

## **COURSE OUTLINE**

### **ESL 143**

#### **SECTION I**

**SUBJECT AREA AND COURSE NUMBER:** ESL 143

**COURSE TITLE:** Writing and Reading - High-Intermediate IV

**COURSE CATALOG DESCRIPTION:** ESL\* 143 is a high-intermediate course in intensive writing skills for non-native speakers of English. The focus is on reading and writing for academic contexts with emphasis on the writing process, sentence structure and mechanics of effective writing within the framework of compositions. Formerly listed as ENG 016, not open to students who have successfully completed ENG 016. Corequisite: ESL\* 147A. Prerequisite: ESL placement examination or successful completion of ESL\* 023.

**LECTURE HOURS PER WEEK:** 3

**CREDIT HOURS:** 3

**LAB HOURS PER WEEK:** As specified by instructor.

#### **SECTION II**

**SCOPE:** Students in English 143 will learn and practice the steps of the writing process (invention, organization, development and revision) in paragraphs and essays. Many of the writing tasks will be related to the readings discussed in English 147A as well as readings for English 143. Grammar discussions will be related to problems students encounter in their compositions.

**REQUIRED WORK:** Work for English 143 is to be completed both in class and at home. Students must be timely in completing all homework assignments. Each student will complete double-entry journals, draft and revise paragraphs and essays, and submit in-class writings. For more details, see class syllabus.

**ATTENDANCE AND PARTICIPATION:** Since classroom work is an important part of the course, students who are absent, tardy, or inconsistent in completing homework assignments may impede their own progress. Students are responsible for consulting with the instructor about completing any missed work. Students with more than three absences may be asked to withdraw. Students may be asked to confer with the teacher during arranged conference times. In addition, teachers are available for individual consultation during scheduled office hours.

**METHODS OF INSTRUCTION:** Methods of Instruction may include lecture, discussions, journal writing, small group and pair work, and video tasks. For more details, see class syllabus.

**OBJECTIVES, OUTCOMES, AND ASSESSMENT METHODS:** The objectives and outcomes below represent the ESL Program's core requirements for student achievement.

<b>LEARNING OBJECTIVES</b>	<b>ESL 143 LEARNING OUTCOMES</b>	<b>ASSESSMENT METHODS</b>
<b>To demonstrate an understanding of</b>	<b>Student will</b>	<b>As measured by</b>
1. Class and college participation	<ul style="list-style-type: none"> <li>a) attend regularly and on time</li> <li>b) complete individual and classroom projects</li> <li>c) take responsibility for knowing, completing, and (when necessary) making up assignments</li> <li>d) format and revise papers on a word processor</li> <li>e) explore library and academic technology resources</li> <li>f) utilize support services beyond classroom</li> </ul>	<ul style="list-style-type: none"> <li>• attendance records (class and lab)</li> <li>• class records</li> <li>• assignment records</li> <li>• group work</li> </ul>
2. Language elements	<ul style="list-style-type: none"> <li>a) demonstrate correct use and control of sentence patterns applying grammar from the Level 3 Grammar Guidelines and readings</li> <li>b) identify and address his/her most serious language problems</li> <li>c) Build vocabulary base</li> </ul>	<ul style="list-style-type: none"> <li>• drafts, revisions</li> <li>• tests</li> <li>• sentence structure practice</li> <li>• vocabulary exercises</li> <li>• error logs</li> </ul>
3. Extensive and intensive reading skills	<ul style="list-style-type: none"> <li>a) identify main ideas and distinguish supporting details in readings</li> <li>b) read without the continual aid of a dictionary</li> <li>c) respond in writing to readings and other sources of information</li> <li>d) paraphrase ideas from to readings and other sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• comprehension activities</li> <li>• book summaries</li> <li>• reading journals</li> <li>• tests</li> <li>• group discussions</li> </ul>
4. Fully developed compositions	<ul style="list-style-type: none"> <li>a) apply the writing process</li> <li>b) write paragraphs in various rhetorical modes</li> <li>c) use techniques to signal organizational intent and create unity and coherence</li> <li>d) organize paragraphs into essay form and clearly state topic or theme</li> <li>e) focus on central topic</li> <li>f) format and revise papers on word processor</li> </ul>	<ul style="list-style-type: none"> <li>• revisions</li> <li>• notes showing prewriting</li> <li>• minimum of 2 free-standing paragraphs in different modes</li> <li>• essays incorporating standard elements and organization</li> </ul>
5. Cross cultural dynamics	<ul style="list-style-type: none"> <li>a) cooperate in group work</li> <li>b) participate in classroom discussion</li> <li>c) raise and respond to questions about current and historical events, civics, geography and perceived cultural differences</li> <li>d) demonstrate an understanding of American culture and society</li> </ul>	<ul style="list-style-type: none"> <li>• class records</li> <li>• informal observation</li> <li>• participation in group activities</li> </ul>

**TEXTS AND MATERIALS:** See syllabus for individual sections.

**INFORMATION TECHNOLOGY:** Students are expected to use language lab to supplement classroom instruction.