ed. New York: Bedford/St. Martin's, 2010
- B. Tan, Amy. *The Opposite of Fate : Memories of a Writing Life*, ed. New York: Penguin, 2004
- C. Gardner, Howard. *Five Minds for the Future*, ed. Boston: Harvard Business School Press, 2009
- D. Hacker, Dianne. *Rules for Writers with 2009 MLA and 2010 APA Updates*, ed. New York: Bedford/StMartins, 2011

**Origination Date:** September 2011  
**Curriculum Committee Approval Date:** October 2011  
**Effective Term:** Fall 2012

