

# ESL 071A: ADVANCED GRAMMAR & EDITING

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## Originator

Christen Smith

## Justification / Rationale

The ESL department is requesting to update Objectives, SLO's, change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements. Minor revision and editing completed to align overlay non-credit version of course, but no substantial academic changes made.

## ESL Course Cap Change Rationale-

Since the implementation of AB 705, College of the Desert has eliminated all English and ESL (credit) placement tests and adopted an integrated English & ESL self-guided placement tool/multiple measure approach that relies on self-selection of ESL and English courses. In 2019/20, the Curriculum committee approved the English Department's reduction of course caps from 29 to 24 in an effort to promote student success in light of AB 705's impact; these changes were based on recommendations put out by the Chancellor's Office. ESL, as part of the English/ESL Department, offers a parallel instructional tract to English 1A. The ESL department is requesting to change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements.

As part of anticipation of AB 705, ESL previously removed the lowest level of Academic Reading & Writing and Grammar. This has resulted in more under-prepared students in the remaining two levels.

Additionally, in 2019/20 with the support of ESL, the International Office was approved to accept provisional students with below COD minimum International English placement test scores; this has also resulted in an increase of under-prepared students being placed into ESL.

In 2020 in response to the pandemic and changes in student visa entrance, the International Office began promoting COD online for students still abroad. This has created a new international student living in their home country who needs a significantly higher student support by instructors. Currently 1/8-1/4 of ESL enrollment is made up of these students.

2019/2020 Success and retention scores dropped from the previous five years. ESL believes that smaller class sizes will help to improve those retention and success scores and ultimately help COD meet the requirements of increasing the number of students able to satisfy AB 705 requirements.

## Resources:

Assessment and placement at California Community Colleges is changing: <https://assessment.cccco.edu/>

From: Laura L. Hope, Executive Vice Chancellor, Educational Services and Support

RE: Assembly Bill (AB) 705 Implementation

Assembly Member Irwin introduced AB 705, which was passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.

2. Minimize the disproportionate impact on students created through inaccurate placement processes.

3. Increase the number of students completing transfer-level English within three years.

Because strategies to achieve these outcomes must be implemented by the fall of 2019 (fall of 2020 for ESL), faculty, staff, and administrators will need to actively engage various aspects of developmental education reform: assessment and placement, curricular design, co-curricular design, and non-curricular support. Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years, collected data will show improved rates of completion of transfer-level English and mathematics attainment.

Colleges must move from a system that utilizes assessment for placement schema that demand demonstration of skill to one where the assessment for placement schema is a predictor of success in a course. Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment tests because they are a better reflection of students' capacity. High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation.

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

FROM: Alice Perez, Vice Chancellor, Educational Services & Support

RE: Assembly Bill 705 and 1805 Spring 2019 Guidance Language for Credit English as a Second Language AB 705 Statement on Placement: The law does not require the elimination of placement tests for ESL at this time, nor does the law disallow the use of placement tests for students. Placement tests for credit ESL are not discriminatory under AB 705 or California Education Code.

Multiple Measures: Per AB 705, "Colleges are also required to use multiple measures in determining course placement pursuant to Section 55522 of Title 5 of the California Code of Regulations" (Section 1.(a)(10)).

Accuplacer: Approval for Accuplacer for ESL will not be renewed after Spring 2020. COLLEGE OBLIGATIONS UNDER AB 1805 FOR CREDIT ESL Per AB 1805, as a condition for receiving Student Equity and Achievement Program funding, colleges are required to:

• "inform students of their rights to access transfer-level coursework and academic credit English as a Second Language (ESL) coursework" (AB 1805 Section 1.78221.5 (a) (1))

• inform students of the benefits of both English and ESL pathways “in language that easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information related to students assessment on the community college’s Internet Web site, and any written communication by a college counselor to a student about the student’s course placement options.” (AB 1805 Section 1.78221.5 (a) (2).

Summary: Institutions should-

- Create stronger connections and greater equity between credit ESL and English faculty, as well as credit ESL and non-credit ESL faculty.
  - Colleges should consider implementing a guided self-placement process that determines whether a student will benefit from proceeding into transfer-level English or into credit
  - ESL courses as well as a separate process that determines the most appropriate course to begin in the credit ESL sequence, and maintain a designated space where students may engage this process.
  - Colleges should explore curricular revisions that integrate reading and writing, shorten longer sequences, explore transfer GE credit, and create credit certificate programs that recognize student accomplishments on their way to their final educational goal. Colleges should be proactive and anticipate options for scheduling to maximize success for students enrolled in credit ESL courses.
- <https://static1.squarespace.com/static/5a565796692ebfb3ec5526e/t/5cba33ac652deab55b0afcb/1555706796861/AA+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf>

**Effective Term**

Spring 2022

**Credit Status**

Credit - Non Degree Applicable

**Subject**

ESL - ESL Credit

**Course Number**

071A

**Full Course Title**

Advanced Grammar & Editing

**Short Title**

ADV. GRAMMAR & EDITING

**Discipline****Disciplines List**

English as a Second Language (ESL)

**Modality**

Face-to-Face  
100% Online  
Hybrid

**Catalog Description**

Non-native English speaking students will learn advanced level grammar and language structures applicable to college writing as well as strategies for editing their own writing. Strongly recommended corequisite for students enrolled in ESL 71 Academic English II.

**Schedule Description**

Teaches Non-native English speaking students advanced level grammar and language structures applicable to college writing as well as strategies for editing their own writing. Strongly recommended corequisite for students enrolled in ESL 71 Academic English II. Students may choose the Pass/No Pass grading option.  
Advisory: ESL 071 is strongly advised as a corequisite.

