Request for Renewal of ESL 100 Composition 1(*) as a Foundation Writing (FW) Course

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*(Formerly ESL 100 Expository Writing: A Guided Approach)
I. Course Description (Kapiolani Community College 2006-2007 Catalog)

Course Information

ESL 100 Expository Writing: A Guided Approach (3) KCC AA/FW
3 hours lecture per week
Prerequisite(s): Qualification for ESL 100 on the KCC placement test or a grade of “C” or higher in ENG 22, or instructor recommendation, or successful completion of ESOL 94.

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.

Upon successful completion of ESL 100, the student should be able to:

- Read critically and evaluate literary selections and to apply the same techniques to the student’s own writing.
- Write clear, coherent prose that will be effective in accomplishing the purpose with the 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 and argument and persuasion.
- Write a mini research paper using notes and bibliography demonstrating mastery of this form.
- 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.

II. Changes

The updated Course Outline Request (COL) and Course Action Request (CAR) were approved by the Kapiolani Community College Curriculum in the Spring 2007 semester. The fall 2007 ESL 100 course syllabi will be updated and standardized to reflect these changes. ESL 100 has been articulated with ENG 100 in the past and is currently being taught based on the Writing Foundations Hallmarks (see sample syllabi and sample assignments in the appendix). The 2006 catalog course description for ESL 100 does not reflect the changes that have been approved by the Curriculum Committee for publication in the next catalog. The course description and competencies have been updated to bring ESL 100 into alignment with the changes made to ENG 100 on all UH campuses. We are in the process of changing the catalog course description and competencies/learning outcomes for ESL 100 to read as follows:
## Changes to ESL 100 (Approved Spring 2007)

### 1. Course Title Update

<table>
<thead>
<tr>
<th>Course Title in KCC 2006-2007 catalog</th>
<th>New Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 100 Expository Writing: A Guided Approach</td>
<td>ESL 100 Composition I</td>
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</tbody>
</table>

**Rationale for change:** To bring the ESL 100 course title into alignment with English 100 at KCC and at UH Manoa.

### 2. Course Description Update

<table>
<thead>
<tr>
<th>Course Description in KCC 2006-2007 catalog</th>
<th>New Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.</td>
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**Rationale for change:** These wording changes bring the ESL 100 course description into alignment with English 100 at KCC and at UH Manoa. The revised course description for ESL 100 includes specific General Education Foundations Written Communication Hallmarks and provides a more up-to-date description of the current classroom practices of ESL 100 instructors.
3. Course Competency Update

Course Competencies as listed in the 2006-2007 KCC catalog

Upon successful completion of ESL 100, the student should be able to:

- Read critically and evaluate literary selections and to apply the same techniques to the student’s own writing.
- Write clear, coherent prose that will be effective in accomplishing the purpose with the 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 and argument and persuasion.
- Write a mini research paper using notes and bibliography demonstrating mastery of this form.
- 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.

New Course Learning Outcomes/Competencies approved by the Curriculum Committee for the 2007-2008 catalog

Upon successful completion of ESL 100, the student should be able to:

- Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
- Write a coherent in-class response to an assigned question or topic.
• Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

Rationale for changes: The revised learning outcomes/competencies reflect the current General Education Foundations Written Communications Standards and bring ESL 100 into alignment with English 100 at KCC and at UH Manoa.

The above changes to the course description and course outcomes/objectives address specific Written Communication Hallmarks and update ESL 100 to reflect current practices in expository writing not addressed in the original request for designation as a writing foundations (FW) course. The following is a brief summary of the changes made to ESL 100:

**Hallmark 1:** The course description has been expanded to include a wider variety of expository writing, including but not limited to essays and academic writing.

**Hallmark 2:** The competencies have been updated to include a specific statement on process writing and on the effective use of peer and instructor feedback to revise assignments.

**Hallmark 3:** The updated course description specifically states that students in ESL 100 will complete at least 5000 words of finished prose-equivalent to approximately 20 typewritten pages by the end of the course.

**Hallmark 4:** The course competencies have been updated to include a specific statement on appropriate in-text citation of source materials. A competency has been added to explicitly state that students in ESL 100 must be able to locate and evaluate information taken from library and online sources. A statement has been added to indicate that students must learn to avoid plagiarism.

III. Assessment

The following discussion of the ESL 100 course outline, syllabi, materials and activities included in the appendices presents evidence of the ways in which ESL 100 meets the Writing Foundations Hallmarks. The ESL 100 course outline (COL), sample syllabi and assignments discussed in this section are included in the appendix section. In both the discussion and in the appendices, the areas of the text considered to be of particular importance or relevance to the discussion are highlighted in yellow.

**Hallmark 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.
As mentioned above and in Appendix 1 (page 10), the updated course competencies for ESL 100 address this Hallmark directly by stating that ESL 100 students should be able to: **Produce different forms of college-level writing, such as narrative, analytical and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.**

Students in ESL 100 are required to write essays in a variety of rhetorical modes, personal narratives, journals, reflective writing and research papers. For example, the suggested schedule on the course outline for ESL 100 (Appendix 1: page 15) requires four summary reaction (SR) papers, four essays, four critical analysis papers (critiques) based on readings and one research paper. Although individual instructors have leeway in the precise number and rhetorical mode of their assignments, the assignments on the suggested schedule are typical of the assignments completed by students in ESL 100. For example, Syllabus A (Appendix 2: page 23) and Syllabus B (Appendix 3: page 31) state that ESL 100 students will be required to write:

- 1 Reflection essay on the Purpose of Education and Learning (minimum 375 words)
- 4 Summary essays based on the first two articles (minimum 375 words each = 1500 words)
- 2 Analytic essays based on the first two articles (minimum 375 words each = 750 words)
- 1 Reaction essay on Bilingual Education Reform (minimum 500 words)
- 1 Research Paper (minimum 1500 words) – plus cover page, proposal, outline, bibliography

Many ESL 100 instructors require a final writing portfolio. The requirements for one such portfolio (Appendix 2: page 24) offers evidence of the range of academic and personal writing required of students in ESL 100:

- The Writing Portfolio will include the following categories:
  - Personal Education History
  - Summary and Reflections of American Education Issues
  - Analyses of Select Reform Issues
  - Personal Opinion of Bilingual Education
  - Course Research Paper on Education Reformers
  - Final Reflection on the American Education System

Samples of ESL 100 writing assignments, including a critique, two essays and a research paper are provided in Appendix 4 (page 34) and Appendices 6-8 (pages 36-42).

ESL 100 provides students with opportunities to practice writing with a specific audience in mind. For example, the ESL 100 course competencies include "**write clear, coherent prose that will be effective in accomplishing the purpose with the audience**" (Appendix 1: page 11) Writing assignments in ESL 100 often include a description of the intended audience. For example, the sample critical thinking/analysis essay (Appendix 6: page 36) instructs students to: **Be sure to consider audience and purpose, as discussed in class.** In the sample research paper assignment Appendix 8 (page 38), students are instructed, **"Your audience will be other linguists like yourselves, and your approach will be slightly**
more analytic than reflective." The above examples reflect the guided practice in various forms of college-level writing, and the approaches to audience taught to ESL 100 students.

**Hallmark 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.

As noted on the course outline (Appendix 1: page 10) writing assignments in ESL 100 engage students in the writing process. The proposed course competencies for ESL 100 state that students are expected to be able to: **Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view of thesis, organizing, revising, editing and proofreading.** Students typically engage in pre-writing activities based on an academic content reading. Prewriting activities include brainstorming, group discussion, quick writing, mapping and outlining. An example list of brainstorming questions preceding a research assignment is included in Appendix 8 on page 42. In the Course Outline (COL) suggested schedule of course activities (Appendix 1: page 15) the writing process is introduced to students on the first day of class. Students revisit the writing process throughout the semester as they complete the various stages of their writing assignments. In sample syllabus A (Appendix 2: page 20), course goal G4 states that ESL 100 will "prepare students for their future college careers at KCC and elsewhere by providing students with guidance and feedback on various academic writing tasks including free-writes, discussions, e-mails, summaries, reflections, analyses, reports, research papers, and portfolio development."

