



## ESL 0451

**Division:** Humanities

**Department:** ESL

**Course:** ESL 0451

**Title:** Level 2 Composition

**Catalog Description:**

This writing course focuses on the development of well written paragraphs. Students are introduced to the role of American thought patterns as they relate to writing in English, and students participate in the writing process based on that knowledge. Students learn to recognize and produce a topic sentence with a clearly stated topic and controlling idea. Students also learn how to support that idea without deviating from it. Students learn to write detail sentences which make their paragraphs more interesting and informative. In addition, students learn to conclude their paragraphs by writing concluding sentences. Students will write paragraphs using a variety of rhetorical patterns. Instruction is also given in grammatical structures which are found in well written English sentences.

**General Education Requirements:** N/A

**Semesters Offered:** Fall, Spring, Summer, Fall 1, Fall 2, Spring 1, Spring 2

**Credit/Time Requirement:** Credit: 1; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** Successful completion of ESL 0251 or placement through the department's English Placement Exam.

**Justification:**

The intensive English as a Second Language program at Snow College is a four-level program. This course is a core course for Level 2. It teaches students basic paragraph development which will allow them to successfully enter the Level 3 composition course where they will be learning to combine paragraphs to write essays. It is a prerequisite for entry into Levels 3 and 4 at Snow College.

**Student Learning Outcomes:**

Upon successful completion of this course, students will:

- understand the American way of writing
- develop and improve their ability in writing well developed English paragraphs with clear topic sentences
- learn to use strong support, interesting and informative detail, and polished conclusions
- prepare for further course work at the Level 3 composition level
- develop their own ability to write in English by keeping journals and participating in other personalized writing assignments.

**Content:**

This course will include:

- a number of activities utilized in the course to help students learn how to write well developed, cohesive and coherent paragraphs
- homework assignments, in class writing activities and textbook exercises, out of class writing activities and other assignments designed to improve student's ability to write well developed paragraphs
- students will keep a journal and do paragraph writing assignments with editing and revision.

### **General Education Outcomes:**

2) Write clearly, informatively, and persuasively.

Through in class writing activities and homework assignments, students learn American English style writing which is direct and different from their native writing styles. Students will write paragraphs that have a topic sentence, solid, detailed support sentences, and a concluding sentence.

3) Speak effectively in a variety of contexts.

Students discuss and share their written works with other members of the class for feedback and critical input.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Through songs, videos, and newspapers, students will see and hear how grammar works in English and be able to use grammar correctly in their communication.

### **Key Performance Indicators:**

Students will demonstrate proficiency through weekly writing assignments, homework assignments, journal writings, quizzes and tests. In order to pass the course, students must demonstrate a B mastery of course materials. Students who earn a grade below B will be required to repeat the course.

### **Representative Text and/or Supplies:**

- Frydenberg and Boardman, *Writing to Communicate*, current edition, Addison-Wesley Publishing Co.

**Optimum Class Size:** 10

**Maximum Class Size:** 20

**Signatures:**

I hereby submit this course syllabus:

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Diane Ogden, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the ESL Department:

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Diane Ogden, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)