



ESL 392 - Writing and Developing a School Publication

Catalog Entry

Discipline English As a Second Language

Course Number 392

Course Title Writing and Developing a School Publication

Former Title Writing and Computers: Developing a School Publication

Total hours of instructions required to achieve course objectives: 72.000

Min Credit: 0.000

Requisites

Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 303 ;

Catalog Description

This course offers writing, reading, presentation, and interviewing strategies for students in developing a school publication. Students will work in groups on different sections of the publication and perform research. Publication regulations and requirements will be discussed. Five high school elective credits may be awarded if students pass required course posttests/assessments with 80% or higher.

Classification Code K - Other Noncredit Enhanced Funding

Transfer Code C - Not transferable

SAM Priority Code E - Non-Occupational

TOPS Code 4930.84 - English as a Second Language - Writing

Repeatability Code CE - Continuing Education

Open Entry/Exit Yes

Grading Options Pass/Satisfactory Progress/No Pass

CIC Approval

11/29/2021

Student Learning Outcomes

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

1. **Produce different styles of writing (e.g., opinion, advice, informational, or interview)**

2. Publish writing in various digital platforms (e.g., fiction/nonfiction, blogs, social media)

Course Objectives

- Identify different genres (e.g., fiction/nonfiction, blogs, social media).
- Research topics of interest to explore and inform class projects.
- Apply methods involved in creating an accessible publication.

Course Content

(Include major topics of the course, time required, and what the student is expected to learn.)

Course Lecture Content

The ESL Program recognizes that students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.

1. Reading and Writing: 45 hours
 - Different types of articles and accompanying styles of writing
 - Content outline consisting of new and/or familiar topics
 - Internet research for articles in publication
2. Listening and Speaking: 15 hours
 - Interview skill development and methods
 - Publication ideas to report/present
 - Final publication submissions for peer approval, including charts/graphs
3. Publication: 12 hours
 - Formatting skills
 - Page layout and visual presentation
 - Copyright and plagiarism regulations as applicable to publications
 - Accessibility requirements

Total hours: 72 hours

Course Materials

Textbook

Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Great Writing 1: Great Sentences for Great Paragraphs (Great Writing) 5th Cengage Learning 978-0357020821 2020

Other Required Materials

[For noncredit, textbooks are recommended and not required]

Teacher-prepared materials and resources

Textbooks from approved ESL book lists or equivalent

What methods will be employed to help students learn?

Check all that apply:

- **Writing Projects & Reports**

Description

Writing in various digital platforms (e.g., fiction/nonfiction, blogs, social media)

- **Other**

Description

Pair work

Team work

What learning activities or assignments are required outside of class?

Reading Assignments

Reading articles, newspapers, and other materials

Writing Assignments

Writing notes, journals, and interview questions

Other Assignments

- Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.
- Listening to information in English in TV shows, movies, news, videos, podcasts, and other mediums.
- Reviewing course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

Instructor observation and evaluation

Student writing

Peer evaluation

Completed product

Grading Scale

(COM) Completed:

The student has demonstrated advanced proficiency in the learning outcomes of the course as evidenced by an average score of 80% or higher using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(P) Pass:

The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70-79% using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(SP) Satisfactory Progress:

The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(NP) No Measurable Progress:

The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.