Students normally complete between two to four drafts of a paper, receiving peer and instructor feedback for use in revisions leading to the polished final draft. On preliminary drafts students focus on improving content and organization, while later drafts focus on editing for mechanics and grammatical accuracy. Peer and instructor feedback is given orally, in writing and on rubrics. Sample syllabus B (Appendix 3: page 33) states “students will be required to provide substantial peer-feedback for their classmates.” In most cases, students are required to attach past peer and instructor feedback when turning in a new draft to document that they have responded effectively to feedback. A typical example of a rubric providing students with instructor feedback on a specific essay assignment is provided in Appendix 5 (page 35). Instructors use rubrics to provide general feedback on content (the ideas are interesting and thoughtful), organization (the thesis tells the writer's main point, the points are organized clearly) and mechanics (the author has good control of grammar, punctuation and spelling). Instructors also provide specific feedback through written comments and conferences with students.

**Hallmark 3:** Students complete at least 5000 words of finished prose-equivalent to approximately 20 typewritten pages. How many pages of finished prose will each student complete?

The updated ESL 100 course description (Appendix 1: page 10), like that of ENG 100 has added the statement: **By the end of the course, students will complete a minimum of**
5000 words of finished prose, roughly equivalent to 20 typewritten pages. All sections of ESL 100 require approximately 20 pages of polished prose. As mentioned above in the discussion of writing assignments (page 6) this is typically accomplished through essays, critiques, summaries, and reaction papers of between 3-5 pages (approximately 375 words each) and a 5-8-page mini research paper (approximately 1500 words). The writing assignments and length requirements of the assignments described above on page 6 and on the sample syllabi (Appendices 2-3) are typical of the writing produced by students in ESL 100.

**Hallmark 4:** 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 audience. Instructors also teach appropriate ways to incorporate such information, acknowledge sources and citations.

This hallmark is specifically stated on the course outline for ESL 100 (Appendix 1: page 14) and The ESL 100 course competencies (Appendix 1: page 10) include: Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing. The section describing source requirements for the sample research paper (Appendix 8: pages 38 and 41) states that students are "required to use a minimum of six sources, one of which needs to be an academic journal article" and that students must “cite sources using APA in-text citation format, including a references section.” ESL 100 students are introduced to the online academic research resource LILO and are encouraged to work with LILO on research strategies, evaluating sources and generating reference citations. Students practice locating, retrieving and citing sources from academic databases such as EBSCO. On the Course Outline suggested schedule for ESL 100 (Appendix 1: pg 15) finding sources and developing a research plan are covered in week 12 of the semester. Learning to evaluate sources and select sources appropriate to the intended audience for particular assignments is included in the instruction on finding sources.

Students in ESL 100 learn to cite sources appropriately, both in-text and in a list of references at the end of their research writing. As mentioned above, most ESL 100 instructors require students to use the APA citation format. The updated course objectives for ESL 100 (Appendix 1: page 10) state that students will: Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing. Both sample syllabus A (Appendix 2:page 26) and sample syllabus B (Appendix 3: page 31) notify students of the course policy on academic dishonesty and plagiarism, and direct students to the UH website on plagiarism for further information. Students also receive implicit instruction on plagiarism in class. For example, sample syllabus A (Appendix 2: page 26) instructs students that: At the end of the semester, while working on the research paper, we will discuss plagiarism in depth. In the meantime, please refer to the university's policy on academic honesty online at http://www.hawaii.edu/student/conduct/. Appendix 8 (page 39) provides an example of a model that students can follow as they learn to integrate source material into their own writing. These examples are typical of the extent to which information literacy and
academic research protocols are significant elements in the ESL 100 curriculum.

**Hallmark 5:** 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 their own writing?

ESL 100 is a content-based course in which the content provided in reading material and lectures is thematically linked. Content themes for most sections of ESL 100 focus on a variety of reading materials related to issues in American education. In the fall semester, one section of ESL 100 is normally offered as a learning community with Linguistics 102 and focuses on reading material related to language development and interlanguage. The sample research paper assignment (Appendix 8: page 38) states that students are required to make use of a variety of sources including “interlanguage readings, supplemental websites, books and articles.” As noted on the sample syllabus (Appendix 2: page 19), in ESL 100 “writing development is approached in the context of a language input/output model. Student writings (output) will be based upon readings and discussions (input).”

As mentioned in the course description (Appendix 1: page 10) ESL 100 focuses on critical reading and expository college-level writing. In addition to locating the main ideas and identifying themes, the course competencies for ESL 100 require students to:

- Analyze and interpret a literary work (non-fiction, fiction, or poetry, or drama) or other textual material. (COL, Appendix 1: page 10). For example, the sample essay in Appendix 7 (page 37) requires students to interpret the allegory in a text and to put themselves in the place of the main character in order to infer how the main character might implement his proposals. The instructions for the sample critique essay assignment (Appendix 4: page 34), explain that the student's written critique should “show evidence that the student has read/listened and understood the topic at an advanced level; moved beyond the facts presented by critically evaluating the implications of the results; and successfully expressed ideas through clear and careful writing.” In ESL 100 students practice summarizing, paraphrasing and synthesizing information from sources and appropriately integrating source information to support personal opinions.
Appendix 1: ESL 100 Course Outline Form (1/11/07)

KAPI'OLANI COMMUNITY COLLEGE  
University of Hawai'i  
COURSE OUTLINE (Form: 02/02/02)

ESL 100 Composition I

1. COURSE INFORMATION: date of outline (03/02/2007)

ESL 100 Composition I (3) KCC AA/FW
3 hours lecture per week
Prerequisite(s): Qualification for ESL 100 on the KCC placement instrument, or a grade of “C” or higher in ENG 22, or successful completion of ESOL 94, or instructor recommendation.

ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

Comment: ESL 100 satisfies ENG 100 requirements at Kapi‘olani Community College.

2. COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of ESL 100, the student should be able to:

- Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
• Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
• Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
• Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
• Write a coherent in-class response to an assigned question or topic.
• Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

3. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES:

ESL 100 is an elective course that fulfills the Foundations-Written Communication (FW) requirement for Kapi’olani Community College’s AA Degree.

ESL 100 is a first-year college composition course and requires college-level reading/writing skills for successful completion of the course. Qualification for ESL 100 on the KCC placement instrument, or a grade of “C” or higher in ENG 22, or successful completion of ESOL 94 or instructor recommendation is accepted as evidence that the student has the necessary college-level reading/writing skills for success in ESL 100.

This course supports the following college competency areas:

Computation and communication abilities
Awareness of the dynamics in contemporary issues
Problem-solving and decision-making abilities
Responsiveness to the arts and humanities
Career choices and life-long learning

This course also satisfies the following Associate in Arts degree competencies:

AA - Critical Thinking
Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Upon completion of an A.A. degree, the student should be able to:
• Identify and state problems, issues, arguments, and questions contained in a body of information.
• Identify and analyze assumptions and underlying points of view relating to an issue or problem.
• Formulate research questions that require descriptive and explanatory analyses.
• Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
• Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
• Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
• Synthesize information from various sources, drawing appropriate conclusions.
• Communicate clearly and concisely the methods and results of logical reasoning.
• Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

AA - Information Retrieval and Technology
Information retrieval and technology are integral parts of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:
• Use print and electronic information technology ethically and responsibly.
• Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
• Recognize, identify, and define an information need.
• Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
• Create, manage, organize, and communicate information through electronic media.
• Recognize changing technologies and make informed choices about their appropriateness and use.

AA - Oral Communication
Oral communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to
• Identify and analyze the audience and purpose of any intended communication.
• Gather, evaluate, select, and organize information for the communication.
• Use language, techniques, and strategies appropriate to the audience and occasion.
• Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
• Use competent oral expression to initiate and sustain discussions.

