Fast Track
General Education Foundations Course Articulation
From a UH Campus to UH Manoa: PROPOSAL FORM, ENGLISH/ESL

Course Information

Course: ESL 100  Submitting Campus: Kapi’olani Community College

Title & Catalog Description: ESL 100 Expository Writing: A Guided Approach

ESL 100 focuses on critical reading and expository writing for the non-native speaker of English. Extensive practice in writing expository essays focusing on the discovery and use of various linguistic devices which make an essay effective.

UHM Equivalent Course (check one): [Only equivalent courses may be submitted for Fast Track review.]

___ ENG 100 Composition I
___ ENG 101 Composition I
X  ELI 100 Expository Writing: A Guided Approach

Written Communication (FW) Hallmarks & Application Questions

Answer the following questions and submit the answers along with this form and at least one course syllabus.

1. Students are introduced to different forms of college-level writing, including, but not limited to, academic discourse, and are guided in writing for different purposes and audiences. What forms of writing are taught in the course? What purposes and what audiences will students address?

   ESL 100 teaches different forms of academic discourse including expository, analytical, and argumentative writing. Course objectives state that students gain “practice in writing expository essays using rhetorical and writing techniques” and utilize “description, narration, analysis (definition and classification), comparison and contrast, and argument and persuasion.” Students select among these forms for the most effective technique(s) to support their thesis.

   The purpose of most ESL 100 assignments is to persuade since asserting a point or thesis and supporting it generally involves some form of persuasion. The primary audience is the instructor and the students’ peers although students are taught to appeal to a broader American academic audience. In addition to this general college audience, students are also asked to write for a more specific audience, which may be based on demographics or a philosophical perspective. Students practice adjusting content, style, and tone and produce prose “that will be effective in accomplishing the purpose with the intended audience.”

2. Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and making effective use of written and oral feedback from the faculty instructor and from peers. How will the instructors guide students and help them make effective use of instructor and peer feedback?

   The different processes of writing (planning, drafting, critiquing, revising, and editing) are taught, modeled and practiced. Course objectives state that students “keep a journal,” “organize outlines and thesis sentences as aids to writing,” and produce a final product of “clear, coherent prose.” Students submit multiple drafts of assignments and revise their work according to peer review and faculty instructor feedback. Feedback addresses areas of unity, support, cohesion, and language.
address the needs of ESL students, faculty lead students through discrete grammar lessons and application practice. Students gain extensive practice in editing their own work for errors and develop individual editing techniques.

3. Instructors help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences. Instructors also teach appropriate ways to incorporate such information, acknowledge sources and provide citations. **How will instructors help students develop information literacy? How will students learn to incorporate and acknowledge sources appropriately?**

The course outline states that students will “write a mini research paper using notes and bibliography demonstrating mastery of this form.” As instructors guide students through this multi-step process, students develop information literacy and research writing skills. Faculty provide explicit instruction in and demonstration of the research process: developing a thesis statement and outline; searching for, selecting, and evaluating information and sources; understanding and avoiding plagiarism; summarizing and paraphrasing a writer’s ideas; incorporating research to support an argument; and acknowledging and properly citing sources. In addition, teachers pay particular attention to cultural and social differences related to referencing information. Teachers focus students on first recognizing differences in how to reference materials in a Western-style academic environment and then on producing the correct forms.

4. Instructors help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing. **What reading strategies will be taught? How will students learn to make effective use of sources in their own writing?**

Readings serve three functions, as content vehicles, vocabulary builders, and writing models. As such students are taught a variety of reading strategies to extract information and analyze a writer’s purpose, tone, and method. Course competencies state that students will learn to “identify details that support an author’s thesis,” “discover in reading various techniques and devices used by the author,” and “read critically and evaluate literary selections and to apply the same techniques to the student’s own writing.”

Through increasingly complex writing assignments, students are guided to make effective use of sources in their own writing. Students begin by summarizing, analyzing, and responding to readings in reaction papers. Students then learn to critically analyze and assess a writer’s argument in critiques. Finally, students develop and advance a hypothesis and use multiple outside resources to support their argument in a research paper.

