



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: English as a Second Language **DATE:** December 08, 2021

COURSE: ESL 108 College Composition for Non-Native Speakers **UNITS:** 5.00

LEC HRS: 90.00 **ACTIVITY LAB HRS:** **LAB HRS:**

OUT OF CLASS HRS: 180.00 **TOTAL STUDENT LEARNING HRS:** 270.00

CLASS SIZE: 30 **ONLINE CLASS SIZE:** 30 **LARGE QUOTA:** No

CROSS-REFERENCED COURSE:

I. COURSE/CATALOG DESCRIPTION

This college composition course emphasizes advanced writing, reading, critical thinking, and research skills. It focuses on the needs of multilingual writers by addressing specific language and cultural content required for academic and professional writing. Writing assignments include expository and argumentative prose based on the analysis of texts that include diverse perspectives. Students write a minimum of 6,000 words, including at least one research paper. (CSU)

II. A. PREREQUISITES, if any:

ESL 106 or
ESL 107 with a grade of "C" or better or appropriate placement based on AB 705.

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

D. RECOMMENDED COMPANION COURSE, if any:

III. GRADING CRITERIA

Letter Grade Only

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Compose multiple papers—including one research paper—that, together, add up to 6,000 words of formal writing
2. Read, analyze, and respond to a sampling of academic and professional texts with consideration of context, audience, purpose, and culturally-bound references;
3. Employ a variety of rhetorical strategies to write comprehensive, well-developed, and coherent texts with focused theses and appropriate support;
4. Summarize and discuss academic college-level non-fiction and fiction;
5. Competently integrate multiple text sources for the purpose of developing a written argument, analysis, or interpretation.
6. Locate, read, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation.
7. Construct concise, grammatically correct, and varied sentences following the principles of standard edited American English and conventions of genre;
8. Self-edit for common second language errors such as verb usage, word forms, and sentence boundaries.
9. Demonstrate a command of rules regarding plagiarism and academic ethics.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

Lecture Outline

Reading--From a representative sampling of academic and professional genres:

1. Employ active reading strategies including
 - Previewing
 - Annotation

- Notetaking
- Reviewing
- Metacognition

2. Identify the main idea or thesis, topic sentences, and major/minor details.
3. Identify rhetorical patterns and organizational strategies of various genres;
4. Explain, either orally or in writing, how the writer supports and illustrates ideas and connects them to the thesis.
5. Use inference skills to identify a writer's slant, bias, thoughts and attitude.
6. Identify argumentative techniques and recognize logical fallacies.
7. Demonstrate comprehension of academic and professional texts through discussion and writing.
8. Analyze and synthesize information from texts in discussion and writing.

Writing -

1. Write multiple papers, including a research paper, each with a clearly identifiable thesis statement, clear development, and transitions that together add up to 6,000 words of formal writing;
2. Produce writing which demonstrates an understanding of a variety of rhetorical situations, showing the ability to adapt to audience and purpose;
3. Develop varied and flexible strategies for generating, drafting, and revising essays;
4. Develop paragraphs with concrete, appropriate, and relevant details;
5. Organize essays, paragraphs, and sentences logically and coherently;
6. Integrate into writing the ideas of others through paraphrasing, summarization, and quotation, demonstrating an increasing command of vocabulary and sentence structure to avoid plagiarism;
7. Revise essays for clarity, sentence variety, academic variety, and common second-language errors in punctuation, grammar, and spelling;

Research -

1. Demonstrate the ability to use college-level library research techniques, including online research tools.
2. Recognize the difference between primary and secondary sources.
3. Evaluate sources to determine the quality of the information provided, including purpose and intended audience, authority and credibility, accuracy and reliability, currency and timeliness, and objectivity or bias.
4. Use MLA documentation style in citing research.

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Oral Assignments

Quizzes

Written Assignments

Other, please identify

Assignments using technology: PowerPoint, voice recording, video recording, etc.

VII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Discussion

Group Activity

Individual Assistance

Lecture

Distance Learning

**VIII. ASSIGNMENTS:
Out-of-class**

1. Reading and synthesizing from a variety of texts. 2. Primary and secondary research. 3. Essay assignments based on readings and research, to include at least one comprehensive research paper.

