

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT



Santiago Canyon College
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 Orange, CA 92869



Santa Ana College
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 Santa Ana, CA 92706

ARTICULATION AGREEMENT

College: Santa Ana College Address: 1530 W. 17th Street, Santa Ana CA 9270 Contact: Dalva Dwyer Phone: (714) 564-6159 Fax #:	Secondary Partner: SCE ESL Department Address: 2900 W. Edinger Ave., Santa Ana 92704 Contact: Henry Kim / Merari Weber, Ed.D. Phone: (714) 241-5792 / (714) 241-5752 Fax #:
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RSCCD Course

SAC SCE Course

EMLS 110: Introduction to the Essay

ESL 707: Academic Intermediate B

Articulation Agreement Effective Dates

2020-2021	2021-2022	2022-2023
<p><i>Dalva Dwyer</i> <small>Dalva Dwyer (May 4, 2020)</small></p> <p align="center">_____ Signature, RSCCD Instructor</p> <p align="center">_____ Dalva Dwyer Print Name</p> <p align="center">_____ May 4, 2020 Date</p>	<p><i>Dalva Dwyer</i> <small>Dalva Dwyer (May 4, 2020)</small></p> <p align="center">_____ Signature, RSCCD Instructor</p> <p align="center">_____ Dalva Dwyer Print Name</p> <p align="center">_____ May 4, 2020 Date</p>	<p><i>Dalva Dwyer</i> <small>Dalva Dwyer (May 4, 2020)</small></p> <p align="center">_____ Signature, RSCCD Instructor</p> <p align="center">_____ Dalva Dwyer Print Name</p> <p align="center">_____ May 4, 2020 Date</p>
<p><i>Javier Galván</i></p> <p align="center">_____ Signature, RSCCD Division Dean</p> <p align="center">_____ Javier Galvan Print Name</p> <p align="center">_____ May 4, 2020 Date</p>	<p><i>Javier Galván</i></p> <p align="center">_____ Signature, RSCCD Division Dean</p> <p align="center">_____ Javier Galvan Print Name</p> <p align="center">_____ May 4, 2020 Date</p>	<p><i>Javier Galván</i></p> <p align="center">_____ Signature, RSCCD Division Dean</p> <p align="center">_____ Javier Galvan Print Name</p> <p align="center">_____ May 4, 2020 Date</p>
<p><i>Merari Weber</i></p> <p align="center">_____ Signature, RSCCD Instructor</p> <p align="center">_____ Merari Weber, Ed.D. Print Name</p> <p align="center">_____ May 4, 2020 Date</p>	<p><i>Merari Weber</i></p> <p align="center">_____ Signature, RSCCD Instructor</p> <p align="center">_____ Merari Weber, Ed.D. Print Name</p> <p align="center">_____ May 4, 2020 Date</p>	<p><i>Merari Weber</i></p> <p align="center">_____ Signature, RSCCD Instructor</p> <p align="center">_____ Merari Weber, Ed.D. Print Name</p> <p align="center">_____ May 4, 2020 Date</p>
<p><i>Sergio Sotelo</i></p> <p align="center">_____ Signature, SAC SCE Administrator</p> <p align="center">_____ Sergio Sotelo, Ph.D. Print Name</p> <p align="center">_____ May 5, 2020 Date</p>	<p><i>Sergio Sotelo</i></p> <p align="center">_____ Signature, SAC SCE Administrator</p> <p align="center">_____ Sergio Sotelo, Ph.D. Print Name</p> <p align="center">_____ May 5, 2020 Date</p>	<p><i>Sergio Sotelo</i></p> <p align="center">_____ Signature, SAC SCE Administrator</p> <p align="center">_____ Sergio Sotelo, Ph.D. Print Name</p> <p align="center">_____ May 5, 2020 Date</p>

NAME OF STATEWIDE ACADEMIC SENATE TEMPLATE FOLLOWS:

