



ANTELOPE VALLEY COLLEGE

## Academic Affairs Course Outline of Record

Approval Dates  
COR: 04/10/2014  
SLO: 03/10/2014

- o **COURSE SUBJECT & NUMBER:** ESL 099
- o **COURSE NAME:** Advanced Composition
- o **COURSE UNITS:** 4
- o **COURSE HOURS:** Lecture: 4.00 hours weekly (72 Hours Total)
- o **COURSE REQUISITES: (Follow format of similar courses found in the college catalog.)**

Prerequisite: Eligibility for ENGL 099 , Completion of ESL 058

- o **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 Level 6 ESL writing course prepares students for ESL 101 (Academic Composition) by focusing on techniques for producing clear and developed persuasive writing that demonstrates a critical awareness of audience. Emphasis is placed on the writing and revision process, thesis construction, paragraph organization and development, sentence variety, and grammatical control. Included is an introduction to MLA format and documentation and a limited introduction to academic research. NOTE: No letter grade will be given for this course; students will receive "pass" or "no pass". (Credit course not applicable to the associate degree and certificate programs.)

- o **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. \*Produce a portfolio of revised and impromptu essays that illustrates a range of analysis and argument.
2. \*Engage in writing as a process, utilizing separate stages that necessitate evaluation, revision, and editing of composition assignments.
3. \*Compose and revise thesis-driven, structurally sound persuasive essays (3-4 pages each).
4. \*Compose in-class essays in response to impromptu topics under timed conditions.
5. \*Identify and use tone, style, stylistic devices, and writerly voice.
6. \*Read, discuss, and analyze essays by professional writers and/or literary works (short stories, novels, poetry, drama).
7. \*Work collaboratively on analyzing, evaluating, and revising student essays.
8. \*Proofread and edit one's own work.
9. \*Incorporate quotations into essays and compose a Works Cited page using MLA format.
10. \*Conduct limited academic research.
11. \*Understand and avoid plagiarism.
12. Conceptualize, and direct writing to, an audience of diverse readers.

- o **COURSE CONTENT:**

- I. Attention to Audience
  - A. Engaging Readers
  - B. Persuading Readers
- II. The Writing Situation and Process
  - A. Out-of-class versus In-class Writing
  - B. Invention Techniques
  - C. Drafting and Revising

- D. Editing and Proofreading
- III. Structure of the Essay
  - A. Thesis (explicit and implicit)
  - B. Introductions and Conclusions
  - C. Paragraph Development
  - D. Organizational Strategies
  - E. Convincing Evidence and Support
  - F. Incorporating Quotations
- IV. Sentence Structure, Variety, and Style
  - A. Compound and Complex Sentences
  - B. Parallelism
  - C. Modification
  - D. Figurative Language
  - E. Crafting a Writerly Voice
- V. Grammar and Mechanics
  - A. Punctuation Use
  - B. Sentence Boundary Choices
    - 1. Fragments (intentional and unintentional)
    - 2. Comma Splices
    - 3. Run-on Sentences
  - C. Shifts in Person and Number
  - D. Shifts in Syntax
  - E. Grammatically Correct Use of Quotation
- VI. Analytical Reading
  - A. Essays by Professional Writers
  - B. Student Essays
  - C. Literary Texts
- VII. Introduction to Research Methodologies and MLA Format
  - A. Searching for Source Material
  - B. Use of Quotations
  - C. Use of Parenthetical Citations
  - D. Works Cited Page
  - E. Crediting Authors and Avoiding Plagiarism

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:**

Weekly readings may include essays by professional and/or student writers for the purposes of analyzing writing techniques and generating writing topics, as well as selections from assigned non-fictional (e.g., research articles, news stories, biographies) and fictional texts (e.g., short stories, novels, poetry, drama), including a required writing handbook.

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

Students will write at least 5,000 words, with the following guidelines in mind:

1. Each student must write a minimum of three revised essays (3-4 pages each).
2. Each student must compose a minimum of four impromptu essays written in class under a time limit.
3. All of the papers must be thesis-driven persuasive essays.
4. At least one of the papers must be a textual analysis essay.
5. At least one of the papers must incorporate outside sources.

**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:

N/A

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: 5

Computational

Assignments: 0

Other Assignments: 0

- **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.)
  - Individualized Instruction
  - Instructor led Discussion
  - Lecture
  - Observation and Demonstration
  - Other: Instructor-facilitated small group discussions, collaborative learning, whole-class editing, peer review, conferencing, evaluation of student work, and audio/visual presentations
- **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. Writing assignments and testing situations will demonstrate the students' ability to compose proficient essays which demonstrate audience awareness, thesis, support, organization, grammatical control, and academic conventions. (Objectives: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12)
  2. Writing assignments, testing situations, class discussions, group work, and presentations will demonstrate the students' ability to analyze and evaluate texts. (Objectives: 5, 6)
  3. Writing assignments will demonstrate the students' ability to appropriately format and document essays using MLA guidelines and incorporating limited outside research. (Objectives: 9, 10)
- **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.)
  - Mims, Joan T. (2009). *Mirror on America: Essays and Images from Popular Culture* (4th/e). Boston Bedford/St. Martin's.
  - Hacker, Diana (2010). *Rules for Writers with 2009 MLA Update* (6th/e). Boston Bedford/St. Martin's.
  - Bacon, Nora (2009). *The Well-Crafted Sentence: A Writer's Guid to Style* Boston Bedford/St. Martin's.