5. Student complete at least 5000 words of finished prose—equivalent to approximately 20 typewritten pages. **How many pages of finished prose will each student complete?**

Students complete at least 20 pages of finished prose. A typical set of writing assignments for the semester is five 2-page reaction papers, four 3-page critiques, and one 5-page research paper. In addition, students write at least two in-class essays of approximately 2 pages each.

**Required Signatures**

**Requested by**

___________________________________________________________

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Chair/Director

_____________________________

Department/Unit

___________________________________________________________

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Signature

_____________________________

Date
Submit to vpaa-gened@hawaii.edu by 4:00 p.m., February 5, 2003.
ESL 100 focuses on critical reading and expository writing for the non-native speaker of English. Students receive extensive practice in writing expository essays focusing on the discovery and use of various linguistic devices which make an essay effective.

This course is designed to give students concentrated practice in writing text-responsible writing. In this type of writing, writers are responsible for demonstrating an understanding of the text by applying the concept from the text to their own experiences.

TEXT: Primis Reader for ESL 100

COURSE OBJECTIVES:
Upon completion of this course students should be able to:

- Write clear, coherent prose, that will be effective in accomplishing the purpose with the intended audience.
- Experience practice in writing expository essays using rhetorical and writing techniques.
- Identify details that support an author’s thesis.
- Discover in reading various techniques and devices used by the author.
• Review topic sentence, paragraph, and supporting details.
• Experience writing description, narration, analysis (definition and classification), comparison and contrast, and argument and persuasion.
• Write a mini research paper using notes and bibliography demonstrating mastery of this form.
• Be able to organize outlines and thesis sentences as aids to writing.
• Be able to spontaneously, with organization and coherent development, write on a given topic a lucid exposition.
• Keep a journal for spontaneous writing assignments.
• Promote ideas and increase writing skills.
• Write text-responsible prose.
• Develop editing and revising techniques.
• Control all tenses and subject-verb agreement.

COURSE CONTENT:
The course will be divided into two parts.

**Part 1 (7 weeks)**

<table>
<thead>
<tr>
<th>Text</th>
<th>The Purpose of Schools</th>
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</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Academic and content vocabulary from readings</td>
</tr>
<tr>
<td>Writing</td>
<td>Basic principles of writing: unity, support, cohesion</td>
</tr>
<tr>
<td>Grammar</td>
<td>The verb, subject-verb agreement, consistent verb tense, pronoun reference, agreement, point of view</td>
</tr>
<tr>
<td>Papers</td>
<td>5 Reaction papers (minimum 2 pages)</td>
</tr>
</tbody>
</table>

**Part 2 (9 weeks – This second part will be an application of part 1.)**

<table>
<thead>
<tr>
<th>Text</th>
<th>Current Fundamental Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentations</td>
<td>Educational reforms</td>
</tr>
<tr>
<td>Writing</td>
<td>Development of ideas, research</td>
</tr>
<tr>
<td>Grammar</td>
<td>Misplaced modifiers, dangling modifiers, parallelism, fragments</td>
</tr>
<tr>
<td>Papers</td>
<td>4 critiques (minimum 3 pages)</td>
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<tr>
<td></td>
<td>In-class essays</td>
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<td></td>
<td>1 research paper (minimum 5 pages)</td>
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GRADING:
Minimum Requirements:
Complete all reaction papers
Complete all critiques
Complete at least 2 in-class essays
Complete the research paper

IF YOU DO NOT COMPLETE ALL OF THE ABOVE, YOU WILL NOT RECEIVE A PASSING GRADE FOR THE COURSE.

IF YOU HAVE COMPLETED ALL OF THE MINIMUM REQUIREMENTS, YOUR GRADE WILL BE CALCULATED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Part 1</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
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<tr>
<td>Vocabulary quizzes</td>
<td></td>
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<tr>
<td>Reaction papers</td>
<td></td>
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<tr>
<td>Part 2</td>
<td>45%</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
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<tr>
<td>Oral presentations</td>
<td></td>
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<tr>
<td>Critiques</td>
<td></td>
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<tr>
<td>In-class essays</td>
<td>10%</td>
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<tr>
<td>Final research paper</td>
<td>10%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>10%</td>
</tr>
</tbody>
</table>

A = 85 – 100%
B = 75 – 84%
C = 65 – 74%