



**EFFECTIVE: SEPTEMBER 2005**  
**CURRICULM GUIDELINES**

Division: Educational Services

Effective Date: September 2005

**B.** Department / Student Development  
Program Area: English as a Second Language

Revision

X	New Course	
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If Revision,

**M:** Course Objectives / Learning OutcomesOverall Objectives

Extend communicative proficiency and language accuracy for a broad range of academic purposes

Specific Objectives

1. Read and understand academic material to support writing
2. Take notes for a range of academic purposes
3. Use strategies to explore academic materials
4. Collect, analyze and organize relevant information from a variety of sources
5. Plan, write, revise, edit and document (APA or MLA style) formal compositions such as summary, summary-analysis, research essay, comparative analysis, experiment/research report and literary response
6. Monitor and apply strategies to improve accuracy in grammar, sentence structure, and word choice to a specified level of accuracy
7. Participate effectively in a college classroom
8. Assess progress

**N:** Course Content:Reading Skills

1. To develop reading skills to paraphrase and summarize
2. To use library sources to locate materials to supplement writing

Writing Skills

1. To write informally
  - i) write reflectively about course readings
  - ii) take research notes, including summary, paraphrasing, and quotations from source readings
2. To write formal summaries, summary/analyses and comparative analyses
  - i) take accurate summary notes from assigned articles/cases
  - ii) prepare paragraph outlines for summaries
  - iii) compose well-structured, paraphrased, accurate summaries using notes and paragraph outlines
  - iv) write analyses of summarized articles following guidelines for analyzing reports/studies
  - v) revise based on peer and teacher feedback
  - vi) follow format instructions
  - vii) edit and proofread
3. To write research essays
  - i) generate ideas from readings
  - ii) select and narrow topics
  - iii) write focused thesis statements
  - iv) create essay outlines with inter-related body paragraph topic sentences
  - v) write well-structured introductions
  - vi) incorporate source material (APA style)
  - vii) create coherence within and between paragraphs
  - viii) write well-structured concluding paragraphs
  - ix) revise, based on peer and teacher feedback
  - x) follow format instructions
  - xi) edit and proofread

Accuracy

1. To self-monitor for accuracy
  - i) apply knowledge of parts of speech, speech elements, specified sentence types, and mechanics
  - ii) apply sentence structure rules
    - a) to correctly embed appositives and introductory phrases, including reduction of adverb and adjective clauses to participial phrases
    - b) to correctly insert evidence (direct/indirect quotes, and author introductory phrases)
  - iii) identify and correct errors as specified for this and previous levels in
    - a) tense rules in reported speech (especially for paraphrase)
    - b) verb tense shifts in mixed tense environments
    - c)

6. Complete at least one self-assessment of learning strategies, progress and classrooms skills to be discussed with the instructor
7. Complete tasks to a specified level of accuracy

This is a college preparatory course. A mastery model of on-going evaluation will be used. A

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