AA - Written Communication
Written communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:
• Use writing to discover and articulate ideas.
• Identify and analyze the audience and purpose for any intended communication.
• Choose language, style, and organization appropriate to particular purposes and audiences.
• Gather information and document sources appropriately
• Express a main idea as a thesis, hypothesis, or other appropriate statement.
• Develop a main idea clearly and concisely with appropriate content.
• Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
• Demonstrate proficiency in revision and editing.
• Develop a personal voice in written communication.

AA - Understanding Self and Community
Kapi`olani Community College emphasizes an understanding of one's self and one's relationship to the community, the region, and the world. Upon completion of an A.A. degree, the student should be able to:

- Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
- Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
- Communicate effectively and acknowledge opposing viewpoints.
- Use the study of a second language as a window to cultural understanding.
- Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai`i's and the world's past, present, and future.

This course also satisfies the following Associate in Science degree competencies:

AS
- Employ skills and understanding in language and mathematics essential to fulfill program requirements. Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
- Recognize effects of technology and science on the natural and human environments.
- Understand contemporary issues and problems and respond to the impact of current conditions.
- Demonstrate proficiency in conceptual, analytical, and critical modes of thinking.
- Develop insights into human experience and apply them to personal, occupational, and social relationships.
- Recognize relevance of career choices to life-long learning.
- Demonstrate competence in a selected program of study.

ESL 100 satisfies the following ESOL program/Language Arts Department competencies:

- Demonstrate clear, constructive, critical thinking through writing and speaking.
- Define and develop a thesis statement in an expository essay, term paper or speech demonstrating audience awareness and the ability to handle a variety of formal conventions, vary diction appropriately and gather, select, and organize information.
- Identify, evaluate, and interpret thesis statements in various types of written and oral presentations.
- Identify value judgments, inferences, and factual statements in various types of written and spoken materials.
- Demonstrate a growing confidence in one's own reading and writing.
- Read and appropriately respond to a variety of college level materials.

ESL 100 fulfills the UH Manoa General Education Core Foundations-Written Communication (FW) Requirement:
• Introduce students to academic discourse and different forms of college-level writing, and guide them in writing for different purposes and audiences.
• Provide students with guided practice of writing processes: planning, drafting, critiquing, revising, and editing making effective use of written and oral feedback from the faculty instructor and from peers.
• Require at least 5000 words of finished prose equal to about 20 standard typed pages.
• 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.
• Teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
• Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

4. COURSE CONTENT:

ESL 100 students receive extensive practice in college-level writing and reading by engaging in:

Specific Writing Activities (75%)
• Write expository essays including reflections, summaries, analytic essays, reactions, argument/persuasive and narratives.
• Write research papers and engage in research projects.
• Read college-level articles and source materials for content-based activities.
• Participate in peer feedback activities.

Critical Thinking, Language Development, Research and Skills Activities (25%)
• Explore, analyze and evaluate problems presented in college-level material, and course discussions and debates.
• Engage in oral and written critiques and reflections.
• Conduct library and Internet research and evaluate sources.
• Keep journals and complete in-class writing, including at least one in-class essay exam.
• Develop a writing portfolio and/or engage in critical reflection of one's own writing.
• Examine linguistic devices, morphology and grammar issues relevant to clear and effective written communication.
### Suggested Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Writing Process</strong>, Education Today, Purposes of Education, Sociological Perspectives</td>
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<tr>
<td>2</td>
<td><strong>Thesis Statements</strong>, American Educational Results and Educational Inequality Summary &amp; Response Paper #1: SR #1</td>
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<tr>
<td>3</td>
<td>Attending to Feedback</td>
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<tr>
<td>4</td>
<td>Minority Education Patterns Native Americans, African Americans, Immigrants SR #2</td>
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<td>5</td>
<td>Changing Higher Education in America SR #3</td>
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<tr>
<td>6</td>
<td>The Affirmative Action Debate SR #4</td>
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<td>7</td>
<td>Educational Trends and Reforms: Prepare for seminars</td>
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<td>8</td>
<td>National Standards Seminar 1, <strong>Critique</strong> 1, In-class Essay #1</td>
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<td>Choices in Education Seminar 2, <strong>Critique</strong> 2, In-class Essay #2</td>
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<td>10</td>
<td>Gender Equity and Single-Sex Schools Seminar 3, <strong>Critique</strong> 3, In-class Essay #3 Research Paper Introduction</td>
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<td>11</td>
<td>Education and Technology Seminar 4, <strong>Critique</strong> 4, In-class Essay #4 Research Paper Topic Selection</td>
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<tr>
<td>12</td>
<td>Finding Sources Research Proposal</td>
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<td>13</td>
<td>Reading Sources Research Outline,</td>
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<tr>
<td>14</td>
<td>Writing the research paper</td>
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<tr>
<td>15</td>
<td>Revising and submit the research paper Seminar Presentations</td>
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5. **POSSIBLE TEXTS:**

There are no supplies or equipment to be purchased for this course. Additional reference materials may be found in the UH library system and on the Internet. Access to computers may be required for the completion of assignments.
6. METHODS OF INSTRUCTION:

ESL 100 is an extended content-based course in which students develop second language proficiency while critically examining thematically interconnected readings and producing expository writing based on concepts discussed in the readings. The process approach to teaching writing is used. Course activities include lecture, group discussion, in-class writing, student presentations, grammar and vocabulary exercises, Internet and library research.

7. METHOD OF EVALUATION:

Students in ESL 100 are required to write 5,000 to 6,000 words, roughly 20 to 25 pages, of polished prose. Formal writing will count for approximately 75% of the grade for the course. Additional assignments, informal writing and course projects, quizzes and exams that demonstrate the student’s critical thinking, language development, research and academic skills will count for approximately 25% of the grade for this course.

Grades are based on:

<table>
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<tr>
<th>Grade Type</th>
<th>Percentage</th>
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<td>Essays</td>
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<tr>
<td>Research Paper</td>
<td>15%</td>
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<tr>
<td>Homework, Quizzes and Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>In-Class Essay Exams</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined.

ESL 100 is not repeatable for additional credit.

8. JUSTIFICATION:

A. The curriculum for ESL 100 is being updated for its five-year cyclical review, as part of the LLL Department’s review of its course offerings, especially those that have not been reviewed since 1990. The course title is being revised to bring ESL 100 into alignment with ENG 100 at KCC. The ESL 100 course description is being revised to reflect recent changes in the Written Communication Hallmarks Requirements. The revisions to the course description more accurately describe
current practices and align the course with recently approved changes in the course description for ENG 100 at KCC. The course competencies are being updated to make the ESL 100 competencies consistent with those of ENG 100 at KCC. ESL 100 currently satisfies an AA degree requirement in Foundations-Written Communication (KCC AA/FW). The articulation information is being updated to show that this course has been previously articulated with ENG 100 under a different title.

B. ESL 100 is not an experimental course seeking regular status.

C. ESL 100 will not increase or decrease the number of required hours needed for a certificate or degree.

9. RESOURCE REQUIREMENTS:

   A. This course will not require a change in staff, equipment, facilities, or other resources. Because it is an existing class, it will not increase cost or require any additional funding.

   B. This course has no impact on other departments. There are no changes in the areas of prerequisites and no additional space requirements. There will be no effect on present classroom and office resources.

   C. A minimum of 5 sections will be offered per semester. Enrollment will be limited to 20 students per section.

10. ARTICULATION:

   A. Similar courses exist at other campuses in the UH system:

      Leeward Community College
         ENG 100 Composition I (3 credits)
         ENG 100E Expository Writing: A Guided Approach (3 credits)

      Windward Community College
         ENG 100 Expository Writing (3 credits)

      Honolulu Community College
         ENG 100 Composition I (3 credits)

      Kaua’i Community College
         ENG 100 Composition I (3 credits)

      University of Hawai’i at Manoa
         ENG 100 Composition I (3 credits)
         ELI 100 Expository Writing: A Guided Approach (3 credits)
University of Hawai‘i at Hilo
ENG 100 Expository Writing (3 credits)

B. This course has previously been articulated with the UH Manoa General Education Core Requirements as a Foundations-Written Communication (FW) course under the title ESL 100 Expository Writing: A Guided Approach. It will now articulate under a new title of ESL 100 Composition I. Because the current revisions to course content and objectives more closely align ESL 100 with the Hallmarks for that designation, it is appropriate to continue to articulate the course.