**Lecture Units**

2

**Lecture Semester Hours**

36

**Lab Units**

0

**In-class Hours**

36

**Out-of-class Hours**

72

**Total Course Units**

2

**Total Semester Hours**

108

**Class Size Maximum**

24

**Prerequisite Course(s)**

Advisory Corequisite: ESL 071

**Required Text and Other Instructional Materials****Resource Type**

Web/Other

**Open Educational Resource**

Yes

**Year**

2020

**Description**

Original OER course materials were procured and approved by the OER workgroup of Guided Pathways Pillar IV.

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**Entrance Skills**

Demonstrate the ability to identify, use, and comprehend high-intermediate rules of sentence structure, vocabulary, grammar and punctuation.

**Requisite Course Objectives**

ESL 071-Evaluate features of style such as purpose, audience, and tone.

ESL 071-Construct sentences that demonstrate variety and effective word choice, using college level diction.

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**Course Content**

1. Recognize grammar as a tool for writing college diction through:
  - a. parts of speech
  - b. sentence patterns
  - c. phrases
  - d. clauses
2. Construct sentences that utilize mastery of academically appropriate:
  - a. adjectival, noun and adverbial clauses in complex sentences
  - b. adjectival clauses reduced to phrases
  - c. appropriate verbal (infinitive or gerund) according to function and meaning
  - d. passive voice and active voice
  - e. parallel structure
  - f. Direct, indirect, reported speech
  - g. position the object of phrasal verbs
  - h. appropriate word order for a series of attributive and predicative adjectives
  - i. conditional sentences
  - j. appropriate punctuation, capitalization, spelling, and college diction

3. Identify and analyze sentence structure to correct:
  - a. fragments
  - b. comma splices
  - c. run-on's
  - d. dangling or misplaced modifiers

### Course Objectives

	Objectives
Objective 1	Recognize most patterns of errors and use strategies to effectively edit own writing using vocabulary and sentence structure appropriate to college writing.
Objective 2	Analyze and identify grammatical structures in college level writing.
Objective 3	Use appropriate college level diction.

### Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Identify and apply detailed principles of grammar to simple, compound, and complex sentence patterns.
Outcome 2	Recognize most patterns of errors and use strategies to effectively edit own writing using vocabulary and sentence structure appropriate to college writing.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Discussion of grammar topics in-class discussion and/or Learning Management System (LMS) discussion board.
Technology-based instruction	Use of LMS system for readings, posting assignments, discussion, and quizzes.
Lecture	Lecture on course objectives in-class or via written/video in LMS.
Demonstration, Repetition/Practice	Grammar exercises completed in LMS. Three assigned essays: each essay has 2 editing assignments.

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Three graded essays: each essay has 2 editing assignments.	In and Out of Class
Self-paced testing	Weekly grammar exercises & quizzes completed in LMS.	In and Out of Class
Student participation/contribution	Discussion of grammar topics in-class discussion and/or LMS discussion board.	In and Out of Class
Mid-term and final evaluations	Punctuation final exam incorporating cumulative grammar topics learned.	In and Out of Class

### Assignments

#### Other In-class Assignments

1. Peer-editing multiple drafts of 3-4 essays.
2. Partner Activities identifying various types of grammar errors in authentic sentences such as song lyrics and student writing.

#### Other Out-of-class Assignments

1. Readings on grammar topics.
2. Writing and editing multiple drafts of 3-4 essays: Annotated Bibliography, Critical Analysis, Persuasive Argument.
3. Textbook software- individualized plan for grammar reading, practice, and assessment.

### Grade Methods

Student Option

## Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

**Online %**

50

**On-campus %**

50

## Instructional Materials and Resources

### Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

#### Within Course Management System:

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Regular virtual office hours  
Private messages  
Online quizzes and examinations  
Weekly announcements

#### External to Course Management System:

Direct e-mail  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Teleconferencing  
Telephone contact/voicemail

#### For hybrid courses:

Scheduled Face-to-Face group or individual meetings

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Regular effective contact will be maintained by substantial student-to-student, student-to-instructor, and instructor-to-student in each weekly module:

- Providing direct instruction with opportunity for questions
- Assessing or providing feedback on a student's module assignments
- Providing information or responding to questions about the module lesson via email and office hours
- Facilitating and participating in a group discussion regarding the module lesson

## Other Information

### MIS Course Data

#### CIP Code

32.0108 - Developmental/Remedial English.

#### TOP Code

493084 - English as a Second Language – Writing

#### SAM Code

E - Non-Occupational

#### Basic Skills Status

Basic Skills

#### Prior College Level

One level below transfer

#### Cooperative Work Experience

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Stand-alone

**Transfer Status**

Not transferable

**General Education Status**

Y = Not applicable

**Support Course Status**

N = Course is not a support course

**Allow Audit**

Yes

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Files Uploaded****Attach relevant documents (example: Advisory Committee or Department Minutes)**

Discussion of Course Cap Change English-ESL Department.docx

**Approvals****Curriculum Committee Approval Date**

03/18/2021

**Academic Senate Approval Date**

03/25/2021

**Board of Trustees Approval Date**

04/16/2021

**Chancellor's Office Approval Date**

07/13/2021

**Course Control Number**

CCC000533962

**Programs referencing this course**

English As A Second Language Advanced Academic Certificate (<http://catalog.collegeofthedesert.eduundefined/?key=185>)