Our Mission is Your Success!

ESL 8-0264

Los Angeles Mission College,Spring 2014

Monday & Wednesday, 8:50a.m. – 12:00 p.m., CSB-205

Instructor: Gary Prostak

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Office Hours

M	12:15 – 1:00 p.m.& 5:45 – 6:45 p.m.	Faculty Office #4
W	12:15 – 1:00 p.m.& 5:45 – 6:45 p.m.	Faculty Office #4

Or by appointment

Required Textbooks

"New Directions: Reading, Writing, and Critical Thinking";

Peter S. Gardner; Cambridge University Press, 2005; ISBN 0-521-54172-7

"HOME"; Toni Morrison; Vintage Books, 2012; ISBN 978-0-307-74091-5

Longman Advanced Dictionary (recommended) ISBN 0-582-31732-0

Course Description

ESL 8: Advanced ESL Composition is tailored for the English-as-a-Second-Language student who is preparing to take English 101. Emphasis is on advanced language development, grammar skills, critical reading, and writing essays and research papers.

Students are required to write a total of approximately 5000-6000 words (20-25 pages) over the course of the semester.

Course Objectives

Upon completion of ESL 8, students will

- Receive high intensity language exposure through readings, lectures and videos
- Construct text appropriate to academic writing
- Evaluate phonetic, lexical, and syntactic choice as a function of style
- Demonstrate the ability to employ useful prewriting techniques

- Compose effective thesis statements and incorporate appropriate supporting evidence in their essay assignments
- Demonstrate a thorough knowledge of essay structure by: formulating strong introductions; choosing an appropriate organizational method for the body paragraphs; creating solid body paragraphs which include well-focused topic sentences, unified and specific details, and transitions that connect ideas within the paragraph and between body paragraphs; and creating effective conclusions
- Revise their writing based on self-reflection and peer and teacher feedback
- Analyze sentence variety and parallelism
- Analyze tone, level of diction, and specificity in word choice
- Recognize and employ the rhetorical modes of narration, classification, definition, process, cause/effect, comparison/contrast, and argumentation
- Locate, use, and document library and internet sources in research paper assignments
- Analyze and think critically about the validity and usefulness of sources
- Synthesize multiple sources in their writing
- Recognize elements of literature such as simile, metaphor, personification, irony, setting, characterization, plot, point of view, and theme
- Demonstrate correct punctuation, grammar usage, and mechanics in writing assignments

PRIMARY STUDENT LEARNING OUTCOME

Students will compose a five page research essay using MLA format.

Objectives to achieve outcome

- Construct text appropriate to academic writing
- Demonstrate the ability to employ useful prewriting techniques
- Incorporate appropriate supporting evidence in writing assignments
- Demonstrate a thorough knowledge of writing structure
- Locate, use, and document library and internet sources
- Document sources in writing according to MLA format
- Synthesize multiple sources into writing
- Demonstrate correct punctuation, grammar usage, and mechanics.

Additional Student Learning Outcomes

SLO #1	Write an essay in which lexical, syntactical, and grammatical choices demonstrate an ability to express oneself in academic English.
SLO #2	Produce a 500-600 word essay utilizing standard rhetorical modes and maintaining unity and coherence.
SLO #3	Evaluate the elements of an expository essay in terms of logical fallacies and the judgments and assumptions of the author.

Grading

Students will receive a letter grade (A, B, C, D or F) for this course.

Final grade will be calculated as follows:

Attendance & Participation*	50 points
5 Essays (60 pts each)	300 points
3 Unit Quizzes (50 pts each)	150 points
Research Project	250 points
- Topic Selection (20)	
- Thesis (20)	
- Source Review (50)	
- Works CitedPage (50)	
- Outline (50)	
- Final Paper (60)	
Mid-term Exam	50 points
Final Exam	200 points

900-1000 points = A, 800-900 points = B, 700-800 points = C, 600-700 points = D, <600 points = F

NOTE as part of your grade for participation, you are required to attend an **Information Competency** workshop given by the library staff. Date TBA.

Course Schedule

WEEK	DATES	TEXT	NOVEL	QUIZZES/EXAMS	ESSAYS	RESEARCH
Week 1	2/10, 2/12	**ND, Unit 2**				
Week 2	**2/17**, 2/19		**Ch 1-2**			**Intro to MLA**
Week 3	2/24, 2/26		**Ch 3-4**			
Week 4	3/3, 3/5	**ND, Unit 4**	**Ch 5-6**	**Unit Quiz 1**	**Essay #1**	**Research Topic due**
Week 5	3/10, 3/12		**Ch 7-10**			
Week 6	3/17, 3/19		**Ch 11-12**			**Thesis due**
Week 7	3/24, 3/26		**Ch 13-17**	**Unit Quiz 2**		
Week 8	**3/31**, 4/2				**Essay #2**	
Week 9	**4/7, 4/9**	**S P R**	**I N G**	**B R E A**	**K**	
Week 10	4/14, 4/16			**Mid-Term Exam**		
Week 11	4/21, 4/23	**ND, Unit 1**			**Essay #3**	
Week 12	4/28, 4/30					**Source Review due**
Week 13	5/5, 5/7					**Outline due**
Week 14	5/12, 5/14	**ND, Unit 3**		**Unit Quiz 3**	**Essay #4**	
Week 15	5/19, 5/21					**Research Paper due**
Week 16	**5/26**, 5/28					
Week 17	6/2				**Essay #5**	
Week18	6/9			**FINAL EXAM**		

Course schedule is subject to change at the instructor's discretion. Students are expected to abide by the college's General Polices as outlined on pages 48-53of the Spring 2014 Schedule of Classes.
Details for the Learning Center, Library, Financial Aid and other important student services can be found on pages 54-56 of the Spring 2014 Schedule of Classes (published on-line only).

IMPORTANT DATES

February 21	**Last Day to Add**
February 23	**Last Day to Drop without a "W"**
May 11	**Last Day to Drop with a "W"**
June 2	**Classes End**
June 3-June 9	**Final Exams**

HOLIDAYS (College Closed)

Presidents' Day	**Feb 14-17**
Cesar Chavez Day	**March 31**
Spring Break	**Apr 7-Apr 13**
Memorial Day	**May 26**
Non-Instructional Day	**May 27**