C. Is this course appropriate for articulation with any other department or college requirements in the UH system? No.
Appendix 2: Sample Syllabus A

Instructor:  
Office:  
Phone:  
Office Hours:  

Class Hours:  
Classroom:  
E-mail:  

Course Description

ESL 100 Expository Writing: A Guided Approach (3) KCC AA/WR
Prerequisite(s): Qualification for ESL 100 on the KCC placement test, or a grade of C or higher in ENG 22, or instructor recommendation, or successful completion of ESOL 94.

ESL 100 is a content-based course, focusing on various concepts associated with education in the U.S. Kindergarten to twelfth grade (K-12) public education is said to be ineffective and in need of change. Higher education is said to serve only the elite in society and must change to meet the needs of the middle and working classes. In this course students will explore and analyze problems with the education system in the U.S. and reforms for these problems. Readings about the American education system are included in the textbook for this class. The instructor will provide additional information about the U.S. education system through discussions and handouts.

Writing development is approached in the context of a language input/output model. Students will be reading (input) about the U.S. education system and writing (output) about associated issues with the overall purpose of demonstrating and improving their abilities to express themselves clearly in academic writing. In addition, students will have opportunities to develop their academic vocabulary and other study skills and strategies necessary to be successful in American colleges and universities.

Course Requirements:

Required Texts – available in the KCC Bookstore

- McGraw-Hill Primis Reader for ESL 100
- Keys for Writers (w/ Smarthinking tutoring service)

Required Materials – available in the KCC Bookstore

- 3-ring binder for your “Academic Writing Portfolio” (≥ 1/2” with inside pockets)
- Notebook paper for free-writing: American college-ruled 8-1/2 x 11” loose-leaf

Recommended Reference – available at local bookstores and online

- Longman American Dictionary paperback –or–
- Collins Cobuild Dictionary paperback
Additional Requirement

- U.H. e-mail account. Students are required to use their U.H. e-mail address (username@hawaii.edu) for any and all e-mail correspondence in this course. Only e-mails from U.H. accounts will be accepted. E-mails from any other server (MSN, Hotmail, Yahoo, etc.) will be trashed, unread and un-responded to. **BE WARNED.**
- For account and password help, please go to the IMTS Help Desk in the 2nd floor of the Naio building.

Course Goals (G)

This ESL course is designed to

G1) provide students with a variety of information about the American education system, including the basic theories of American education, the purposes of public education in the U.S., various issues and problems associated with the American educational system, and reforms of the educational system based on these issues and problems;

G2) help students evaluate and analyze the content provided in Goal 1; and

G3) help students demonstrate their understanding in writing of various issues and problems associated with the education system in the U.S.; with the overall goal to

G4) prepare students for their future college careers at KCC and elsewhere by providing students with guidance and feedback on various academic writing tasks, including free-writes, discussions, e-mails, summaries, reflections, analyses, reports, research papers, and portfolio development.

Student Objectives (O)

In this course, students will study academic content about education in the U.S. The purpose of this academic content is to facilitate the process through which students will develop their writing and critical thinking skills in order to achieve specific learning objectives. In short, students will develop the way that language is used to express thought. We will work together to understand and achieve these specific objectives as detailed in the KCC catalog, and reproduced here:

ESL 100 focuses on critical reading and expository writing for the non-native speaker of English. Students will benefit from extensive practice in writing expository essays focusing on the discovery and use of various linguistic devices that make an essay effective.

**Upon successful completion of ESL 100, the student should be able to:**

O1) read critically and evaluate literary selections and to apply the same techniques to the student’s own writing;

O2) write clear, coherent prose, for specific purposes and for specific audiences;

O3) practice writing expository essays using rhetorical and writing techniques;

O4) identify details that support an author's thesis;
Discover in reading various techniques and devices used by the author;
2. Review topic sentence, paragraph and supporting details;
3. Write various types of academic essays;
4. Write a research paper with bibliography, demonstrating mastery of this form;
5. Organize outlines and thesis sentences as aids to writing;
6. Spontaneously write an organized and well-developed essay on a given topic;
7. Keep a journal for spontaneous writing assignments; and
8. Promote ideas and increase writing skills.

In addition, students in this ESL 100 section should be able to:
9. Develop a personal writing portfolio for academic and career purposes.

Writing Requirement (W)

ESL 100 fulfills the Written Communication Foundation Requirement for degrees at UHM and KCC.

To satisfy the Written Communication requirement, this course will:
1. Introduce students to academic discourse and different forms of college-level writing, and guide them in writing for different purposes and audiences;
2. Provide students with guided practice of writing processes – planning, drafting, critiquing, revising, and editing – making effective use of written and oral feedback from the faculty instructor and from peers;
3. Require at least 5000 words of finished prose – equal to ~20 standard typed pages;
4. 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; teach appropriate ways to incorporate such information, acknowledge sources and provide citations; and
5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

Course Grading

Each assignment in the categories below is assigned points, and you accumulate points throughout the semester towards your final grade by submitting complete assignments in a timely manner.

Grading Categories:

- Online/ Homework Assignments
- Discussion Board Postings
- Journal Postings
- Papers/ Essays (including all drafts)
- Peer Feedback
Once I receive an assignment, I will assess it for a grade based on the course 4-point holistic rubric for rating and scoring all course assignments. The assignment is given a rating based on the holistic scale of 1 to 4. The assignment rating corresponds to a points percentage, which is multiplied by the assignment's total possible points. As such, every assignment's total possible points is divisible by 4. For example, a 4-point assignment that scores a 4 rating receives all 4 points. An 8-point assignment that scores a 3 rating receives 6 points. A 12-point assignment that scores a 2 rating receives 6 points. And a 40-point assignment that scores a 1 rating receives 10 points.

You accumulate grade points in this manner throughout the semester towards your final grade.

Your final course grade is determined by dividing your total accumulated assignment points by the total possible course points. Your percentage is then assigned a letter grade as follows:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points Percentage</th>
<th>Total Points Range</th>
<th>Final Grade Percentage</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>100%</td>
<td>1200 - 1500</td>
<td>80-100%</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>75%</td>
<td>900 - 1199</td>
<td>60-79%</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
<td>600 - 899</td>
<td>40-59%</td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td>25%</td>
<td>300 - 599</td>
<td>20-39%</td>
<td>D</td>
</tr>
<tr>
<td>0</td>
<td>0%</td>
<td>0 - 299</td>
<td>0-19%</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Requirements

The following are required of each student:

1) Participation
   - Participation by each student in all aspects of the class is a primary requirement for receiving a passing grade.
• Since a portion of the course work will be dedicated to peer response, group discussions, and group writing, active participation by all class members is essential.
• Participation refers to how seriously students take themselves, their classmates, this course, and the topics raised in the classroom.
• It also has to do with the amount of effort students put into their assignments and the degree to which students work towards making this course their own.
• Lack of respect for others, their thoughts, and their work will not be tolerated and will negatively affect the evaluation of participation and overall course grade. However, careful attention to the thoughts of others, incorporating those ideas into appropriate assignments (with proper credit when necessary), contributing to the learning of others in the class by sharing thoughts, and other collaborative gestures will affect grades very positively.

2) Class/ Homework Assignments
• Students will have various regular class and homework assignments during the semester.
• Students should complete all required homework assignments on time, and be prepared for any associated class activities on the due date.
• Assignments may not be submitted as regular email attachments.

3) Quizzes
• Students will have several vocabulary quizzes throughout the semester covering terms from the articles.
• Students will have 1 essay quiz near the end of the semester based on the course readings.
• In addition, students may have unannounced quizzes throughout the semester on anything covered in the course.

