



ESL 1051

Division: Humanities

Department: ESL

Course: ESL 1051

Title: Level 3 Composition

Catalog Description:

This course is a continuation of ESL 0451, with an emphasis on developing the writing skills learned in ESL 0451 and expanding these skills to writing essays. Students will work on writing connected discourse and will be introduced to various styles of English essays in preparation for English 1010.

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: ESL 0451 or a score on the English Placement Test which places the student at Level 3.

Justification:

The ESL Department at Snow College houses the intensive ESL program. The four level program provides instruction for students at Levels 1, 2, 3, and 4 (elementary through exiting levels). This course is a core course for Level 3. This class or a 4 or better on the TEST of Written English (TWE) is a prerequisite for the non-native English speaker before taking ENGL 1010.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

- expand paragraph writing skills to the essay level using several styles such as:
 - descriptive
 - narrative
 - process
 - cause and effect
 - comparison and contrast
 - categorization
- write a basic five paragraph essay (introductory, three support, and concluding) using examples, details, facts and statistics, and anecdotes
- edit for grammar and spelling errors as well as organizational mistakes
- produce a typed product on the computer.

Content:

- Students will begin the semester with a lesson on using the computers in the writing lab. All essays

handed in during the semester are to be typed, double-spaced in the proper MLA format.

- Students will also review and practice the organizational rules for writing paragraphs. This includes:
 - working on limiting the topic sentence with the controlling idea, and identifying irrelevant sentences
 - writing logical and coherent supporting sentences using
 - examples
 - details
 - anecdotes
 - facts and statistics
 - ending the paragraph with a sentence that concludes or summarizes the topic.
- The student will expand to the essay using:
 - an introductory paragraph with thesis statement
 - supporting concrete paragraphs using
 - anecdotes
 - specific examples and details
 - facts and statistics
 - a concluding/summarizing paragraph which is relevant to the thesis statement.
- The students will study and write several styles of essays which will include
 - descriptive and narrative
 - process and chronological
 - categorization
 - comparison and contrast
 - cause and effect.
- While studying the styles of essays the students will also practice using transitions and linking words, phrases and clauses.

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 six essays during the course.

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.

Key Performance Indicators:

- Students' grades will be based on written essays, examinations, homework exercises, and class participation including in class free writes. 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.

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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)