#	TITLE:
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College Course Title: Introduction to the Essay Course #: EMLS 110	SCE Course Title: Academic Intermediate B Course #: ESL 707
General Course Description Introductory essay writing course for bilingual students who speak English fluently but make multiple grammar errors when writing. This composition course progresses from paragraph to essay, emphasizing basic expository modes, grammar review, critical reading, and revision and editing techniques. CSU/UC	General Course Description Fourth course of the academic ESL Track program developing academic skills through reading two-page authentic texts, writing expository essays, grammar, speaking, and listening skills with short lectures or speeches on familiar and academic topics. Five high school elective credits may be granted if student passes the course successfully. Open Entry/Open Exit.
College Units: 4	SAC SCE Hours: 216
College Prerequisite(s): EMLS 109 or EMLS 106 with a minimum grade of C or qualifying profile from ESL/EMLS placement process.	SAC SCE Prerequisite(s): None
College Advisories/Recommendations: None	SAC SCE Advisories/Recommendations: None

REQUIRED CONTENT FOR ARTICULATION

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

College Course Title: Introduction to the Essay Course #: EMLS 110 Language acquisition, of necessity, requires critical thinking skills in all of its applications (i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation.) WRITING OVERVIEW The students will improve their writing skills by applying the following strategies: A. Pre-writing strategies To generate ideas for discussion and writing. To focus ideas for topic narrowing. B. Writing based on readings, including the following formats: 1. Summaries 2. Evaluations 3. Critical analyses 4. Personal responses C. Revision and editing (sentence combining and variety)	SCE Course Title: Academic Intermediate B Course # ESL 707 Reading (75 hours) <ul style="list-style-type: none"> • Locate specific information or definitions, or restatements of concepts in a two-page authentic text. • Understand common intermediate idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a two-page authentic text. • Choose the appropriate definition among multiple definitions in an English learner's/online dictionary of words with clear differences between meanings. Writing (60 hours)
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1. To utilize feedback to achieve better organization and clarification of ideas
2. To produce final drafts with increasing grammatical and mechanical correctness

PARAGRAPH ELEMENTS

The students will incorporate all of the following elements into their compositions:

EMLS 110 paragraphs (minimum number 5--one from each mode, 4 must be in-class; minimum words - 150)

- A. Topic sentence
 1. Expresses one main idea
 2. Contains a subject and an attitude
 3. May appear at the beginning, middle/end
- B. Development
 1. Involves a series of related sentences
 2. Provides details and specific support
 - a. Description
 - b. Illustration by example(s)
 - c. Cause or effect
 - d. Persuasion
- C. Organization
 1. Chronological
 2. Spatial
 3. Emphatic
 4. Block style or Point-by-point

(comparison or contrast)

- D. Coherence
 1. Transitional expressions
 - a. Sequence: first, second, third, then, finally, furthermore
 - b. To show result: for this reason, thus, therefore, as a result, consequently
 - c. Contrast: on the other hand, on the contrary, in contrast, however, nevertheless
 - d. Comparison: similarly, likewise, along the same lines, in the same way
 2. Repetition of key words and phrases
 3. Synonyms and pronouns
 4. Parallelism
- E. Unity
- F. Conclusion

PARAGRAPH MODES

The students will incorporate the following elements in their paragraphs, using various rhetorical modes:

- I. Illustration by example
 - A. Topic Sentence
 1. Narrow subject
 2. Specific controlling idea
 3. Expression of opinion or attitude
 - B. Unified discussion

- Compose text requiring some detail with awareness of audience and a purpose (e.g., expository essays, informal letters, e-mail messages).
- Vary sentence patterns, including simple, compound, and complex sentences, including adverbial and adjectival clauses, with general control over sentence boundaries
- Write expository essays with multiple paragraphs, with a thesis, supporting details, and a conclusion, referring to the ideas of others.
- Use a range of college-level academic words and phrases adequately.
- Edit writing for content, capitalization, punctuation of varied sentence types, grammatical form, and spelling.