4) Papers/ Essays
• All drafts of papers and assignments must be word processed using either Times New Roman or Arial, 12-point font, double-spaced, with one inch margins. If using an Asian word processing system (such as MS Word), students need to make sure that the paper size is set to 8-1/2 x 11” instead of A-4.
• Students will write the following essays and papers in addition to other writing assignments:
  1 Reflection essay on the Purpose of Education and Learning (minimum 375 words)
  4 Summary essays based on the first two articles (minimum 375 words each = 1500 words)
  2 Analytic essays based on the first two articles (minimum 375 words each = 750 words)
  1 Reaction essay on Bilingual Education Reform (minimum 500 words)
  1 Research Paper (minimum 1500 words) – \textit{plus} cover page, proposal, outline, bibliography
  1 final Reflection essay on Education in America (minimum 375 words)

• Papers may not be submitted as regular email attachments for any reason.
• Be aware that submission of one paper for two different courses without approval will result in failure of the papers in both courses and academic action taken against the student. Please refer to the UH policy on plagiarism for more information on this matter http://www.hawaii.edu/student/conduct/

5) Peer Feedback
• During the semester, students will be responsible for several peer feedback assignments.
• After writing 1st drafts of select course essays, students must bring a copy of each essay to class on the associated due date for paper exchange and peer feedback.
  **Please note:** if a student does not bring a paper to class, the student will not be able to participate in feedback activities on these dates, and the student will not receive valuable peer feedback on their writing.
• Using the peer feedback guidelines given to you, you must provide feedback on the papers of several of your classmates.

6) Class Speaking Tasks
• Students will have two in-class speaking tasks based on class readings and the research paper assignment. The first task is a group debate based on the Bilingual Ed. Readings. The second task is a seminar-style solo presentation based on the research paper.
• In addition, students will be responsible for assessing the speaking of their classmates.
• Participation is an integral part of each student’s final grade.
• Requirements for the speaking tasks will be given at a later date.

7) Final Course Task: Writing Portfolio on the American Education System
• This semester, students will compile selected assignments into a Writing Portfolio project.

  • The **Writing Portfolio will include the following categories:**
  
  Table of Contents  
  Personal Education History  
  Summary and Reflections of American Education Issues  
  Analyses of Select Reform Issues  
  Personal Opinion of Bilingual Education  
  Course Research Paper on Education Reformers  
  Final Reflection on the American Education System  

• The portfolio is due at the end of the semester. It will be reviewed by the teacher for student, curriculum, and program assessment and returned to students with their final course grade. This is a major course requirement, amounting to roughly 25% of the course grade.
RULES, RULES, AND MORE RULES

Attendance

Students are expected to attend class on time every day. Attendance will be reflected in student class participation, class assignments, quizzes, presentations, and timely submission of papers and other assignments.

If a student misses class, not only will opportunities to develop language skills be missed, but also important course information will be missed, and classmates will miss the student’s participation in class.

Students are responsible for all material covered in class and for all assignments.

It is understood that there may be times when a student is unable to come to class due to sicknesses, emergencies, scheduled appointments, or other personal reasons. Understanding of this situation does not mean that a student is not responsible for the material missed. If a student misses class, the student must get any assignments, explanations, directions, information, and handouts from classmates. Upon return to class, the student should be prepared for any scheduled class activities.

Quizzes, exams, and tests missed due to absence cannot be made up unless the student provides an acceptable and verifiable excuse, such as a Dr.’s note, an accident report, or a police report. Class activities missed due to absence cannot be made up for any reason. Any group assignments missed due to absence should be made up with the respective group members.

Also, general class announcements and directions will be given in the first 10 minutes of class. If a student is late and does not get this information, the student will be responsible for getting the information from a classmate.

Late Work

All homework assignments should be completed before class and submitted in class on the date that they are due. Students should always be ready for classroom activities or discussions. When you submit your assignments on time, you help me manage the course and give you the credit that you have earned.

Late submission of assignments makes it very difficult for me to manage the course and grading. Therefore, late assignments will only be accepted for up to two class periods after the original due date for credit at a penalty of 25% of the credit points before
assessment. Assignments will not be accepted for credit after two class periods late. However, any required assignments, whether accepted for credit or not, must still be included in the final portfolio projects.

Keep in mind that many classroom activities require related papers and homework assignments in order to receive credit. Full participation is a requirement, and these daily classroom activities cannot be made up. The exception to this is late work that has an acceptable and verifiable excuse (a Dr.’s note, an accident report, a police report, etc.).

**Repeated late submissions of work will result in failure of the course.**

**Academic Honesty**

All incidences of academic dishonesty and plagiarism will be treated severely. Academic dishonesty includes submitting assignments that are not the student’s own work. Plagiarism includes copying or borrowing another writer's material without proper references, and submitting assignments in more than one course without receiving permission.

I will regularly utilize the resources available to me by the university to detect academic dishonesty. These resources include Internet websites and software.

At the end of the semester, while working on the research paper, we will discuss plagiarism in depth. In the meantime, please refer to the university's policy on academic honesty online at http://www.hawaii.edu/student/conduct/

**Course Communication/ Netiquette**

All students are expected to follow Netiquette guidelines in all of their online course communications with their peers and instructor. Netiquette refers to proper behavior in an online environment.

At some point of the semester, we may formally look at Netiquette issues. In the meantime, students should familiarize themselves with Netiquette guidelines by searching for the term “Netiquette” on a search engine such as Google.com

Violations of Netiquette guidelines that interfere with course instruction, disrupt course operations, or result in harassment of classmates or the instructor will not be tolerated and will be immediately referred to the Dean of Students for disciplinary action, including possible removal from the course. For additional information, read the university's policy on student behavior at http://www.hawaii.edu/student/conduct/
Office Hours/ Conferences

My office is in I‘liahi, Room ---, and my telephone number is ---. I am available for office hours most every day of the week with at least 24 hours request and confirmation.

Keep in mind that I can always be reached by e-mail for questions or messages of a personal nature. I check my mail frequently and usually respond within hours. However, students should not make it a habit of sending me e-mails about homework assignments if they missed class or did not understand assignment directions. Students should speak to me immediately before or after class about these issues.

Additional Notes

Since this is a course for developing academic English writing, it is expected that only English will be used for all course activities and assignments. First languages should not be used for general group or peer discussions, or to “chit-chat” in class, especially when language is used to exclude from conversations classmates who do not speak the same native language. Disregard of this expectation will negatively affect your class participation.

It is a natural tendency for students to sit in the same seats and form their own groups with friends or classmates with similar interests. However, these practices can limit a student’s development in a learning environment like our classroom. Therefore, students are encouraged to sit in different seats each day and form groups with different classmates, and the teacher will change seating arrangements and form groups as necessary for classroom activities.

Please do not send regular course papers or assignments by e-mail or by attachment unless told otherwise. Turn in hard copies only.

Please turn off all cell phones, pagers, and other things that beep, ring, chirp, chime, or can play music, while in our classroom. At no time may anyone engage in phone conversations in the classroom for any reason.

Please do not smoke on the lanai outside of the Mokihana classroom, nor on the stairways, nor under any roofed area, which are all considered areas of the building. Smoke in the open areas around buildings where there are ashtrays.

This class is a safe zone. I will not tolerate discrimination on the basis of gender, ethnicity, sexual orientation, religion, or native language. Any violation will be referred immediately to the dean of students for disciplinary action.

If you have a disability and have not voluntarily disclosed the nature of your disability and the support you need, then please contact the Special Student Services office at 743-9552, located in Ilima 105.
This syllabus and the course schedule are subject to change at the teacher’s discretion with appropriate notice.

If you have any questions, please feel free to talk to me after class, by e-mail, or make an appointment for an office conference.

Appendix 3: Sample Syllabus B

ESL 100 – CRN XXXX  Expository Writing: A Guided Approach – Fall 2006

Course Syllabus

Instructor: XXXXX     Class hours: XXXX
Office: TBA       Classroom: XXXX
Office hours: Wednesdays 4:45 – 5:45   Email: XXXX
Class schedule: Aug. 21st – Dec. 15th (last class Dec. 7th)

Course Description
ESL 100 Expository Writing: A Guided Approach (3) KCC
Prerequisite(s): Qualification for ESL 100 on the KCC placement test, or a grade of C or higher in ENG 22, or successful completion of ESOL 94, or instructor recommendation/permission.

