



ANTELOPE VALLEY COLLEGE

Academic Affairs Course Outline of Record

Approval Dates

COR: 04/24/2014

SLO: 03/24/2014

- **COURSE SUBJECT & NUMBER:** ENGL 101SL
- **COURSE NAME:** *Academic Composition for ESL
- **COURSE UNITS:** 3
- **COURSE HOURS:** Lecture: 3.00 hours weekly (54 Hours Total)
- **COURSE REQUISITES:** (Follow format of similar courses found in the college catalog.)

Prerequisite: Completion of ESL 099

- **COURSE DESCRIPTION:** (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).

This course is designed to promote standard college-level writing as measured by audience awareness, thesis, essay development, structure, organization, word choice, grammatical control, and rigorous attention to academic formats, conventions, and expectations. Readings and assignments encourage and facilitate the use of critical thinking skills, textual analysis, rhetorical strategies, and research methodologies, and prepare students for academic coursework across the disciplines and in transfer institutions. NOTE: This course is designed for ESL students. (CSU, AVC)

- **COURSE OBJECTIVES:** (Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)

Upon completion of course, the successful student will be able to

1. Write an argumentative or persuasive essay.
2. Compose thesis statements that engage a college-level audience.
3. Identify and create both explicit and implicit thesis statements.
4. Support and develop a thesis with relevant and engaging exposition.
5. Organize and structure an essay with logic, clarity, and attention to flow.
6. Compose an essay with demonstrated attention to diction, syntax, and grammatical control.
7. Identify and employ rhetorical strategies designed to engage and sway an audience.
8. Read, comprehend, analyze and evaluate model essays and a major text.
9. Distinguish summary from critical analysis and be able to compose both.
10. Write a proficient essay in a timed setting.
11. Locate and evaluate relevant critical sources for essay and research assignments.
12. Incorporate and apply outside critical voices, via quotations and paraphrases, correctly and effectively.
13. Compose cited essays and a research paper according to MLA guidelines.
14. Understand and comply with all rules prohibiting plagiarism.
15. Adhere to the conventions and expectations of academic writing.

- **COURSE CONTENT:**

I. The Argumentative / Persuasive Essay

- A. Argument and critical thinking
- B. Conceptualizing audience
- C. Working with claims
- D. Constructing and supporting

- II. The Writing Process
 - A. Invention
 - B. Drafting
 - C. Thesis
 - D. Essay development
 - 1. Using relevant examples
 - 2. Developing details
 - E. Structure
 - 1. Introduction
 - 2. Body
 - 3. Conclusion
 - F. Organization
 - 1. Using logic and clarity
 - 2. Using transitions
 - 3. Avoiding simplicity
 - G. Choosing a title
 - H. Essay evaluation
 - I. Revision versus editing
 - J. Proofreading
- III. Writing Style
 - A. Variation in sentence length, style, and structure
 - B. Precise diction
 - C. Parallel structure
 - D. Active verbs
 - E. Tone / emphasis
 - F. Rhetorical choices
- IV. Active Reading and Textual Analysis
 - A. Preparation
 - B. Understanding contexts and genres
 - C. Patterns of organization
 - D. Distinguishing facts from opinions
 - E. Responding to texts
 - 1. Taking notes
 - 2. Highlighting / quoting
 - 3. Critical discussion
 - F. Vocabulary
 - 1. Using a dictionary
 - 2. Reading in context
 - 3. Denotation and connotation
 - G. Understanding theme and thesis
 - H. Figurative Language
 - I. Understanding style / rhetorical choices
- V. The In-Class Essay and Essay Exam
 - A. Preparation
 - B. Reading and understanding instructions
 - C. Planning and notation
 - D. Developing organized and distinct paragraphs
 - E. Managing time
 - F. Proofreading
- VI. The Research Process
 - A. Selecting a topic and developing a thesis

- B. Locating relevant sources
 - 1. Using an online library index
 - 2. Using the Internet
 - 3. Using the library
 - a. reference area
 - b. book collection
 - c. circulation/reserve desk
- C. Taking notes
- D. Evaluating sources
- E. Organizing notes in an outline
- F. Incorporating paraphrases, summaries, and quotations
- G. MLA documentation
 - 1. Textual citation
 - 2. Works Cited list
- H. Understanding and avoiding plagiarism
- VII. Academic Conventions and Expectations
 - A. Typed essay presentation
 - B. Standard text font and size
 - C. Headers and title
 - D. Spacing and margins
 - E. Pagination
 - F. Indentation
 - G. Quotations
 - 1. Punctuation
 - 2. In-text and block quotation formats
 - 3. Documentation guidelines
 - H. Joining and valuing a community of academic voices

o **TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

- 1. Readings of short texts—essays, journalism, fiction, speeches—to serve as models of genre, structure, syntax, tone, and rhetorical style, and to provide material for textual analysis, are assigned regularly.
- 2. At least one book (nonfiction or fiction), minimum length 60,000 words, is required reading for each student.
- 3. Periodic reading assignments from a required writing handbook act as a supplement to lectures.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

- 1. Each student will write at least 8,000 words throughout all compositional tasks (ungraded as well as graded); at least 4,000 words are to be part of five required and graded writing assignments, primarily critical essays and research papers.
- 2. Two of the assigned essays must require MLA documentation.
- 3. Two essays must be written in the classroom under a time limit.
- 4. At least one of the assigned essays must be a textual analysis paper.
- 5. At least one of the essays must be a research paper, minimum length of 1,000 words.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional weekly assignments may include oral presentations, MLA documentation exercises, and sentence and grammar review exercises. Brief assignments in the practice of library research skills,

including online tutorials, may also be given.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Writing Assignments: 4

Computational

Assignments: 0

Other Assignments: 2

- **METHODS OF INSTRUCTION: (Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)**
 - Instructor led Discussion
 - Lecture
 - Other: Lectures covering assigned texts and coursework. Instructor-facilitated small group discussions, collaborative learning, and peer review workshops. Individual instruction, conferencing, and evaluation of student work. Audio/visual presentations. Modeling and demonstrations of written work.
- **METHODS OF EVALUATION: (These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)**
 1. Compose college-level essays as measured by the criteria on the standard ENGL 101 rubric: audience awareness, thesis, development, organizational structure, word choice/grammatical correctness, and academic conventions. (Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
 2. Rigorously analyze and evaluate texts. (Objectives: 7, 8, 9)
 3. Appropriately document essays incorporating outside research and show mastery of academic citation guidelines as demonstrated on a required MLA exam developed by discipline faculty. (Objectives: 11, 12, 13, 14, 15)
- **SUGGESTED TEXTS OR OTHER INSTRUCTIONAL MATERIALS**
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
 - Ede, Lisa (2011). *The Academic Writer: A Brief Guide* (2nd/e). Boston Bedford/St. Martin's.
 - Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters (2013). *Everything's an Argument with Readings* (6th/e). Boston Bedford/St. Martin's.
 - Greene, Stuart and April Lidinsky (2012). *From Inquiry to Academic Writing: A Practical Guide* (2nd/e). Boston Bedford/St. Martin's.
 - Hacker, Diana (2012). *A Pocket Style Manual* (6th/e). Boston Bedford/St. Martin's.
 - Maasik, Sonia and Jack Solomon (2012). *Signs of Life in the USA: Readings on Popular Culture for Writers* (6th/e). Boston Bedford/St. Martin's.
 - Hacker, Diana (2011). *A Writer's Reference* (7th/e). Boston Bedford/St. Martin's.