

Course Outline of Record

1. Course Code: ESL-370A
2. a. Long Course Title: Grammar and Editing
 b. Short Course Title: GRAMMAR & EDITING
3. a. Catalog Course Description:
 Non-native English speaking students will learn high-intermediate level grammar and language structures applicable to academic writing as well as strategies for editing their own writing. Strongly recommended corequisite for students enrolled in ESL 370 Academic English I.
 b. Class Schedule Course Description:
 Teaches Non-native English speaking students high-intermediate level grammar and language structures applicable to academic writing as well as strategies for editing their own writing. Strongly recommended corequisite for students enrolled in ESL 370 Academic English I.
 c. Semester Cycle (if applicable): N/A
 d. Name of Approved Program(s):
 • **ADVANCED ACADEMIC ENGLISH AS A SECOND LANGUAGE NONCREDIT Certificate of Competency**
4. Total Units: 0 Total Semester Hrs: 36.00
 Lecture Units: 0 Semester Lecture Hrs: 36.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 29 Allow Audit: Yes
 Repeatability Noncredit - Unlimited
 Justification unlimited
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Advisory: ESL 370 (Writing & Reading) is strongly advised as a corequisite as both ESL 370 and ESL 370A utilize editing.
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 a. Azar (2016). Understanding and Using English Grammar (5th/e). Pearson. ISBN: 0134268822
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 b. Anker. S (2015). Real Writing Interactive (5th/e). Boston Bedford St. Martin's. ISBN: 978145769.
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 c. Bullock. Little Seagull Handbook. W.W. Norton , 02-01-2014.
7. Entrance Skills: *Before entering the course students must be able:*
a.

Corequisite Advisory 70- Demonstrate the ability to identify and use basic rules of sentence structure, grammar and punctuation.

- ESL 070 - Demonstrate through the writing process the ability to apply standard rules of grammar, punctuation and spelling in academic writing.
- ESL 070 - Construct sentences that demonstrate variety and effective word choice, using mostly college level diction.
- ESL 070 - Participate thoughtfully and critically in peer review, as well as self-evaluate, edit and revise.

b.

Corequisite Advisory 70- Recognize errors with assistance and use strategies to edit own writing more effectively.

- ESL 070 - Demonstrate through the writing process the ability to apply standard rules of grammar, punctuation and spelling in academic writing.
- ESL 070 - Participate thoughtfully and critically in peer review, as well as self-evaluate, edit and revise.

c.

Corequisite Advisory ESL 70- Use vocabulary and sentence structures appropriate to academic writing.

- ESL 070 - Demonstrate fluency in word classification and purpose.
- ESL 070 - Construct sentences that demonstrate variety and effective word choice, using mostly college level diction.

8. Course Content and Scope:

Lecture:

1. Recognize grammar as a tool for writing through:
 - parts of speech
 - sentence patterns
 - phrases
 - clauses
2. Construct sentences that utilize academically appropriate:
 - transition signals: coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs to combine clauses
 - pronoun case and agreement
 - verbs which agree in number with the subject
 - regular and irregular verb forms and tenses including past perfect and future perfect tense
 - determiners and articles with count and non count nouns
 - singular and plural nouns
 - word order of comparative and superlative forms of adjectives and adverbs
 - prepositions and phrases of time, direction and place
 - punctuation
 - capitalization
 - spelling
 - word choice and academic vocabulary
4. Identify and analyze sentence structure to correct:
 - fragments, comma Splices, and fused sentences
 - illogical shifts in verb tense

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1. Identify and apply fundamental principles of grammar to simple, compound, and complex sentence patterns;
2. Edit own sentences for vocabulary and structure more effectively by recognizing some of own re-occurring errors.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Make use of returned, marked, and graded essays from other courses to identify high intermediate grammar issues with

ESL 370A-Grammar and Editing

simple, compound, and complex sentences;

- b. Edit own sentences for vocabulary and structure more effectively by recognizing some of own re-occurring errors;
- c. Use strategies learned in class and from instructor's assistance identifying errors to edit own writing more effectively;
- d. Demonstrate increased knowledge and awareness of parts of speech, verb use, and simple and complex sentence structure by introducing increasingly advanced patterns of the English language;
- e. Apply understanding of how grammar affects the written message by using deliberate and informed choices vocabulary and language appropriate to academic writing.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Collaborative/Team
- b. Discussion
- c. Distance Education
- d. Individualized Study
- e. Lecture
- f. Participation
- g. Technology-based instruction

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 36.00

Outside Class Hours: 36.00

a. Out-of-class Assignments

Readings on grammar topics.
Editing multiple drafts of 3-4 essays.
SkillsClass software- individualized plan for grammar reading, practice, and assessment.
Complete applicable online exercises such as Bedford St.Martin's Exercise Central

b. In-class Assignments

Peer-editing multiple drafts of 3-4 essays.
Partner Activities identifying various types of grammar errors in authentic sentences such as song lyrics and student writing.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Self-paced testing
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution
- Student preparation

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-BS Reading and Writing Skills

Read complex passages with understanding.

Type structured texts in a variety of written forms according to purpose and audience.

Apply English conventions of grammar, mechanics, usage, punctuation, and format according to course

intensity.

Recognize writing as a process (brainstorming, organizing, drafting) and revise and edit original work based on self-evaluation and peer review.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
-------------------	--------	---------------	--------------	--------------

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
------------------	---------------	------------

19. Provide Reasons for the Substantial Modifications or New Course:

Some SLO, objectives, PLO and/or ILO minor modifications to meet the current standards as set by the Outcomes and Assessment Committee.

- 20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
- b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Pass/No Pass Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000580630
- b. T.O.P. Code [CB03]: 493084.00 - English as a Second Language
- c. Credit Status [CB04]: N - Noncredit
- d. Course Transfer Status [CB05]: C = Non-Transferable
- e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: K - Other Noncredit Enhanced Funding
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: B = 2 Levels Below
- k. Course Noncredit Category [CB22]: A - English As A Second Language
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): ADVANCED ACADEMIC ENGLISH AS A SECOND LANGUAGE NONCREDIT

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 60
 Third Year: 60

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

<i>N/A</i>

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

<i>N/A</i>

ESL 370A-Grammar and Editing

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

Same as ESL 70A, so no new resources are needed.

28. Originator Diane E. Taras Origination Date 04/10/18