ESL 100 is a content-based course focusing on various concepts associated with kindergarten through twelfth grade education (K-12) here in the United States. Much regarding the U.S. educational system is said to be dysfunctional and in need of change. In this course, students will explore and analyze the various problems and solutions for our educational system. In addition to the readings from our textbook, the instructor will provide further input in the form of handouts, discussions, and possible guest speakers.

Writing development is approached in the context of a language input/output model. Student writings (output) will be based upon readings and discussions (input) concerning the topic of the U.S. educational system. An overarching goal of the course is to encourage the students to improve upon their academic writing and to effectively and clearly express themselves in an acceptable and well-organized manner. Students will also focus on related subjects including academic vocabulary and word morphology, appropriate academic grammar and language, and various academic skills which will allow them to prosper at American colleges and universities.

Course Requirements

Required Text:
McGraw-Hill Primis Reader for ESL 100 (available in the KCC Bookstore)

Required Materials:
3-Ring binder for your hand-outs, writings, etc.
Notebook for note-taking or writings.
Recommended Texts:
*Keys for Writers* by Ann Raimes

**Course Goals**
This ESL course is designed to:
1) Provide students with information about the U.S. educational system, including the basic theories of American education, various problems and issues associated with this system, and reforms based upon these issues.
2) **Encourage students to explore, analyze, and evaluate these issues.**
3) Help students to demonstrate their understanding of the course issues through discussions, activities, and writings.
4) Prepare students for future college/university studies at KCC and elsewhere by bridging the gap between ESOL classes and academic tertiary-level education.

**Student Objectives**
In this course, students will explore academic content about education in the United States. The purpose of the academic content is to facilitate the process through which students will develop their writing and critical thinking skills in order to achieve specific learning objectives. In short, students will explore and develop how language is used to express thought. We will work together to achieve these goals as specified in the KCC catalog and reproduced here:

*ESL 100 focuses on critical reading and expository writing for the non-native speaker of English. Students will benefit from extensive practice in writing expository essays which focus on the discovery and use of various linguistic devices that make an essay effective.*

**Upon successful completion of ESL 100, the student should be able to:**

1. Read and evaluate literary selections critically, and apply the same techniques to his/her own writing.
2. Write clear, coherent, and organized prose, for specific purposes and specific audiences.
3. Exemplify standard rhetorical writing techniques.
4. Identify and write various types of academic essays.
5. Understand and use the framework, organization, and techniques of American academic essays.
6. Write a research paper with outline and references.
7. Spontaneously write a well-organized and well-developed essay on a given topic.
8. Learn strategies to continue improving upon their own English skills and writings.
9. Participate effectively in conversations, debates, etc. about a known topic.

**Writing Requirements**
ESL 100 fulfills the Written Communication Foundation Requirement for degrees at UHM and KCC.

To satisfy the Written Communication requirement, this course will:

1. Introduce students to academic discourse and different forms of college-level writing, and guide them in writing for different purpose and audiences.
2. Provide students with guided practice of writing processes – planning, brainstorming, drafting, critiquing, revising, and editing – making effective use of written and oral feedback from the faculty instructor and from peers.
3. Require at least 5000 words of finished prose – equal to roughly 20 standard typed pages.
4. 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; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
5. Help students analyze texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions.

Course Grading

For your final grade, each category and assignment below will be taken into account. These categories may include:

- Homework assignments
- Journal entries
- Papers/essays (including all drafts)
- Vocabulary and grammar quizzes
- Peer feedback
- Class participation
- Group and partner work
- Other projects
- Attendance

Your final grade will be evaluated by the faculty member according to the following grade percentage.

<table>
<thead>
<tr>
<th>Final Grade Percentage</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 19%</td>
<td>F</td>
</tr>
<tr>
<td>20 – 39%</td>
<td>D</td>
</tr>
<tr>
<td>40 – 59%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 79%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 100%</td>
<td>A</td>
</tr>
</tbody>
</table>

Course Requirements

The following are required of each student:

1. Participation

Participation by each student is one of the primary requirements of the class. The instructor recognizes that some students may be more outgoing or shy than others, and he will take these traits into account when evaluating and issuing a final grade. However, it cannot be stressed enough that active participation is vital for success in the course. Everyone in this classroom
speaks a language other than English as his/her first language, so please try not to be shy or embarrassed about your language. Everyone is in the same boat!

Conversely, a lack of respect for others will not be tolerated and will negatively affect the student’s overall course grade. Please show respect and act accordingly.

2. Class/homework assignments

Throughout the semester, class work and homework will be given on a regular basis. Students are expected to complete all of their work on time and be prepared for any associated follow-up activity.

3. Quizzes

Students will have frequent quizzes throughout the semester covering topics discussed in class and from the readings. These quizzes may revolve around topics of vocabulary, word-morphology, grammar, details from the readings, etc.

4. Papers/essays

All drafts of papers and assignments must be word-processed using either Times New Roman or Arial, 12 point font, double-spaced, with one-inch margins. At the time of this writing, we will follow APA style for our essays (citations, references, formatting, etc.).

Students will write the following essays and papers in addition to other writing assignments:
- 1 reflection essay on the Purpose of Education and Learning (min. 375 words)
- 4 summary essays based on the first two articles (min. 375 words each)
- 2 analytic essays based on the first two articles (min. 375 words each)
- 1 reaction essay on Bilingual Education Reform (min. 500 words)
- 1 research paper, including cover page, outline, and references (min. 1500 words)
- 1 final reflection essay on Education in America (min. 375 words)

Papers must be submitted on a timely basis. For the time being, hard-copies (not email attachments) will be required to be given to the instructor.

Please be aware that KCC takes plagiarism very seriously and academic action (including possible expulsion) will be taken for any confirmed cases. This includes willfully submitting papers written for other courses. Please refer to the UH policy on plagiarism for more information.
5. Peer feedback

During the semester, students will be required to provide substantial peer-feedback for their classmates. For this purpose, please bring a copy of your first-draft paper to class on the day specified.

6. Class speaking tasks

There will be several student speaking tasks, based upon the readings and research. One of these will be a solo-style presentation based on the research paper. Others may include debates, problem solving tasks, role-plays, etc.

7. Final course task

This semester, students will compile selected assignments into a writing portfolio project. The writing portfolio will include the following categories:

- Table of contents
- Personal education history
- Summary and reflections of American educational issues
- Analysis of select reform issues
- Personal opinion of Bilingual Education
- Course research paper
- Final reflection on the American educational system

The portfolio is due at the end of the semester. It is a major component of the course, accounting for approximately 25% of the final grade.

How to Get the Most Out of Class

1. By far the most important, realize that **YOU ARE RESPONSIBLE FOR YOUR OWN SUCCESS** in this class. If you want to actually learn and improve upon your skills, then that requires **considerable** effort on your part. This means studying every night and on weekends, doing your homework, completing your assignments on time, paying attention in class, constantly learning new vocabulary, practicing what you’ve learned, etc. If, on the other hand, you never do these things, then don’t be surprised when your progress is slow.

   **YOUR SUCCESS RESTS ON YOUR SHOULDERS!**
2. Attend all the classes. For many students, class is the only time they have to practice their skills in English. And as we all know, practice in a second language is one of the keystones to successfully mastering it. Above and beyond that, your success in receiving a good grade depends on your diligent attendance. I recognize that emergencies happen, and I will be sensitive to them. However, your commitment to these classes should be taken seriously.

3. Be prepared for every class. Do your homework, learn your vocabulary, practice what we’ve covered, etc. You will have homework nearly class. In addition to the required materials, I recommend carrying a small notebook with you at all times, in order to quickly jot down new vocabulary, bits of overheard conversation, or questions.

4. Participate actively in class. Ask questions, or if you’re shy, ask me after class. However, please try not to be shy! Everyone here is learning English too, and I will do my best not to embarrass anyone. Take advantage of our time together to practice your English. This is truly an obvious point, but one that a surprising number of students ignore. Research has shown that interaction is one of the greatest keys in successfully learning a second language. In the same vein, please be respectful of others. Please don’t interrupt or embarrass anyone!

