

English as a Second Language (ESL) 9210 Advanced Writing Skills (0 Units) noncredit

Prerequisite: None

Advisory: Before entering the course, the student should be able to:

1. Write coherent, well-organized paragraphs with clear topic sentences, supporting details, and conclusions.
2. Compose short essays with an introduction, body, and conclusion.
3. Use appropriate transitions and connectors to organize ideas logically.
4. Apply intermediate grammar structures accurately (e.g., verb tense consistency, complex sentences).
5. Revise and edit drafts for clarity, coherence, and correctness.
6. Demonstrate understanding of the writing process: prewriting, drafting, revising, and editing.

Total Hours: 72 hours. 144 Outside of Class Hours (216 Total Student Learning Hours)

Catalog Description: Recommended for international and multilingual students at the advanced level of English who require grammar and composition skills necessary to take essay exams, improve personal and professional writing, or prepare for transfer level college composition. It can be repeated as many times as necessary to develop mastery of the writing skills needed. This course is repeatable.

Type of Class/Course: noncredit

Texts:

Mathews, Connie, et al. *Academic Writing for ESL Students*. Nashville State Community College, 2025.

LibreTexts,

https://human.libretexts.org/Courses/Nashville_State_Community_College/Academic_Writing_for_ESL_Students

Course Objectives:

By the end of the course, a successful student will be able to:

1. Compose clear, coherent, and well-organized multi-paragraph essays with thesis statements and supporting evidence.
2. Analyze a reading or prompt and develop a written response that includes critical thinking and synthesis of ideas.
3. Use advanced grammar structures, varied sentence forms, and academic vocabulary.
4. Revise writing to improve clarity, organization, tone, and coherence.

5. Edit for grammatical accuracy, punctuation, and spelling.
6. Demonstrate understanding of formal academic writing conventions and citation practices.

Course Scope and Content:

Unit I Advanced Composition Skills:

- A. Essay structures: expository, persuasive, analytical, and reflective
- B. Thesis development and support with evidence
- C. Cohesion: transitions, pronoun reference, repetition, and parallel structure
- D. Writing for different audiences and purposes
- E. Writing process: from outline to final draft

Unit II Grammar & Mechanics:

- A. Essay structures: expository, persuasive, analytical, and reflective
- B. Thesis development and support with evidence
- C. Cohesion: transitions, pronoun reference, repetition, and parallel structure
- D. Writing for different audiences and purposes
- E. Writing process: from outline to final draft

Unit III Critical Thinking & Reading/Writing Connection:

- A. Summarizing, paraphrasing, and responding to texts
- B. Analyzing an argument: claims, evidence, counterarguments
- C. Synthesizing ideas from multiple sources
- D. Introduction to academic citation

Student Learning Outcomes (SLOs):

1. Write a well-organized essay responding to a college-level prompt using appropriate academic tone and structure.
2. Integrate and cite outside information into writing using MLA format.
3. Revise and edit drafts using feedback

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 9 hours per week outside of the regular class time doing the following:

1. Write summary and reflection of increasingly complex text
2. Reading response journals or summaries
3. Integration of source materials in writing
4. Timed in-class writing assessments
5. Participation in structured peer feedback sessions
6. Sentence-combining and grammar-editing exercises

Methods of Instruction

1. Instructor-led lectures and modeling of writing
2. In-class writing practice
3. Direct instruction: Grammar
4. Individual and collaborative writing activities
5. Grammar-in-context mini-lessons

Methods of Evaluation

1. Graded writing assignments (essays, reading responses)
2. Rubric-based assessments of revision and editing
3. Grammar accuracy in revised drafts
4. Participation and engagement in peer review

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.84</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>
<u>Eligible for Pass/No Pass:</u>	<u>N: No</u>

<u>Discipline:</u>	<u>English as a Second Language</u>
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