

A: Division: Educational and Student Services

Date: 24 January, 1994.

B: Department: Student Services and Developmental Education

New Course:

Program:

Revision of Course
Information Form:

X

EASL 375

Students of English as a Second Language

Descriptive Title	Semester Credit	Subject & Course No
This is the second level in a four-level series for students who wish to upgrade or their education on their writing in order to continue their education. This course is designed for students who have some common sense and a reasonable listening and speaking skills. This course will mainly provide practice in writing different types of expository paragraphs and short compositions. Students will generate and revise their own compositions and practice editing. This will help students identify their errors.	Summary of Revisions: (Enter date & section) Ed. Section C.F.F. 1988 06 21 B.F.G.H.N.C.P.C.B. 1994 01 04 F.L.L.	Calendar Description: This is a four-level series for students who have some common sense and a reasonable listening and speaking skills. This course will mainly provide practice in writing different types of expository paragraphs and short compositions. Students will generate and revise their own compositions and practice editing. This will help students identify their errors.

G: Type of Instruction: Hours per Week/ per Semester H: Course

Lecture	Hrs.
Laboratory	Hrs.
Seminar	Hrs.
Clinical Experience	Hrs.
Field Experience	Hrs.
Studio	Hrs.
Student Directed Learning	Hrs.
Other	4 Hrs.

EASL 175 and 2A or Instructor Permission
Course Corequisites:

K: Maximum Class Size:

18

Requested:
Granted:

College Credit Non-transfer

Specify Course Equivalents or Designated Credits Appropriately

Assigned by Students (Use Bibliographic Form)

Textbooks and Materials to be Purchased

Applied

Materials will be supplied by the instructor. Students may be required to purchase textbooks or other materials.

Under the Following Headings: O. Course Objectives; P. Course Content; R. Course Evaluation

Complete Form with Entries: Q. Method of Instruction

Within relevant educational, employment, personal and social context, students will:

generate content appropriate for a range of primarily academic writing tasks.

analyze ideas, information, concepts, issues, and arguments, such as cause/effect, comparison/contrast.

2. focus and organization, such as...

than one paragraph. This makes a strong impact on the overall point.

4. write comprehensibly.

P. Course Content

1. Generating content.

- a. Techniques such as brainstorming.
- b. Sources, such as personal experience, human observation, articles, texts.

- 2. Outlining techniques
 - a. Topic selection.
 - b. rhetorical patterns
 - c. rough drafting.
 - d. outlining.

3. a. Paragraph/composition format: introduction, topic sentence, main supporting points, supporting details, transitions, conclusion, etc.

b. Paragraph/composition development: Editing and revising.

- 4. a. Language skills: grammar, sentence structure, punctuation, vocabulary.
- b. Proofreading techniques.

Q. Method of Instruction

participation

The instructor will facilitate, observe and evaluate students' p
in writing activities. Whole and small group activities will

be combined with individual assistance and student directed learning.
Students will participate in the setting of goals by identifying their
communicative and language development needs and will participate

R. Course Evaluation

ation will be used. A student will

A mastery model of on-going eval

reach mastery when s/he has demonstrated through satisfactory completion
of exercises, assignments and other assessments that the course objecti

Where formal tests of specific skills are used, mastery will be defined as

Progress will be monitored on a regular basis by the instructor in
consultation with each student.