



ESL 1051

Division: Humanities

Department: ESL

Course: ESL 1051

Title: Level 3 Composition

Catalog Description:

This course focuses on the development of well-written essays. Students will develop English writing skills by writing five-paragraph essays in at least four modal styles in preparation for English 1010. Non-native speakers of English must complete this course, score a 4 or higher on the Test of Written English (TWE), or take a written exam(graded by ESL department faculty members) before they can register for ENGL 1010 (see the Snow College catalog for more detailed information).

General Education Requirements: N/A

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

Credit/Time Requirement: Credit: 1.5; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: Successful completion of ESL 0451 or through the department

Justification:

The ESL Department at Snow College houses the intensive ESL program which is accredited through the American Association of Intensive English Programs (AAIEP).

The program provides instruction for students at Levels 1, 2, 3, and 4 (elementary through exiting levels). This course is part of the core curriculum for Level 3. Non-native speakers of English must complete this course, score a 4 or higher on the Test of Written English (TWE), or take a written exam (graded by ESL department faculty members) before they can register for ENGL 1010 (see the Snow College catalog for more detailed information).

Student Learning Outcomes:

Upon successful completion of this course, students will understand and utilize the following elements of the writing process: brainstorming,organizing, outlining, drafting, peer editing, proofreading, andrevising. They will be able to produce all parts of a comprehensive five-paragraph essay: introduction, body, and conclusion.They will be able to write and understand the function of narrative, compare and contrast, persuasion, and process essays.

Content:

Students will review and practice the organizational rules for formal writing which include limiting the topic sentence with the controlling idea, writing logical and coherent supporting sentences, and using transitions

assignments in the following modes of development: process, compare and contrast, persuasion, and narrative.

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

Through in-class writing activities and homework assignments, students learn American English style writing which may be significantly different from their native writing styles. Students will write four to six essays during the course and receive instructor feedback.

Key Performance Indicators:

At the instructor's discretion the following criteria will be used for the purpose of assessment.

Attendance	20-25%
Homework	20-25%
Quizzes	15-20%
Tests	15-20%
Essay assignments	20-25%

Percentages are approximate. In order to pass the course, students must demonstrate a B (85%) mastery of course materials. Students who earn a grade below a B will be required to repeat the course.

Representative Text and/or Supplies:

- Folsie, Muchmore-Vokoun, and Solomon, *WriGreat Essays*, current edition, Heinle, Cengage Learning.

Optimum Class Size: 10

Maximum Class Size: 20

Signatures:

I hereby submit this course syllabus:

Diane Ogden, MA, Associate Professor

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

Diane Ogden, MA, Associate Professor, Chair

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

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:

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

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)