



SANTA ANA
COLLEGE

ESL 491 - Advanced Grammar Review and Essay Writing

Catalog Entry

Discipline English As a Second Language

Course Number 491

Course Title Advanced Grammar Review and Essay Writing

Former Title Advanced Writing and Grammar Review

Total hours of instructions required to achieve course objectives: 72.000 - 96.000

Min Credit: 0.000

Requisites

Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 306

Catalog Description

This course will provide intensive review and practice on essay writing. It will include topic/thesis statement and organization of complex ideas in body paragraphs by following essay models. The course will review adjective, noun, and adverb clauses, and parallelism in sentences. Five high school elective credits maybe 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 4930.87 - English as a Second Language - Integrated

Repeatability Code CE - Continuing Education

Open Entry/Exit Yes

Grading Options Pass/Satisfactory Progress/No Pass

CIC Approval

05/20/2024

Student Learning Outcomes

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

1. Use different essay models for drafting and developing writing.
2. Write coherent body paragraphs for task, purpose, and audience.

Course Objectives

1. Write a well-developed essay in preparation for college/vocational programs or skilled writing at the workplace
2. Develop the body of an essay to concisely explain ideas, information, or concepts
3. Craft logical and coherent paragraphs applying the writing process to revise and edit

Course Content

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.

Course Lecture Content:

(*Review and expand Language Structure and Grammar Items in ESL 490)

- A. Grammar*: (15-20 hours)
 1. Present and past perfect
 2. Active and passive voice

3. Causative verbs
4. Present and past modals
5. Conditionals (real and unreal)
6. Direct/Indirect speech
7. Gerunds/Infinitives

B. Sentence Structures (9-11 hours)

1. Compound sentences
2. Complex sentences
3. Noun, adjective, and adverb clauses
4. Parallelism
5. Fragments and run-on sentences

C. Grammar and Mechanics (3-5 hours)

1. Quotation marks
2. Comma in a series
3. Apostrophe
4. Ellipsis
5. Semi-colon/colon
6. Capitalization rules

D. Paragraph and Essay Development (45-60 hours)

1. Identify parts of an essay:
 - a. thesis statement
 - b. introduction paragraph
 - c. body paragraph
 - d. concluding paragraph
2. Use the writing process:
 - a. prewrite
 - b. draft
 - c. revise
 - d. edit
 - e. publish

3. Essay models:
 - a. biographical
 - b. narrative
 - c. descriptive
 - d. compare and contrast
 - e. cause and effect
 - f. opinion
 - g. functional/process
 - h. informational
4. Essay Analysis
 - a. Analyze essay models for structure, intention, and audience for self and peers
 - b. Analyze word choice for impact, purpose, and meaning for self and peers

Total hours: 72-96

Course Materials

Textbook

Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon Great Writing 4: Great Essays (Great Writing) 5th National Geographic/ELT 978-0357020852 2019 This textbook is the latest edition and a newer edition has not been published.

Open Educational Resources

2024 https://owl.purdue.edu/owl/about_the_owl/owl_information/fair_use_policy.html

2016 <https://oer.galileo.usg.edu/english-textbooks/8>

Other Required Materials

[For noncredit, textbooks are recommended and not required]

Teacher materials and resources

Textbooks from approved ESL booklists or equivalent

What methods will be employed to help students learn?

- Class Discussions

Faculty led discussions with a whole class question and answer period (e.g., grammar terms related to essays being studied during the term).

- **Group Study & Exercises**

- Individual and small group writing activities
- Peer editing
- Analyzing essay models

- **Writing Projects & Reports**

- Self-reflection journals

- **Other**

- Student conferencing

What learning activities or assignments are required outside of class?

Reading Assignments

Reading labels, statements, articles, newspapers, stories, books, and other materials.

Writing Assignments

Essays, lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

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, YouTube 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)

Writing portfolios

Timed writing

Journal writing

Individual/Group conferences

Writing assessments

Paragraph specific rubrics

Editing rubrics

Pre-writing assessments at beginning of course

Final paragraph assessment at end of course with revisions

Homework submissions

Quizzes

Teacher observations

Post-writing assessments

Grading Scale

Pass/Satisfactory Progress/No Pass

(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.