

MEDAILLE COLLEGE
AGASSIZ CIRCLE
BUFFALO, NEW YORK

COURSE OUTLINE

Program: Humanities
Course Number: ENG 101
Course Title: *College Writing I for International Students*
+ Supplemental Instruction
Number of Credits: 3

Prerequisites: *It is suggested that in order to be successful in this course, a student should score on the TOEFL test at least a 73 on the Internet Based Test; 210 on the Computer Based test; 550 on the Paper Based Test. In addition, students will take a placement test to assure proper placement*

A. Proposed Catalog Description of Course:

This course is the equivalent to ENG 100: College Writing I, but it is designed to introduce ESL and EFL students to American culture, both within and beyond the academy. As with ENG 100, ENG 101 increases students' abilities to communicate confidently with others, to think clearly, and to organize ideas in a manner that will lead to success in other courses taught in English. Students will gain practice with sentence, paragraph, and ultimately essay construction in English. The process approach to writing (Pre-writing, drafting, revising and editing) will be introduced.) Students will also develop strategies for reading and interacting with published texts. Students will receive ongoing instruction in English grammar mechanics, while also being introduced to American academic traditions. Students will be required to attend 2-3 hours of supplemental tutorial while registered for this course.

B. Goals:

- To introduce students to the American culture, both within and beyond the university.
- To develop confidence in the process of writing in English.
- To teach paragraph construction in English
- To introduce students to the thesis-driven essay in English
- To engage students with published academic writing.
- To encourage discussion of topics and ideas in class.
- To further support students' grasp of English grammar, vocabulary & usage

C. Objectives:

Students will be able to:

- Comprehend complex sentences and ideas when listening to spoken English
- Make preliminary comparison/contrast observations about the differences between the American & Other Cultural Academic traditions
- Construct a wide range of types of grammatically correct English sentences
- Construct a coherent paragraph in English
- Develop a thesis statement
- Construct a 5 paragraph essay
- Follow the stages of writing, from prewriting to finished draft of an essay.
- Implement the rules of complex sentence construction in English
- Comprehend short published texts in English
- Further develop their existing English vocabulary
- Gain in-class experience speaking about their texts and ideas in English

D. Outline of Course Content:

Diagnostic Exercises and Writing (to determine student level)
Introduction to the American Academic System
Grammar of the English sentence & sentence writing.
The stages of writing
Paragraph construction, planning and writing
Essay construction, planning and writing
Revision
(Exercises in grammar & vocabulary throughout)

E. Potential Texts: A number of excellent texts are available for this course. The following are suggested:

For Grammar:

Folse, Keith S., et al. Top 20: Great Grammar for Writing, 2nd Edition. Heinle Cengage, 2008.

Raimes, Ann. Grammar Troublespots: A Guide for Student Writers. Cambridge UP, 2004.

Writing Text:

Kennedy-Isern, Kelly The Write Path – Basics of Paragraph Writing Heinle Cengage, 2001.

Folse, Keith S., et al. Blueprints 1 – Compositions for Academic Writing. Heinle Cengage, 2003.

Hogue, Ann & Alice Oshima. *Introduction to Academic Writing, 3rd Edition*; Pearson Education ESL, 2006

Dictionary:

Longman Advanced American Dictionary Pearson Education ESL, 2002
(or another suitable American English dictionary)

F. Suggested Modes, Media, and Techniques of Instruction:

- Traditional classroom instruction
- Small group student activities
- One-to-one conferences with instructor
- Extensive oral and written comments on student writing
- Group and individual exercises
- Examinations
- Drafting & Revision
- Computer-based instruction as available
- Tutorials

G. Instructor References:

BOOKS:

Campbell, Cherry. *Teaching Second-Language Writing – Interacting with the Text*. Heinle Cengage, 1998.

Casanave, Christine Pearson. *Controversies in Second Language Writing: Dilemmas and Decisions in Research and Instruction*. Michigan Series in Teaching Multilingual Writers. UMI Press, 2003.

Celce-Murcia, Marianne, Editor. *Teaching English as a Second or Foreign Language, 3rd Edition*. Heinle, 2001.

Celce-Murcia, Marianne & Diane Larsen-Freeman. *The Grammar Book: An ESL/EF Teacher's Course, 2nd Edition*. Heinle, ELT 1998.

Cohen, Andrew D. *Assessing Language Ability in the Classroom, 2nd Edition*. Heinle, Cengage, 1994.

Echevarria, Jana, et al. *Making Content Comprehensible for English Learners: The SIOP Model 3rd Edition*. (SIOP Series on Sheltered Language Instruction) Allyn & Bacon, 2007.

Echevarria, Jana. *Sheltered Content Instruction: Teaching English Language Learners*

with Diverse Abilities, 3rd Edition. Allyn & Bacon, 2006.

Ferris, Dana R. *Teaching ESL Composition: Purpose, Process & Practice*. Lawrence Erlbaum, 2004.

Flowerdew, J. & Peacock, M. , editors. *Research perspectives on English for academic Purposes*. NY: Cambridge University Press, 2001

Larson-Freeman. *Techniques and Principles in Language Teaching*. Oxford UP, 1986.

Lightbown, Patsy & Nina Spada. *How Languages Are Learned*. Oxford UP, 2006.

Long, Michael H. & Jack C. Richards. *Methodology in TESOL – A Book of Readings*. Cengage Heinle, 1987.

Krahnke, K. *Approaches to Syllabus Design for Foreign Language Teaching*. Englewood Cliffs, NJ: Regents Prentic Hall, 1987.

Matsuda, Paul Kei. *The Politics of Second Language Writing: In Search of the Promised Land*. Parlor Press, 2006.

Matsuda, Paul Kei. *Second Language Writing Research: Perspectives on the Process of Knowledge Construction*. Lawrence Erlbaum, 2005.

Murphy, John, et al. *Essentials in Teaching Academic English* (one of a series of four, all of which might be nice to have.) Heinle, Cengage, 2006.

O'Malley, J. Michael. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison Wesley, 1996.

Omaggio-Hadley, Alice. *Teaching Language in Context*. 3rd Edition. Heinle & Heinle, 2001.

Stevick, Earl W. *Memory, Meaning, and Method – A View on Language Teaching*. 2nd Edition. Heinle Cengage, 1996.

Voigt, MaryEllen J. *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. (SIOP Series on Sheltered Language Instruction) Allyn & Bacon, 2007.

Wright, Andrew, et al. [Games for Language Learning](#). Cambridge UP, 2006.

WEBSITES:

Breaking News English: EFL/ESL/English Lesson Plans for Teaching Current Events.
<http://www.breakingnewsenglish.com>

Dave's ESL Café. <http://www.eslcafe.com>

English Club, "ESL Teacher's Lounge" <http://www.englishclub.com/teach~english.htm>

English for University: English Language Support for International Students at University & College. <http://englishforuniversity.com>

The Internet TESL Journal. <http://iteslj.org>

New York State TESOL <http://www.nystesol.org/index.html>

Open English World. <http://www.openenglishworld.com>

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