



MASTER COURSE OUTLINE

A. ESLA 0950 Advanced Writing and Grammar

B. COURSE DESCRIPTION:

This writing and grammar course is designed for non-native speakers of English and fulfills the requirements of ENGL 0950 College Prep English I. 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: Completion of ESLA 0930 with a grade of 70% or letter grade C- or higher. ***Students who earned less than 70% in ESLA 0930 are ineligible to register for ESLA 0950.*** For students who have not completed 0930, prerequisites include any of the following test scores: ESL Accuplacer Reading score of 86 or higher plus an acceptable score on the ESLA faculty-assessed writing sample; TOEFL iBT score of 40 or higher; TOEFL Paper score of 433 or higher; IELTS Academic Module score of Band 4.0 or higher; IELTS General Training Module score of Band 5.0 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 ENGL 0960.
(3 Cr- 3 lect, 0 lab)

C. **Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES

This course addressed 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:

This course is designed to support multilingual learners for whom English is an additional language in the linguistic skills needed to compose short, coherent essays in English. This class may be paired with a co-requisite course such as ENGL 0960 English College Prep II. Writing and grammar skills covered in this course will be taught just in time, as needed to support assignments in college classes and may include:

- Steps in the writing process including drafting, revising and editing

- Accessing academic resources such as the Writing Center
- Analyzing sample essays for structure and language choices
- Employ cohesive strategies for organizing ideas, e.g., use key words and synonyms
- Use appropriate academic English grammatical structures for short essays, e.g.,
 - Use common language chunks for stating main ideas, e.g., “In the article, “Title,” Author Name [explains, describes, argues] that...”
 - Use appropriate transition signals, e.g., “similarly,” “in contrast,” “however.”
- Address common grammatical challenges such as word order, verb use, subject-verb agreement

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.	1. Write clear, coherent short essays in response to reading selections.
<u>CS</u>	employ steps in the writing process to compose academic essays.	1. Compose short essays that demonstrate steps of the writing process from generating ideas to a final paper.
<u>CS</u>	employ grammatical structures introduced and practiced in coursework.	1. Use a variety of genre-appropriate grammatical structures in short essays.
<u>CS</u>	utilize standard tools of academic writing including dictionary, online dictionary, thesaurus, Internet search terms, library online databases, and books.	1. As needed for short essays, demonstrate research skills by using computer and library resources to gather relevant and authoritative information.
<u>CS</u>	proofread written work for mechanics.	1. use standard punctuation in all written work and citations. 2. use correct spelling and word forms in all written work. 3. identify and correct most significant grammatical errors.

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 their instructor or the Student Success Center 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; Grade Methodology: Letter.

Revision date: 2/9/19; 11/6/20; 1/28/22
 AASC Approval date: 2/19/19; 12/15/20; 3/22/22

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

**Riverland Community College Core Themes	MnTC Goal Number
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.