

## Washtenaw Community College Comprehensive Report

### ESL 138 Intermediate ESL Writing Effective Term: Spring/Summer 2024

#### Course Cover

**College:** Humanities, Social and Behavioral Sciences

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** English as Second Language

**Course Number:** 138

**Org Number:** 11300

**Full Course Title:** Intermediate ESL Writing

**Transcript Title:** Intermediate ESL Writing

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** Three-year-syllabus review, post-assessment; no major changes.

**Proposed Start Semester:** Winter 2024

**Course Description:** In this course, students learn to internalize both the grammar and vocabulary that they have been studying by using it to produce well-formed sentences and paragraphs. The focus is on strengthening the students' ability to express themselves in written English.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 4

**Lecture Hours: Instructor: 60 Student: 60**

**Lab: Instructor: 0 Student: 0**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 60 Student: 60**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

Reduced Reading/Writing Scores

#### College-Level Math

No Level Required

#### Requisites

**Prerequisite**

ESL GVR Level E-4 and ESL Listening Level E-3; students with ESL GVR Level E-3 may enroll in ESL 132 and 134 concurrently

#### General Education

**Degree Attributes**

Below College Level Pre-Reqs

**Request Course Transfer****Proposed For:****Student Learning Outcomes**

1. Write a one paragraph composition which follows English organizational structure and is intelligible to an unsympathetic native speaker (i.e. a composition instructor who does not have an ESL teaching background).

**Assessment 1**

Assessment Tool: Outcome-related final in-class writing exam

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will achieve 70% of the items on the rubric.

Who will score and analyze the data: Departmental faculty

**Course Objectives**

1. Use a variety of prewriting techniques.
2. Demonstrate proper paragraph structure of topic sentence and supporting details.
3. Improve support, unity and/or coherence by revising the content of a paragraph.
4. Produce paragraphs with complete sentences and correct verb tense.
5. Improve accuracy of sentence level grammar and mechanics by copy editing.
6. Demonstrate standard US letter formatting.
7. Write a final in-class paragraph that, while not perfect, reads like English.

**New Resources for Course****Course Textbooks/Resources**

Textbooks

Oshima, Alice. *Longman Academic Writing Series 3*, 4th ed. Pearson, 2020Ruetten, Mary K. *Developing Composition Skills*, 3rd ed. Cengage L, 2011

Manuals

Periodicals

Software

**Equipment/Facilities**

Level I classroom

**Reviewer****Action****Date****Faculty Preparer:***Heather Zettelmaier**Faculty Preparer**Aug 25, 2023***Department Chair/Area Director:***Carrie Krantz**Recommend Approval**Sep 06, 2023***Dean:***Victor Vega**Recommend Approval**Sep 11, 2023***Curriculum Committee Chair:**

*Randy Van Wagnen*

*Recommend Approval*

*Feb 23, 2024*

**Assessment Committee Chair:**

*Jessica Hale*

*Recommend Approval*

*Feb 26, 2024*

**Vice President for Instruction:**

*Brandon Tucker*

*Approve*

*Mar 13, 2024*

## Washtenaw Community College Comprehensive Report

### ESL 138 Intermediate ESL Writing Effective Term: Spring/Summer 2020

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** English as Second Language

**Course Number:** 138

**Org Number:** 11300

**Full Course Title:** Intermediate ESL Writing

**Transcript Title:** Intermediate ESL Writing

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

**Change Information:**

**Outcomes/Assessment**

**Rationale:** The language from the assessment tool needs to be updated.

**Proposed Start Semester:** Winter 2020

**Course Description:** In this course, students learn to internalize both the grammar and vocabulary that they have been studying by using it to produce well-formed sentences and paragraphs. The focus is on strengthening the students' ability to express themselves in written English.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 4

**Lecture Hours: Instructor: 60 Student: 60**

**Lab: Instructor: 0 Student: 0**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 60 Student: 60**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

Reduced Reading/Writing Scores

#### College-Level Math

No Level Required

#### Requisites

**Prerequisite**

ESL GVR Level E-4 and ESL Listening Level E-3; students with ESL GVR Level E-3 may enroll in ESL 132 and 134 concurrently

#### General Education

**Degree Attributes**

Below College Level Pre-Reqs

## **Request Course Transfer**

**Proposed For:**

## **Student Learning Outcomes**

1. Write a one paragraph composition which follows English organizational structure and is intelligible to an unsympathetic native speaker (i.e. a composition instructor who does not have an ESL teaching background).

