

# ESL-1520: ENGLISH AS A SECOND LANGUAGE: ACCELERATED WRITING II

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## Cuyahoga Community College

**Viewing: ESL-1520 : English as a Second Language: Accelerated Writing II**

**Board of Trustees:**

May 2021

**Academic Term:**

Fall 2021

**Subject Code**

ESL - English As A Second Language

**Course Number:**

1520

**Title:**

English as a Second Language: Accelerated Writing II

**Catalog Description:**

Accelerated English for non-native speakers. Intermediate to high intermediate and advanced ESL writing. Writing skills and strategies to prepare students for academic courses with an emphasis on increased comprehension and written communicative skills.

**Credit Hour(s):**

3

**Lecture Hour(s):**

2

**Lab Hour(s):**

2

## Requisites

**Prerequisite and Corequisite**

ESL departmental approval.

## Outcomes

**Course Outcome(s):**

Construct academic paragraphs and essays.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Identify and employ all steps of the writing process, including planning, outlining, revising, proofreading, and editing.
2. Utilize appropriate punctuation.
3. Spell the words of a 3,000-word vocabulary.
4. Utilize word families, word parts, and parts of speech correctly in writing.
5. Utilize all verbs appropriately according to form, meaning, and function.
6. Utilize nominal and modifiers (noun phrases) appropriately.
7. Avoid plagiarism.
8. Identify and employ all steps of the writing process.
9. Formulate and develop outlines for multi-paragraph essays.
10. Formulate and develop thesis statements and topic sentences for essays.
11. Compose at least one multi-paragraph essay based on the writer's personal experience.

12. Compose different types of essays such as compare-contrast, cause and effect, logical division, persuasive and/or argumentative essays.
  13. Write at least one objective summary of an advanced reading from literature, an article, or a journal.
  14. Write a personal, subjective response to a prompt or topic proposed by the instructor and / or from a reading from literature, an article, or a journal.
  15. Utilize simple, compound, complex, and compound-complex sentences correctly within a multi-paragraph essay.
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**Methods of Evaluation:**

- A. Oral exercises and group discussion
- B. Assignments from textbooks and exercises designed by the instructor
- C. Short-answer (complete sentence) quizzes, paragraph-form, and essay-form examinations
- D. Writing assignments, such as paragraphs, essays, journal entries, summaries of readings, and personal responses to a prompt or reading

**Course Content Outline:**

1. Technical skills
  - a. Capitalization
  - b. Indentation
  - c. Punctuation
  - d. Spelling
  - e. Academic English requirements for writing such as avoiding contractions
  - f. Appropriate formatting (double spacing, indentation, heading)
2. Sentence Level Writing
  - a. Syntax for simple, compound, complex, and compound-complex sentences
  - b. Application of comma rules
  - c. Appropriate verb forms and noun forms (singular, plural, possessive)
  - d. Appropriate use of articles and expressions of quantity
  - e. Application of subject-verb agreement
  - f. Appropriate use of noun phrases (article + adjective + noun)
  - g. Appropriate vocabulary usage according to the context
  - h. Avoiding translating while writing
  - i. Avoiding fragments, run-ons, and comma splices in writing
3. Paragraphs and/or extended paragraphs
  - a. Pre-planning and/or outlining
  - b. Topic sentence with topic and controlling idea
  - c. Development of supporting details with connectors
  - d. Conclusion
4. Types of paragraphs
  - a. Narratives (required type)
  - b. Choose 2 others from the following:
    - i. Compare and Contrast
    - ii. Process
    - iii. Logical Division of ideas
    - iv. Description
5. Essays: all steps of essay writing process, including planning, outlining, revising, proofreading, and editing outlines for multi-paragraph essays
  - a. Thesis statements and topic sentences for essays
  - b. A minimum of 3-4 multi-paragraph essays based on the writer's personal experience
    - i. Compare-Contrast
    - ii. Cause and Effect
    - iii. Logical Division
    - iv. Persuasive
    - v. Argumentative
  - c. Summary Writing
  - d. Personal Response Writing
  - e. Editing for Content
  - f. Proofing Reading to Fix Grammatical Errors

6. Plagiarism
  - a. Defined as
    - i. Representing another writer's words or ideas as one's own
    - ii. Re-using writer's own previously written assignments without notification/permission from instructor
  - b. Avoidance of plagiarism
    - i. Using one's own words and ideas in writing
    - ii. Using the process method of writing

## Resources

Casanave, Christine Pearson. *Journal Writing in Second Language Education*. Ann Arbor, Michigan: University of Michigan Press, 2013.

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Byrd, Patricia, and Joy Reid. *Grammar in the Composition Classroom: Essays on Teaching ESL for College-Bound Students*. 2nd. New York: Heinle, 1998.

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Connor, Ulla. *cultural Rhetoric in the Writing Classroom*. Ann Arbor, Michigan: University of Michigan Press, 2011.

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Ferris, Dana R. *Treatment of Error in Second Language Student Writing*. 2nd. Ann Arbor, Michigan: University of Michigan Press, 2011.

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Hyland, Ken. *Second Language Writing*. 2nd ed. New York: Cambridge, 2019.

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Kroll, Barbara, et al., eds. *Exploring the Dynamics of Second Language Writing*. New York: Cambridge, 2003.

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Mussman, Denise, et al. *New Ways in Teaching Writing*. Alexandria, VA: TESOL, 2013.

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Weigle, Sara Cushing. *Assessing Writing*. New York: Cambridge, 2002.

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