Reading and Writing

Students will write, revise, and edit the equivalent of 6,000 words during the semester. Assignments will be of various lengths focusing on representative academic and professional genres such as narration, description, process, cause and effect, evaluation, argument/persuasion, short answer, summary, and synthesis. Students will be asked to do the following: 1. Two to three expository essays or genre-specific writing; 2. A research essay of 1200 to 1500 words for which library resources and appropriate documentation format are used; 3. Responses to college-level readings, both fiction and non-fiction. 4. Written exercises to improve specific aspects of writing, such as thesis invention, organizational strategies, development techniques, research exercises, etc. 5. Specific exercises in paraphrasing, summarizing, synthesizing, and annotating 6. Editing for common second language errors such as verb tense, word form, punctuation, etc. 7. Exams and quizzes (2 - 5)

IX. TEXTBOOK(S) AND SUPPLEMENT(S):

Graff, G., Birkenstein, C., and Durst, R. 2021. *They Say, I Say - with Readings* 5th. W. W. Norton & Company ISBN: 978-0393538731.

Kiszner, L. and Mandell, S. 2020. *Patterns for College Writing: A Rhetorical Reader and Guide* 15th. Bedford/St. Martin's ISBN: 978-1319243791.

Harrop, J. 2018. *The Simple Math of Writing Well - Writing for the 21st Century* OER. ISBN: 9780999829202.

Fisch, A. Leininger, L.A., Egle, B. *College Composition 1* Lumen Learning ISBN: OER .

Appearance Publishers [MLA 9 Simplified: Easy Way Guide to MLA Handbook: Updated for the MLA 9th Edition Handbook \(Student Citation Styles\)](#), Appearance Publishers , 00-17-2021

(OER) English Composition I Corequisite - Lumen Learning

(OER) English 101: Rhetoric and Composition - <http://www.oercommons.org/courses/engl-101-rhetoric-composition-by-bay-college/view>

Jhumpa Lahiri. *The Namesake*. Mariner Books, 2004.

Lorrie Moore and Heidi Pitlor. *One Hundred Years of the Best American Short Stories*. Houghton Mifflin Harcourt, 2015.

Rebecca Skloot. *The Immortal Life of Henrietta Lacks*. 2nd Broadway, 2011.

T.C. Boyle. *The Tortilla Curtain*. Penguin Books,

X. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Critically read, analyze and summarize college-level texts (ILO 1, ILO 2);
2. Compose texts for a wide range of situations, both academic and professional, which demonstrate critical thinking, effective structure and development, and clarity of language (ILO 1, ILO 2);
3. Assess the credibility of online and print sources, and integrate them into writing through effective paraphrase and quotation using MLA citation formatting standards (ILO 1, ILO 2, ILO 4).

XI. ADDENDUM

Distance Education Addendum

Delivery Method:

Online Hybrid (51% or more of course is held on-campus)

Online/Web-based

Contact Types and Frequency:

This course complies with the [IVC Regular Effective and Substantive Contact Guidelines](#) by providing the following contact types:

Orientation at start of course - Orientation will be offered to the students at the beginning of the course through a module designed specifically for this purpose.

Announcements/Bulletin Boards - At least once a week or more often as necessary to facilitate communication, instructions, etc.

Discussion Boards - Used on a regular basis throughout the course: weekly or bi-weekly as necessary.
Email Communication - Used by both students and professors on a weekly basis throughout the course.
Telephone conversations - As necessary to assist students.
Office hours - Weekly, as per contract.
Scheduled Face-to-Face Meetings - For hybrid courses, the class will meet on a weekly basis throughout the term.
Virtual Office Hours - Weekly to provide additional access to students.
Feedback on Assessments - Weekly to provide students information on their progress in the course as well as to provide students will additional resources for learning.

This course complies with the American's with Disabilities Act Section 508 as described in the [IVC Distance Education Handbook](#)

Generated on: 12/9/2022 4:37:18 PM