### **Assessment 1**

Assessment Tool: Final in-class writing exam

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will achieve 70% of the items on the rubric.

Who will score and analyze the data: Departmental faculty

## **Course Objectives**

1. Use a variety of prewriting techniques.
2. Demonstrate proper paragraph structure of topic sentence and supporting details.
3. Improve support, unity and/or coherence by revising the content of a paragraph.
4. Produce paragraphs with complete sentences and correct verb tense.
5. Improve accuracy of sentence level grammar and mechanics by copy editing.
6. Demonstrate standard US letter formatting.
7. Write a final in-class paragraph that, while not perfect, reads like English.

## **New Resources for Course**

### **Course Textbooks/Resources**

Textbooks

Manuals

Periodicals

Software

### **Equipment/Facilities**

Level I classroom

### **Reviewer**

**Faculty Preparer:**

*Heather Zettelmaier*

### **Action**

*Faculty Preparer*

### **Date**

*Aug 21, 2019*

**Department Chair/Area Director:**

*Carrie Krantz*

*Recommend Approval*

*Oct 08, 2019*

**Dean:**

*Scott Britten*

*Recommend Approval*

*Oct 08, 2019*

**Curriculum Committee Chair:**

*Lisa Veasey*

*Recommend Approval*

*Oct 31, 2019*

**Assessment Committee Chair:**

*Shawn Deron*

*Recommend Approval*

*Nov 08, 2019*

**Vice President for Instruction:**

*Kimberly Hurns*

*Approve*

*Nov 08, 2019*

## Washtenaw Community College Comprehensive Report

### ESL 138 Intermediate ESL Writing Effective Term: Fall 2015

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English/Writing

**Discipline:** English as Second Language

**Course Number:** 138

**Org Number:** 11300

**Full Course Title:** Intermediate ESL Writing

**Transcript Title:** Intermediate ESL Writing

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** New Course

**Change Information:**

**Rationale:** Change ESL courses from developmental to college level for the potential to transfer.

**Proposed Start Semester:** Fall 2015

**Course Description:** In this course, students learn to internalize both the grammar and vocabulary that they have been studying by using it to produce well-formed sentences and paragraphs. The focus is on strengthening the students' ability to express themselves in written English. This course contains material previously taught in ENG 037/038 Intermediate ESL Writing I and II.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 4

**Lecture Hours: Instructor: 60 Student: 60**

**Lab: Instructor: 0 Student: 0**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 60 Student: 60**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

Reduced Reading/Writing Scores

#### College-Level Math

No Level Required

#### Requisites

**Prerequisite**

ESL GVR Level E-4 and ESL Listening Level E-3; students with ESL GVR Level E-3 may enroll in ESL 132 and 134 concurrently

#### General Education

**Degree Attributes**

Below College Level Pre-Reqs

## **Request Course Transfer**

**Proposed For:**

## **Student Learning Outcomes**

1. Write a one paragraph composition which follows English organizational structure and is intelligible to an unsympathetic native speaker (i.e. a composition instructor who does not have an ESL teaching background).

### **Assessment 1**

Assessment Tool: final in-class writing exam

Assessment Date: Winter 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will achieve 7 out of 10 items on the rubric.

Who will score and analyze the data: departmental faculty

## **Course Objectives**

1. Use a variety of prewriting techniques.
2. Demonstrate proper paragraph structure of topic sentence and supporting details.
3. Improve support, unity and/or coherence by revising the content of a paragraph.
4. Produce paragraphs with complete sentences and correct verb tense.
5. Improve accuracy of sentence level grammar and mechanics by copy editing.
6. Demonstrate standard US letter formatting.
7. Write a final in-class paragraph that, while not perfect, reads like English.

## **New Resources for Course**

### **Course Textbooks/Resources**

Textbooks

Manuals

Periodicals

Software

### **Equipment/Facilities**

Level I classroom

### **Reviewer**

**Faculty Preparer:**

*Heather Zettelmaier*

### **Action**

*Faculty Preparer*

### **Date**

*Nov 20, 2014*

**Department Chair/Area Director:**

*Carrie Krantz*

*Recommend Approval*

*Dec 04, 2014*

**Dean:**

*Dena Blair*

*Recommend Approval*

*Dec 05, 2014*

**Curriculum Committee Chair:**

*Kelley Gottschang*

*Recommend Approval*

*Jan 12, 2015*

**Assessment Committee Chair:**

*Michelle Garey*

*Recommend Approval*

*Jan 14, 2015*

**Vice President for Instruction:**

*Bill Abernethy*

*Approve*

*Jan 26, 2015*