5. Think about and develop your own strategies for learning. Do you work best if you write down new material? Do you repeat new vocabulary out-loud or silently? Do you prefer to study in the mornings or evenings? Do you benefit most from structured discussions, or in non-structured, free-flowing conversations? Do you like to study with a friend, or by yourself? Be open to new things and try to improve your own strategies for learning.

6. Please talk to me if you have any questions or problems. My job is to help you! If you have a problem and feel more comfortable talking to someone else, then please do so.
Writing Critiques

The purpose of writing critiques is to help you think critically about issues and to help familiarize yourself to education reform in the United States. Critiques challenge you to critically assess a problem, the proposed solution and put it in the bigger picture of our overall goals of education.

Your critique should show evidence that you have:

• Read/listened and understood the topic at an advanced level.
• Moved beyond the facts presented by critically evaluating the implications of the results.
• Successfully expressed your ideas through clear and careful writing

Critique structure:

1. Your paper should open with a discussion of the main problem addressed by the reform and a description of the specific solution they are trying to promote. (i.e. What is the goal of the reform?)

2. Your thesis should answer one of the following questions: Does the reform successfully solve the problem that it is trying to solve? Do you see any problems or shortcomings of the reform? (Don’t forget to look at the big picture as well -- Does the reform promote the goals of education?)

3. Your supporting paragraphs (approximately 3) should elaborate on the reasons why you feel that the reform promotes the goals of education, why you feel that the reform is not an effective method of meeting the goals of education (or a combination of the two). Each paragraph should begin with a clear topic sentence, followed by examples and explanations.

4. In your conclusion, you can do a few things:

• If you believe that the reform is not effective, suggest what you think we should do instead.

• If you think that the reform is an effective way to meet the goals of education, comment on why it is an important topic for us to think about and study.

Length: 2 - 3 pages

Vocabulary: Use 5 vocabulary words from our prior Academic Word Lists (5). I will compile a complete list for you to refer to. Please highlight these words in your final essay.

Due Dates

Appendix 5: Sample Instructor Essay Assignment Feedback

ESL 100 Name: __________________

Critique #3: Homeschooling

INTRODUCTION:
The author has used an effective attention getter 1 2 3 4
The author has given adequate background 1 2 3 4
The thesis tells the reader the writer's main point 1 2 3 4

BODY PARAGRAPHS:
Each paragraph has a topic sentence connected to schools 1 2 3 4
The examples are specific and clarify the main point 1 2 3 4
The points are organized clearly 1 2 3 4
The ideas are interesting and thoughtful 1 2 3 4

CONCLUSION:
The writer has commented on why this topic is important 1 2 3 4
or given a suggestion for how to make the reform better 1 2 3 4

OVERALL:
The author has created a smooth flow of language (using 1 2 3 4
Transitions and using sentence variety)
The author has good control of grammar, punctuation and spelling
The author has incorporated the vocabulary correctly and smoothly 1 2 3 4

Grades: __________________________
1 = Needs work
2 = Adequate, but not strong
3 = Good
4 = Excellent

COMMENTS:

35
Appendix 6: Sample Essay Assignment (Critical Thinking/Analysis)

ESL 100 SPRING 2005 Essay #1

Write an essay that answers the general question: What is the purpose of education? In your essay, consider the various perspectives on education (historical, social, cultural). You may also wish to comment on your opinions about education. Feel free to include details of your own past and present experiences. Be sure to consider audience and purpose, as discussed in class. In your essay, you should also include at least one quotation. You may research your own, or choose from the list below. You will need to pull from your own world-knowledge, or research as needed, in order to explain (briefly) about the person whose quotation you choose to include in your essay. Take some time to collect your thoughts. Consider the free writing activity we did in class, as well as the message board discussions in MyUHportal. You may wish to include such information when you write your essay.

Famous quotes about Education: “Education is not the filling of a pail, but the lighting of a fire.” --William Butler Yeats
“There are two types of education... One should teach us how to make a living, and the other how to live.” --John Adams
“I have never let my schooling interfere with my education.” --Mark Twain
“The education and empowerment of women throughout the world cannot fail to result in a more caring, tolerant, just and peaceful life for all.” --Aung San Suu Kyi

Formatting your essay: As for all essays, you need to word process your paper according to the following guidelines: double spaced, 12 point sans serif font, left-aligned. On the top right of the paper, include the following information: Your name, the CRN for this class, the date, and the number of words. You do not need a cover sheet, but you do need a title. Do not use paper clips; put a staple in the top-left of the pages. University of Hawaii – Kapi’olani Community College Name Date ESL 100 CRN: Title (centered) Remember to double-space your text and indent or use block paragraphs. Use 1 inch margins all around. If you have any questions, please be sure to come in to the office and ask!
Appendix 7: Sample Essay Assignment (Allegory/Analysis)

The following definitions have been adapted from: Wikipedia, the free encyclopedia.

**Allegory** - (from Greek αλλος, allos, "other", and αγορευειν, agoreuein, "to speak in public") is a figurative representation conveying a meaning other than and in addition to the literal. It is generally treated as a figure of rhetoric [...]. An allegory appeals to reason. The fable is a short allegory with one definite moral. The allegory has been a favorite form in the literature of nearly every nation. [...] 

**Fable** - In its strict sense a fable is a short story or folk tale with a moral at the end. It often, but not necessarily, makes metaphorical use of an animal as its central character.

**Moral** - A moral is message that expresses the intended meaning, or the moral message, of a story.

**Metaphor** - a figure of speech that is used to paint one concept with the attributes normally associated with another. "X is a metaphor for Y" means that Y is painted with the attributes of X. The expression, "You are the sunshine of my life" equates someone's beloved with sunshine; something that is impossible in literal terms unless that person becomes a ball of nuclear fusion. The expression "candle in the wind" likens life's fragility to an extinguished candle.

"Life in the fast lane" (left lane of freeway = a fast and/or hectic pace), or "bowels of the ship" (intestines = the inner holds of a ship) or "drowning in money" (drowning = having too much), or "beating your head against the wall" (beating your head = taking ineffectual actions; the wall = the problem), or "he's still wet behind the ears" (he has not completely dried yet, he's still fresh/new) [...]

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**ESSAY #6**

In *The Cultivation of Idiosyncrasy* (1949), Harold Benjamin is using the “school in the woods” to make some criticisms about education. For Benjamin, the school in the woods serves as an allegory for the current state of education in America. At the end of his story, Old Man Coyote makes a suggestion for education reform, but runs off before he fully explains his ideas. In essay 6, explain how you think Old Man Coyote would go about education reform in the U.S. In your opinion, is the school in the woods any different from schools today? What lessons does this story offer us?
Appendix 8: Sample Research Paper Assignment

Linguistic Autobiography (150 points)

Time Table

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class: Informal Chronology/Brainstorm</td>
<td>5 pts.</td>
<td>Thursday, Nov. 17</td>
</tr>
<tr>
<td>Online: Annotated Bibliography</td>
<td>10 pts.</td>
<td>Tuesday, Nov. 22</td>
</tr>
<tr>
<td>Outline</td>
<td>10 pts.</td>
<td>Tuesday, Nov. 22</td>
</tr>
<tr>
<td>Introduction</td>
<td>2.5 pts.</td>
<td>Tuesday, Nov. 29</td>
</tr>
<tr>
<td>Body Part I- First Language</td>
<td>5 pts.</td>
<td>Tuesday, Nov. 29</td>
</tr>
<tr>
<td>Body Part II- Interlanguage</td>
<td>5 pts.</td>
<td>Thursday, Dec. 1</td>
</tr>
<tr>
<td>Body Part III- Other language Issues</td>
<td>5 pts.</td>
<td>Tuesday, Dec. 6</td>
</tr>
<tr>
<td>Conclusion</td>
<td>2.5 pts.</td>
<td>Thursday, Dec. 8</td>
</tr>
<tr>
<td>References Page</td>
<td>5 pts.</td>
<td>Thursday, Dec. 8</td>
</tr>
<tr>
<td>Hard-Copy: Final Draft</td>
<td>90 pts.</td>
<td>Tuesday, Dec. 13</td>
</tr>
<tr>
<td>Informal Presentations</td>
<td>10 pts.</td>
<td>Thursday, Dec. 8</td>
</tr>
</tbody>
</table>

Readings: Interlanguage readings, supplemental websites, books and articles.