Grammar Structure (50 hours)

- Review items from Academic Beginning A, Academic Beginning B, and Academic Intermediate A.
- Use simple, compound and complex sentences with correct word order, punctuation, and mechanics.
- Apply subject-verb agreement rules correctly with a variety of subjects, including gerunds and infinitives.
- Form adjective, adverb, and noun clauses, reduced clauses, embedded questions, and imperatives correctly.
- Use word forms, articles, other determiners, and pronouns correctly.
- Form and use a variety of verb tenses accurately and sequence tenses appropriately.
- Use modals, auxiliaries, and passive voice effectively and with appropriate register.
- Use advanced-level pre-collegiate and some collegiate academic vocabulary.

Listening/Speaking (31 hours)

- Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.

- C. Specific concrete multiple examples or extended example
- D. Coherence
- E. Concluding statements
- II. Cause / Effect
 - A. Topic sentence
 - 1. Narrow subject
 - 2. Specific controlling idea
 - 3. Expression of opinion or attitude
 - B. Unified discussion
 - C. Development of logical causes or effects
 - D. Coherence
 - E. Concluding statements
- III. Comparison or contrast
 - A. Logical basis for comparison or contrast
 - B. Clear topic sentence that identifies the subjects to be compared or contrasted
 - C. Clear focus on either comparison or contrast
 - D. Block or point-by-point method of organization
 - E. Balance (both subjects should receive equal time and weight)
 - F. Conclusion that demonstrates a preference or an advantage of one subject over another
- IV. Persuasion
 - A. Historical (or social) background information on the topic
 - B. Topic sentence stating what one wants the audience to believe or do
 - C. Statement refuting (or addressing) an opposing point of view
 - D. Adequate support: sound reasons, facts, examples, statistics, experts' opinions
 - E. Conclusion that includes an emphatic restatement of the topic sentence

ESSAYS

The students will develop effective essay writing skills by incorporating the following elements:

- I. Essays (300-400 words)
 - A. Effective introductory paragraph, concluding with a sufficiently limited thesis statement
 - B. Well-developed paragraphs, demonstrating unity, coherence, adequate support, and appropriate topic development
 - C. Coherence devices to bridge paragraphs
 - D. Conclusion
- II. Essay topics should be drawn from the following modes:
 - A. Comparison or contrast
 - B. Cause or effect
 - C. Persuasion

- Respond appropriately to oral announcements and instructions that include multiple details.
- Identify stated or implied main ideas and supporting details in a listening passage appropriate for this level.
- Identify a speaker's purpose, point of view, or points of emphasis in a listening passage appropriate for this level (e.g., contextualized conversation).
- Distinguish meaning and points of emphasis in questions or statements, based on stress, tone, or mood regardless of word order (e.g., John asked YOU to go? vs. JOHN asked you to go?)
- Determine meaning of idioms and figurative language in clear contexts (e.g., I was so tongue-tied that I couldn't answer the question. Just tell me and stop beating around the bush.)
- Speaking skills target developing and presenting academic team projects with digital support.

MECHANICS

Students in EMLS 110 will display near mastery in the following:

- I. Manuscript preparation (MLA format)
 - A. Typed or written on one side of the paper
 - B. One inch margins
 - C. Proper placement of heading
 - D. Numbering of pages
 - E. Correct title format
- II. Capitalization
 - A. Titles of works
 - B. Quotations
- III. Numbering
- IV. Abbreviations
- V. Syllabication

GRAMMAR

The students will demonstrate some mastery of the following grammar structures:

- I. Conditional Sentences
 - A. True or untrue in present/future
 - B. Untrue in past
 - C. Progressive verb forms
 - D. Mixed time
 - E. Omitting **if**
 - F. Implied conditions
 - G. Use of **wish**
 - H. Use of **if/as though**

GRAMMAR in their compositions

The students will develop mastery over the following elements in their writing, and grammar instruction will emphasize these elements:

- I. Verb tenses/verb forms (as needed)
- II. Sentence variety through reduction and expansion
- III. Sentence combining and reduction to incorporate 3-5 clauses
- IV. Control of indirect vs. direct quoted materials
- V. Other grammar structures (as needed)

PROBLEM AREAS to be reviewed (as needed)

Students will develop strategies to avoid errors in the following:

- I. Passive voice
- II. Choppy writing (lack of subordination, poor transitions)
- III. Wordiness
- IV. Run-ons
- V. Subject-verb agreement

VI. Dangling/misplaced modifiers
VII. Word order/choice/forms

READING

The students will develop the following strategies:

A. Reading Apprenticeship and pre-reading strategies

To identify main ideas; to develop an understanding of how an author's background can influence his/her writing; to analyze titles, make predictions and ask questions about content and the author's intent from titles, first paragraphs, and topic sentences.

