



## MASTER COURSE OUTLINE

A. ESLA 0930 Intermediate Writing and Grammar

B. COURSE DESCRIPTION:

This writing and grammar course is designed for non-native speakers of English. Learners will analyze model texts and develop the writing, grammar, and critical thinking skills needed to be successful in college courses. Passing will require an 70% mastery or letter grade C- of learning outcomes. Prerequisites: One of the following must be satisfied to enroll in this course: ESL Accuplacer Reading score of 73 or higher plus an acceptable score on the ESLA faculty-assessed writing sample; TOEFL iBT score of 32 or higher; TOEFL Paper score of 400 or higher; IELTS Academic Module score of Band 3.5 or higher; IELTS General Training Module score of Band 4.5 or higher. This course does not meet distribution requirements and will not count as credits toward graduation. A grade of 70% or letter grade C- or higher is required to enroll in ESLA 0950.

**(5 Cr - 5 lect, 0 lab)**

C. \*\*Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

The Writing Process:

- Generate ideas
- Organize ideas and building a simple plan
- Employ metacognitive skills for organizing ideas within a paragraph, e.g., evaluate the connections between topic sentences and support sentences
- Construct a short introduction paragraph
- Construct elements of paragraphs (e.g., topic sentences) and essays (e.g., intro para)
- Draft, revise and edit compositions

- Employ error-noticing/editing strategies, e.g., reading drafts aloud, end to beginning
- Edit grammar errors perceived to impact text quality most: word order, verb tense, word form, and subject-verb agreement
- Apply appropriate document-formatting conventions
- Access student resources: Word tools, online dictionary, Writing Center

#### Writing Content:

Produce academic compositions (length: work up to two double-spaced, 12 pt. Times New Roman font pages) such as:

- Produce cohesive paragraphs with topic sentences, explanations, examples and details in academic genres including summary, compare/contrast, argument, cause/effect
- Analyze sample college level question prompts; determine appropriate genre to answer, e.g., compare/contrast, cause/effect
- Produce one short essay in preparation for essay writing in ESLA 0950

Language Skills for Paragraph Summaries, for example:

- Identify how the text to be summarized is organized
- Use the convention of simple present (even for events that happened in the past), e.g., “The author argues that...”
- Direct speech with quotations
- Employ common language chunks for stating main ideas, e.g., “In the article, “Title,” Author Name [explains, describes, argues] that... Reported speech
- Employ common language chunks for connecting details to main ideas, e.g., “To illustrate this point, the author shows...”

Language Skills for Compare and Contrast, for example:

- Dependent clause subordinators for comparison /contrast (in spite of, despite, although, even though, though, whereas, while, even if)
- Transition signals for comparison /contrast (correspondingly, similarly, as with..., likewise, both..., unlike..., in contrast, nowadays, on the other hand, however)

Language Skills for Cause and Effect, for example:

- Dependent clause subordinators for cause/effect (because, therefore)
- Within-sentence cause-effect structures (owing to, due to, another reason)
- Transition signals for cause/effect (because of this, as a result of)

Language Skills for Paragraph-Level Argumentation, for example:

- Use modals for expressing opinions, e.g., should, ought to
- Evaluate and use relevant reasons and examples to support a position

Key Language Skills across Genres, for example:

- Word form and related suffixes
- Word order
- Subject-verb agreement
- Verb use, e.g.,
  - Simple aspect with present
    - Verbs followed by infinitive (They plan to go)
    - Verbs followed by gerund (It requires doing... )
  - Simple aspect with past (actions, events, states that are completed)
  - Present perfect with most common verbs in academic writing (been, shown)

- Consistent tense use to create cohesion
- Use of cohesive device signals such as “first, then...”
- Employ cohesive strategies for organizing ideas, e.g., use key words and synonyms

F. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

<u>GOAL</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>**Critical Thinking</u>	analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.	<ol style="list-style-type: none"> <li>1. produce cohesive paragraphs with topic sentences, explanations, examples and details in academic genres including summary, compare/contrast, argument, cause/effect.</li> <li>2. analyze sample college level question prompts; determine appropriate genre to answer, e.g., compare/contrast, cause/effect.</li> <li>3. produce one short essay in preparation for essay writing in ESLA 0950.</li> </ol>
<u>CS</u>	employ steps in the writing process to compose basic compositions.	<ol style="list-style-type: none"> <li>1. generate ideas.</li> <li>2. organize ideas and build a simple plan for two paragraphs.</li> <li>3. draft and revise a short introduction paragraph.</li> <li>4. build a topic sentence for the main paragraph.</li> <li>5. draft and revise the body paragraph using correct structures and transitions.</li> <li>6. draft and revise a conclusion sentence.</li> <li>7. engage in peer-editing and self-editing activities.</li> <li>8. apply appropriate document formatting conventions.</li> </ol>
<u>CS</u>	employ grammatical structures introduced and practiced in coursework.	<ol style="list-style-type: none"> <li>1. use genre-appropriate grammatical structures in written work.</li> <li>2. produce accurate grammatical structures in assignments.</li> <li>3. produce accurate grammatical structures in quizzes and tests.</li> </ol>
<u>CS</u>	apply standard mechanics to all written work.	<ol style="list-style-type: none"> <li>1. use correct capitalization and punctuation.</li> <li>2. correct spelling with Word spellcheck and an online dictionary.</li> </ol>

G. SPECIAL INFORMATION:

This course may require the use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or cassette tape, upon request.

H. COURSE CODING INFORMATION:

Course Code G/Class Maximum 25; Letter Grade

Revision date: 02/09/19; 11/06/20; 02/06/23

AASC Approval date: 02/19/19; 12/15/20; 03/28/23

<b>*Riverland Community College Disciplines</b>	<b>MnTC Goal Number</b>
Communication	1
Natural Sciences	3
Mathematics/Logical Reasoning	4
History and the Social & Behavioral Sciences	5
Humanities and Fine Arts	6

<b>**Riverland Community College Core Themes</b>	<b>MnTC Goal Number</b>
Critical Thinking	2
Human Diversity	7
Global Perspective	8
Ethical and Civic Responsibility	9
People and the Environment	10

\*These five MnTC Goals have been identified as Riverland Community College Disciplines.

\*\* These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.