Purpose: The linguistic autobiography essay is an autobiographical retrospective on your personal and family linguistic heritage. Your audience will be other linguists (like yourselves), and your approach will be slightly more analytical than reflective. In addition, you will be demonstrating your understanding of the linguistic terminology listed above by applying these terms to the data you have collected during brainstorming. Use only the concepts that apply to your situation. Also, you will be supporting your analysis with research from the academic literature on the topics of language acquisition, dialect variation, second language acquisition and related fields.

Essay Structure: Although this essay is autobiographical, chronological sequencing might not be the best way to organize your findings. You need an introduction, which contains a thesis statement, which focuses the essay. Use paragraphing and/or headings to guide your readers. You do need to use linguistic terminology. Also, you should use LOTS and LOTS of actual examples from your own experience. You can also compare your own examples to those found in other sources. 5-8 pages, typed, double-spaced, 1” margins, APA format. A Cover page and the References page are NOT included in the 5-8 page requirement… they are extra pages.

Sources: You are required to use a minimum of six sources, one of which needs to be an academic journal article. You can use the KCC Library's article databases, like EBSCO, to find many articles. The KCC Library doesn't carry any linguistics journals in hard copy. You need to
cite your sources using **APA in-text citation format**, including a **references section**. Please also include photocopies of all sources when you turn in your paper. If you're unsure of what qualifies as an academic source, bring the source to class for your instructor to look at. Please also use your course materials to clarify your understanding of concepts and terminology beyond what we cover in class. You do not need to cite your materials unless you paraphrase or quote directly from it. You will also be able to include data and insights from your Grammar Analysis Essay and your personal Interlanguage Phonology paper. However, you should not just copy sections from these previous essays; use them more as sources for new ideas in this final essay. Use the Brainstorm exercise as a way to generate ideas, and return to your Language Profile that you did in the first week of school for more ideas.

**Sample Organization:**

If I were writing this essay about myself, I might have a thesis statement like this: "I often say to my students, 'I think I was born a linguist'. My awareness of all things linguistic can be traced back to an early fascination with word puzzles, and continues to this day as I try to pass this passion on to my students." Sample body paragraphs might include: language-rich, but monolingual childhood, second language learning experiences (if I had a well developed second language, this section would include interlanguage grammar), social in-groups (at various ages), professional and not-so-professional jargon, my linguistic identity (dialect at various ages!). My title might be "My Linguistic Journey".

Here are some **sample sources**, and a **sample Annotated Bibliography**, if I were writing the paper:


-- This article is about how playing word games with children can speed up their language acquisition. I'll cite this research to support the way my siblings and I interacted. I don't know if my acquisition was faster than theirs, but certainly my language awareness was heightened by these experiences. I will give examples of the word games, and connect it to examples and analysis given in this article.


-- This article is about how successful the direct method of teaching foreign language is. The direct method is using only the target language in the classroom, and never using the student's first language as the medium of instruction. I would relate this to my language learning experiences, the more successful ones being primarily direct method.


-- This website gives the results of a online survey conducted by several linguists and linguistics students at Harvard University. I will use this to help support my claims about my own pronunciations of certain words, and in my case, because my dialect is no longer completely "Southern", I will cover how my current dialect differs from this survey.
Brainstorming (5 pts.)  

Due: Thursday, Nov. 17

The first step in this project is to complete the brainstorming questions that are listed on the last page of this handout. Do these outside of class, and **bring two copies to class to share in a small group feedback exercise**. You'll pass in a clean copy and keep a copy that you've added to during your **in-class brainstorming session**. Bring it home to refer to as you write your rough draft.

Annotated Bibliography (10 pts.)  

Due: Tuesday, Nov. 22

Because this is a researched essay, you will need to find and use outside sources. In this Annotated Bibliography, you need to **give a complete APA citation of the source, a one or two sentence summary of the article, and one or two sentences about how you plan to integrate this source into your essay.** (See examples above.) This Annotated Bibliography should be posted in the Linguistic Autobiography Forum of the WebCT bulletin board.

Outline (10 pts.)  

Due: Tuesday, Nov. 22

Also, you need to develop a brief outline of how you plan to structure your essay, which major paragraph headings and the type of data and sources you'll use in each section. This Outline should be posted in the Linguistic Autobiography Forum of the WebCT bulletin board.

Introduction (2.5 pts.)  

Due: Thursday, Nov. 24

In this first section of your paper, you need to provide a general introduction to the topic of this paper, you need to state your thesis, and you need to provide the organizational pattern of the paper.

Body Part I- First Language (5 pts.)  

Due: Tuesday, Nov. 29

In the first body section, you should focus on insights into your first language development. Try to draw on your own memories of your L1 development and support any of your ideas with sources that you’re using for the paper.

Body Part II- Interlanguage (5 pts.)  

Due: Thursday, Dec. 1

In the second body section, you should focus on your interlanguage. You can rely on the essays that you have written in the learning community in addition to any new insights that you have about your interlanguage development. Also, be sure to draw from sources to help justify your analysis.

Body Part III- Other Language Issues (5 pts.)  

Due: Tuesday, Dec. 6

In the third body section, you should focus on any other language issues that you feel are important or interesting for your own language identity. Use sources to support your analysis.

Conclusion (2.5 pts.)  

Due: Thursday, Dec. 8

In your conclusion section, you need to wrap-up your paper by restating your thesis, summarizing the major points that you’ve made in the paper about your language identity, and try to make some general conclusions about yourself as a language learner and user.

References Page (5 pts.)  

Due: Thursday, Dec. 8
Be sure to include at least six sources as specified in the requirements about using sources for this paper. Also remember that the list must be APA formatted. Refer to the Keys for Writers text for examples.

Final Draft (90 pts.) Due: Tuesday, Dec. 13
Please print out the final draft in APA format. Check the APA guidelines on the Resources link of our homepage. When you turn in your draft, please include your final draft including a references section, a printout of all feedback that you received, and photocopies of all of your sources. I will review your final draft and provide assessment and feedback.

Presentation (10 pts.) Due: Tuesday, Dec. 8
Each student will present a 5-minute linguistic profile of themselves based on their research. You might like to distribute a short handout.
Brainstorming Questions: Use these questions as a way to begin delving into your language experiences and identity. Try to answer in some detail with examples.

Where were you born? Where were your parents born?  
Where have you lived, and at what age(s)? Did you move often?  
What language(s) and/or dialect(s) do you speak?  
What sort of language/dialect was spoken in your neighborhood?  
What is your ethnic background?  
What is your social class?  
How does your language reflect your upbringing?  
What do others say about your speech?  
What kind of differences do you notice between the way you speak and the way you write?  
How extensively have you traveled? What interesting observations did you make about your own language in these contexts?  
What other languages have you studied (formally or informally)?  
What language/dialect do/did your parents and grandparents speak?  
What are your writing habits like?  
What are your reading habits like?  
What are your computer use habits like?  
What are family’s attitudes about language?  
Do you change your speech when you are at school?  
Do you change your speech when you are at work?  
Do you change your speech when you are with your friends?  
Are there any features in your speech you have consciously tried to get rid of, or consciously tried to acquire?  
Do you like the way you sound? Have you ever consciously tried to change your speech?  
How do your peers talk? Do you talk the same or different than your peers?  
What was your peer group like in junior high and high school? Were there any special terms or ways of communicating?  
What have your teachers told you about your language?  
What language games did you play as a child?  
Regarding language, what are you particularly proud of?  
What are your personal goals for your interlanguage development?  

Do you have other questions that your classmates might benefit from? Let us know in class!  

(These questions are available in electronic format on the Linguistic Autobiography page of our website)