B. Comprehension strategies

To increase comprehension and information recall; to further develop skills in scanning for facts; to draw inferences; to make conclusions and judgments; to differentiate between main ideas and primary and secondary support; to recognize the theme, moral, message, tone, allusion, and irony.

C. Vocabulary preview and review

To increase fluency by developing both active and passive vocabulary; to develop an understanding of idiomatic language.

D. Post-reading strategies

To learn questioning techniques related to comprehension, application, analysis, evaluation, and synthesis; to organize main and supporting ideas into outlines; to paraphrase effectively.

INITIALS

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May 4, 2020

INITIALS

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COMPETENCIES AND SKILL REQUIREMENTS REQUIRED FOR ARTICULATION

(Use additional pages as necessary) Where appropriate, please incorporate standards being used (e.g. CTE standards). At the conclusion of this course, the student should be able to:

EMLS 110: Introduction to the Essay

1. Analyze various readings and use them as an impetus for discussion and writing.
2. Apply the knowledge of correct grammatical structures when writing compositions.
3. Write logical and organized compositions, using revision and editing techniques.

ESL 707: Academic Intermediate B

1. Identify text type, audience, and purpose by reading titles, subtitles, introductions, charts, and graphics in a two-page authentic text.
2. Write an expository essay with multiple paragraphs with a thesis, supporting details, and a conclusion, referring to the ideas of others.
3. Determine the meaning of idioms in figurative language in clear contexts.
4. Choose and use the appropriate definition among multiple definitions in an English learners' dictionary of words with clear differences between meanings.
5. Use academic search engines to research sources for writing support.

MEASUREMENT METHODS

(Includes any industry certification or licensure):

<p>EMLS 110</p> <ol style="list-style-type: none"> 1. Minimum of 5 graded 150-word paragraphs (4 in-class; additional paragraphs out of class) 2. Minimum of 1 graded 300-400 word essay 3. Grammar quizzes and homework, including grammar exercises; responses to reading assignments; summarizing and vocabulary exercises 4. Reading comprehension and vocabulary quizzes 5. Class participation (preparation) 6. Directed Learning Activities 7. Final examination (in-class writing) and optional midterm <p>A. Reading and Writing</p> <ol style="list-style-type: none"> 1. Paragraphs and essays assessed by instructor 2. Reading comprehension assessments (written responses) 3. Peer evaluation of writing assignments 4. Self-assessment through the writing process 5. Responses to reading assignments through journals (assessed by instructor for content) 6. Directed Learning Activities 7. Peer and group discussions (reading and writing activities) <p>B. Evaluation Standards</p> <ol style="list-style-type: none"> 1. At the end of the course, the student will produce compositions demonstrating competence in standard English: simple, compound, and complex sentences; verb tenses; subject-verb 	<p>ESL 707</p> <p>Student Self-Assessment Formative Assessments: Class work and unit tests CASAS Pre/Post-Tests EL Civics Teacher Observation Student Portfolio/Projects Pre/Post-Test</p> <p>Grading Scale: A 90 - 100% B 80 - 89% C 70 - 79% D 60 - 69% F < 69%</p>
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<p>agreement; reduction/expansion using gerunds, infinitives, adverb clauses, adjective clauses, and modifying phrases.</p> <p>2. In general, the student will have 70% mastery of not only what should have been covered in previous courses but also what has been covered so far in the current course. This standard will hold, regardless of whether or not the student presents exceptionally interesting content. At the 110 level, in a paragraph of approximately 150 words, there should be no more than 5 serious errors. In an essay of 300-400 words, there should be no more than 10 errors in the following categories: verb tense/form, subject-verb agreement, voice, modals, word order (including omission of subject, verb, object, or preposition) singular/plurals, gerunds and infinitives, subordination, sentence boundaries, and word forms.</p> <p>C. Final grades will be weighted as follows:</p> <ol style="list-style-type: none"> 1. In-class paragraphs and essay 50% 2. Homework paragraphs, reading activities, DLAs 20% 3. Final examination 30% (in-class essay of 300+ words or two paragraphs of 150 words each) <p>D. Standard grading scale for objective tests and quizzes</p> <p>90 - 100% = A 80 - 89% = B 70 - 79% = C 60 - 69% = D Below 60% = F</p>	
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TEXTBOOKS OR OTHER SUPPORT MATERIALS (Including Software):

