

# ENGL R100E: WRITING SUPPORT FOR INTERMEDIATE COMPOSITION: ESL EMPHASIS

**Originator**

ecaruth

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**College**

Oxnard College

**Discipline (CB01A)**

ENGL - English

**Course Number (CB01B)**

R100E

**Course Title (CB02)**

Writing Support for Intermediate Composition: ESL Emphasis

**Banner/Short Title**

Writing Support for ENGL R100

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This co-requisite course provides additional skills and support instruction for students enrolled in ENGL R100 Intermediate Composition: ESL Emphasis. The course will help students hone their writing skills and concentrate on elements of sentence review and construction as well as paragraphing, essay writing, and an introduction to research. Course is offered Pass/No Pass (P/NP) only.

**Taxonomy of Programs (TOP) Code (CB03)**

1501.00 - English

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

S - Course is a support course

**Field trips**

May be required

**Grading method**

Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

35

**Maximum Contact/In-Class Lecture Hours**

35

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

35

**Total Maximum Contact/In-Class Hours**

35

## Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

## Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

70

Maximum Outside-of-Class Hours

70

## Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Corequisites

ENGL R100

## Requisite Justification

Requisite Type

Corequisite

Requisite

ENGL R100

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

## Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- |   |  |
|---|--|
| 1 | Students will be able to write a successful thesis statement in an introductory paragraph. |
| 2 | Students will be able to organize a well-developed paragraph with a topic sentence.        |

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

- |   |  |
|---|--|
| 1 | Write unified and coherent paragraphs.   |
| 2 | Write clear thesis statements.   |
| 3 | Write unified and coherent short essays.   |
| 4 | Understand the basics of research, avoiding plagiarism, and using MLA documentation. |

- |   |  |
|---|--|
| 5 | Evaluate sources, both researched and provided in the context of class, and develop evaluative, interpretive, and applicable reading skills as necessary and relevant for the course.  |
| 6 | Identify, revise, and employ acceptable college-level grammar, syntax, and mechanics in assigned writings including proper use of verb tenses, such as but not limited to future perfect and perfect progressive as well as all forms of the conditional, modals, noun clauses, and tag questions. |

## Course Content

### Lecture/Course Content

1. Review of basic grammar, syntax, and mechanics as deemed necessary and appropriate by the instructor.
2. Review and support for the writing process
  - a. Individual consulting and revising sessions
  - b. Writing Center visits may be required
3. Review and support for paragraph principles
4. Review and support of the expository essay
5. Review and support of the thesis statement with additional review and support of unity, coherence, and organization
6. Review and support of such rhetorical modes as:
  - a. Description
  - b. Narration
  - c. Illustration
  - d. Process
  - e. Definition
  - f. Comparison and Contrast
  - g. Classification
  - h. Cause and Effect
  - i. Persuasion
7. Review and support of revising and editing techniques
8. Review and support of an introduction to writing with resources
  - a. Review of avoiding plagiarism
  - b. Review of using MLA Documentation
  - c. Review of library resources
  - d. Review of evaluating sources
9. Cultural Considerations
  - a. Meanings of words and expressions and bases of humor that are related to specific cultures.
  - b. Intercultural Communication
10. Pronunciation
  - a. Vowel Sounds
  - b. Consistent blends
  - c. Spelling issues emanating from the historical evolution of English
11. Review and support of vocabulary development
  - a. Use of context clues
  - b. Word analysis
  - c. Idioms and phrasal verbs
12. Reading Comprehension techniques for the ESL learner
  - a. Understanding metaphors
  - b. Inferential comprehension
  - c. Annotating

### Laboratory or Activity Content

None.

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Group projects  
Individual projects  
Journals  
Quizzes  
Reports/papers

## **Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Demonstrations  
Group discussions  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

**Describe specific examples of the methods the instructor will use:**

1. The instructor will lead small group projects in class.
2. The instructor will guide students in short written assignments relating to the parent class.
3. The instructor will assign journals to help students practice writing and develop ideas.
4. Students will engage in discussion with the class and/or small groups.
5. The instructor will guide and focus students' learning basic skills and how to apply those skills to their writing.
6. Students will engage in reading lessons that hone reading skills and focus on annotation and comprehension as well as interpretation and application of readings to other written assignments, small group work, or class discussions.

## **Representative Course Assignments**

### **Writing Assignments**

1. Syntax review as necessary and appropriate such as sentence writing exercises.
2. Grammar review as necessary and appropriate such as grammar exercises or quizzes.
3. Mechanics review as necessary and appropriate such as punctuation exercises.
4. Paragraph review as necessary and appropriate such as topic sentence exercises.
5. Short essay review as necessary and appropriate such as essay organization workshops.
6. Revision fundamentals review as necessary and appropriate such as peer editing workshops.

### **Critical Thinking Assignments**

1. Participate in class and small group discussion on various topics relating to assigned reading and writing assignments.
2. Students will learn self-direction and self-motivation through various skills building assignments, both individually and within team or small groups.

### **Reading Assignments**

1. Assigned readings from the book or other sources as deemed necessary and appropriate by the instructor
2. Reading authentic materials in small groups as necessary and appropriate
  - a. Identifying relevancy of information to the purpose
  - b. Drawing conclusions based on specific details
  - c. Scanning information from charts and/or graphs

### **Other assignments (if applicable)**

1. Listening to a speech or film as necessary and appropriate
  - a. Summarizing the plot or main ideas as well as relevant, specific details
  - b. Identification of bias
  - c. Comments on the accuracy of the information
2. Students will prepare and deliver a well-organized oral presentation in which they
  - a. Present information with supporting details and examples
  - b. Use verbal connections and transitions to move from one point to another
  - c. Present information in a logical sequence

## **Outside Assignments**

### **Representative Outside Assignments**

1. Supplemental reading beyond assigned texts.
2. Written assignments.
3. Outside of class group work.
4. Internet inquiry activities such as locating reliable websites to use in research.
5. Completion of online quizzes and other homework assignments.
6. Watching instructional videos such as those created by the instructor or TED Talks.
7. Skills-based exercises to reinforce basic skills, such as worksheets or other similar exercises.
8. Use of library databases to prepare for research in this and other classes.

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Fawcett, Susan (2018). *Evergreen: A Guide to Writing with Readings* (11th). Cengage.**Resource Type**

Software

**Description**

MindTap. Cengage.

Library Resources

Assignments requiring library resources

As appropriate and necessary.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research techniques and an introduction to the online databases.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.



**Video Conferencing**

Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**100% online Modality:****Method of Instruction****Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)

Instructor will respond to students' written assignments.

Asynchronous Dialog (e.g., discussion board)

Students will interact with each other via discussion postings on directed topics.

Synchronous Dialog (e.g., online chat)

Online chat or messaging.

Other DE (e.g., recorded lectures)

The instructor will provide instructional videos specific for the class.

Video Conferencing

Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Examinations****Hybrid (1%–50% online) Modality**

Online

On campus

**Hybrid (51%–99% online) Modality**

Online

On campus

**Primary Minimum Qualification**

ENGLISH

**Additional Minimum Qualifications****Minimum Qualifications**

English as a Second Language (ESL)

Reading

**Review and Approval Dates****Department Chair**

08/12/2020

**Dean**

08/13/2020

**Technical Review**

08/26/2020

**Curriculum Committee**

08/26/2020

**Curriculum Committee**

11/25/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000599388

**DOE/accreditation approval date**

MM/DD/YYYY