

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>English as a Second Language</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>ESOL 0341</u>						
<b>COURSE TITLE</b>	<u>Advanced Writing</u>						
<b>COURSE CREDIT HOURS</b>	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">1</td> </tr> <tr> <td style="padding: 2px 10px;">Credits</td> <td style="padding: 2px 10px;">Lec</td> <td style="padding: 2px 10px;">Lab</td> </tr> </table>	3	3	1	Credits	Lec	Lab
3	3	1					
Credits	Lec	Lab					

### I. Catalog Description

Focuses on strategies and techniques of writing and composition. Open only to non-native speakers. Advanced. A grade of “C” or better is required in this course. May not be counted toward graduation requirements. **Prerequisite: Assessment of English language proficiency or ESOL 0317. (3:1). Lab fee.**

### II. Course Objectives

Since this class is designed to prepare non-native speakers of English for academic courses, students are expected to use English in class at an appropriate level. Writing, reading, grammar, and listening and speaking activities will be incorporated throughout the course.

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

- A. Understand the role of purpose and audience in an essay and apply this in writing.
- B. Use different types of graphic organizers that support the purpose and audience for the writing assignment.
- C. Write four to five essays of 500 to 700 words the incorporate the use of:
  1. An introductory paragraph with a clearly stated thesis statement.
  2. Multiple body paragraphs that demonstrate the use of topic sentences, major and minor details, and transition words.
  3. A well-developed concluding paragraph.
  4. Citation of sources in standardized format styles such as MLA and APA where appropriate.
- D. Use a variety of rhetorical patterns such as: description, definition, classification, comparison and contrast, cause and effect, and argumentation as a singular pattern of organization and/or combined pattern of organization to appropriately address the purpose and audience of the essay.
- E. Demonstrate correct written structure, spelling, punctuation, and mechanics.
- F. Edit and revise essays to improve content, organization, style, structure, spelling, punctuation, and mechanics.
- G. Incorporate both peer and instructor feedback in the writing, editing, and revision process.
- H. Analyze model writings and readings to develop critical thinking skills while improving vocabulary and generating ideas to develop original essays.
- I. Follow verbal and written instructions in advanced level English while participating in class discussions and assignments.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students (**at the appropriate level**) will:

1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.
2. Demonstrate ability to use the writing process by generating ideas, drafting, revising, and editing.
3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.
4. Write coherent and cohesive sentences in a variety of common patterns.
5. Recognize and use proper English mechanics.
6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.

### IV. Evaluation

#### A. Placement

Enrollment in ESOL 0341 is determined by placement test score or successful completion of ESOL 0317.

#### B. Assessment

1. Students will demonstrate successful attainment of the course objectives through instructor assigned activities which can include the development of a portfolio, reading logs, writing samples, tests, quizzes, and where appropriate, graded speaking activity.
2. Students must have a class average of 70% or higher in the course to take the Exit Exam and must pass the Exit Exam. If a student does not pass the first Exit Exam, he or she will be given a second similar exam. If a student does not pass the second attempt, the student will receive a D and must repeat the course to advance. A grade of "C" or higher is required to advance to the next level.
3. Students are required to complete all lab activities for this course.

C. It is agreed that a minimum of 60% of the student's grade shall be derived from writing assignments consisting of 6-8 essays of 600-800 words each. The remaining 40% shall be derived from journals, portfolios, summaries, structured practices, tests, and lab work. The lab work cannot exceed 15% of the final grade.

#### Grading Scale

A = 90 - 100%	I = Incomplete
B = 80 - 89%	W = Withdrew or Withdrawn
C = 70 - 79%	
D = 60 - 69%	
F = 0 - 59%	

Note: A grade of C or better is required for advancement to the next course.

#### D. Course Support

Students who need assistance with anything related to the course should consult the instructor.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.