EMLS 110	ESL 707
<p>Azar, B. and S. Hagen Understanding and Using English Grammar 4th Pearson Longman 0-13-233333-3 2009</p> <p>Fawcett, S. Evergreen with Readings 10th Wadsworth 1133946682 2013</p> <p>Kirszner, L. and S. Mandell Writing First with Readings 6th Bedford/St.Martin's Press 1457667835 2014</p> <p>Langan, J. English Skills 10th McGraw-Hill Education 0073533300 2011</p> <p>Gaetz, L. and S. Phadke The Writer's World 4th Pearson 0321895126 2014</p> <p>Oshima, A., A. Hogue Longman Academic Writing Series 3 4th Pearson 0-13-291566-9 2014</p>	<p>Selection based on ESL Department Academic Booklist</p> <p>Teacher-prepared materials</p> <p>OER (Open Educational Resources)</p>

COMMENTS:

EMLS 110 and ESL 707 Articulation Agreement Statement

Articulation Agreement for Equivalency:

The faculty and chairs of the EMLS Department at SAC and ESL Department at SCE met to discuss and review these two courses for equivalency: EMLS 110 and ESL 707. After the meetings were completed, it was agreed and approved by both departments that EMLS 110 and ESL 707 are equivalent so ESL students who pass ESL 707 are able to register into EMLS 112.

INITIALS



May 4, 2020

INITIALS



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May 4, 2020

EMLS 110 and ESL 707 Articulation Agreement

Final Audit Report

2020-05-06

Created:	2020-05-04
By:	Henry Kim (kim_henry@sac.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxToP6p2PRUIgdJckCC-_s4q1PAHkIRxt

"EMLS 110 and ESL 707 Articulation Agreement" History

-  Document created by Henry Kim (kim_henry@sac.edu)
2020-05-04 - 8:47:35 AM GMT- IP address: 47.157.21.222
-  Document emailed to Dalva Dwyer (Dwyer_Dalva@sac.edu) for signature
2020-05-04 - 8:56:36 AM GMT
-  Document emailed to Dalva Dwyer (dwyer_dalva@sac.edu) for approval
2020-05-04 - 8:56:36 AM GMT
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2020-05-04 - 8:56:36 AM GMT
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2020-05-04 - 8:56:36 AM GMT
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2020-05-04 - 8:56:36 AM GMT
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2020-05-04 - 8:56:36 AM GMT
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2020-05-04 - 1:30:27 PM GMT- IP address: 76.175.162.137
-  Email viewed by Merari Weber (weber_merari@sac.edu)
2020-05-04 - 2:47:42 PM GMT- IP address: 76.175.162.137
-  Document approved by Merari Weber (weber_merari@sac.edu)
Approval Date: 2020-05-04 - 2:49:34 PM GMT - Time Source: server- IP address: 76.175.162.137
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Signature Date: 2020-05-04 - 3:03:58 PM GMT - Time Source: server- IP address: 76.175.162.137

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2020-05-04 - 3:45:13 PM GMT- IP address: 64.203.36.193

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Signature Date: 2020-05-06 - 1:47:08 AM GMT - Time Source: server- IP address: 76.87.211.65

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