**Curriculum**

**ESL Advanced Composition**

**Course Overview**

ESL Advanced Composition is for non-native English speakers who have proficiency in English (TOEFL 500+) but need to improve their written and/or spoken skills to ensure success in mainstream academic courses. The emphasis is on written expression, as well as more complex structures, skills, and strategies used in academic reading, writing, listening, and speaking. The ultimate objective is to raise students’ English composition skills to the level required for success in American colleges and universities.

**Department Standards**

Students will develop and improve academic English skills needed for success in mainstream content classes.

Students will develop English communication skills for a variety of social contexts.

Students will develop analytical and critical thinking skills.

Students will expand and strengthen their vocabulary to enhance their ability to understand and communicate in a variety of contexts.

Students will develop an appreciation and understanding of other cultures, including the culture of the host country.

**Benchmarks**:

1. Students will be able to follow the prewriting, composition, editing, and publishing steps of the writing process.

2. Students will be able to organize and express ideas effectively and cohesively within a variety of types of academic essays such as summary, analysis, description, persuasion, compare/contrast, expository, editorial, and narrative.

3. Students will be able to use register and style appropriate to the writing task.

4. Students will be able to employ correct grammar and mechanics in writing.

5. Students will be able to demonstrate critical thinking and analytical skills in their writing.

6. Students will broaden their understanding and appreciation of a variety of cultures, from both the English-speaking and non-English-speaking world.

**Performance Indicators**

I. Grammar and Mechanics

* Students will understand and use, with consistent accuracy, a variety of verb forms and tenses.
* Students will use conjunctions and conjunctive adverbs to coordinate ideas within and between sentences.
* Students will write with parallel structure on both sides of coordinating words.
* Students will use articles, adjective and noun modifiers, and quantifiers correctly and effectively in writing, and recognize errors in the writing of others.
* Students will be able to recognize errors in and correctly use indirect phrasing, subordinate clauses and phrases, and passive voice.
* Students will be able to recognize errors in and correctly use modal and auxiliary verbs, conditional verb forms, and infinitives and gerunds.
* Students will use on-line resources and self-study websites to improve understanding and accurate use of language features.

II. Academic Writing Skills

* Students will be able to write organized essays with a guiding thesis statement, critical ideas, examples and facts with analysis, and a conclusion.
* Students will study and employ a wide range of appropriate vocabulary in their writing.
* Students will write organized multi-paragraph essays with analytical thesis statements, organized structure, and relevant details and analysis.
* Students will write with clarity of description employing sophisticated sentence structures.
* Students will organize essays to reflect clear presentation of ideas appropriate to the topic and purpose.
* Students will write topic-driven, analytical essays based on readings and class discussion, with an emphasis on effective analytical response techniques.
* Students will write essays in which they analyze and clearly express the cause and effect relationship of varying topics.
* Students will research and write research essays and/or write fact-driven essays, reports, or articles based on real-world circumstances.
* Students will read and analyze literature of various types and write essays of analytical response and critique.
* Students will utilize digital tools to gather, evaluate and use information in a variety of written compositions.
* Students will be able to use word-processing applications to organize and format writing, as well as to eliminate grammar and spelling errors.

III. Listening and Speaking

* Students will be able to make themselves understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.
* Students will be able to participate in and initiate conversations in a variety of academic and social contexts by asking and answering questions with fluency and understanding.
* Students will be able to prepare and deliver presentations that follow a process of organization and use various sources.
* Students will fluently express opinions, ideas, narratives, and analysis in a variety of contexts.
* Students will comprehend spoken English language and ideas in a variety of contexts.
* Students will develop the ability to recognize and correct spoken.
* Students will utilize digital tools to gather, evaluate and use information in oral presentations.
* Students will be proficient at using applications such as ‘PowerPoint’ and ‘Keynote’ to organize and present oral reports.

IV. Reading and Vocabulary

* Students will consistently be able to read critically and express their analytical comprehension of texts and their deeper meanings and nuances.
* Students will develop a broad vocabulary and understanding of English roots, prefixes, and suffixes, and how they function to effect the meaning of words in which they appear.
* Students will access on-line dictionaries in order to understand new terms and build active vocabulary.

V. Cultural Awareness

* Students will be able to identify cultural values and customs common in various world cultures.
* Students will understand the history and reasoning behind cultural values and customs in various world cultures.
* Students will show tolerance of cultural differences, especially those represented in the classroom and school.

Students will utilize on-line resources to research and share in the classroom issues, current events and other aspects of their home culture.

**Assessments**

I. Grammar and Mechanics

A. Individual and group written and oral classroom activities

B. Independent practice

C. Individual computer and internet-based activities

D. Quizzes and tests

E. Contextualized writing assignments

II. Academic Writing Skills

A. Autobiographical/biographical Essay

B. Brainstorming, prewriting, drafting, editing, and publishing activities

C. Descriptive Essay

D. Compare-contrast essay

E. Expository response to literature essay

F. Cause and effect essay

G. Research essay

H. Literary analysis essay

III. Listening/Speaking

A. Class discussion

B. Group or individual oral exercises and reports

C. Debate

D. Language Lab Activities

IV. Reading

A. Readings and related comprehension activities such as written responses to comprehension and analysis questions, class discussion, essay responses, and small-group discussion and presentations

V. Cultural Awareness

A. Readings and discussions about various world cultures, their histories, belief systems, populations, customs, and norms

**Core Topics**

I. Grammar and Mechanics

II. Academic Writing Skills

III. Listening and Speaking

IV. Reading

V. Cultural Awareness

**Specific Content**

I. Grammar and Mechanics

A. Review of verb tenses and forms

B. Coordination

C. Parallel Structure

D. Modification of Nouns

E. Indirect speech

F. Subordination

G. Passive Verbs

H. Modals and auxiliaries

I. Conditional phrasing

J. Infinitives and gerunds

II. Academic Writing Skills

A. Multi-paragraph essay structure and organization

B. Appropriate and sophisticated use of academic vocabulary in a variety of contexts

C. Descriptive Writing

D. Compare-contrast writing

E. Expository response to texts

F. Cause and effect writing

G. Researching and writing about research

H. Analysis of fiction and non-fiction literature

III. Listening and Speaking

A. Oral accuracy and flexibility in grammar, vocabulary and pronunciation

B. Asking and answering questions and restating and soliciting information in a variety of academic and social contexts

C. Oral presentation skills of organization, the use of sources, relevant vocabulary and mostly consistent standard English grammatical forms and pronunciation.

D. Recognition and correction of heard and spoken errors

IV. Reading

A. Reading comprehension skills such as analysis of form, content, vocabulary, author influence, and historical context

B. Responding to texts to show fluent comprehension and analysis of their surface- and deeper-level meanings

C. Analysis of figurative language and literary devices

V. Cultural Awareness

A. Awareness, tolerance and respect for world cultures, including those of English speaking countries.

B. Awareness, tolerance and respect for the cultures represented within the classroom.

**Resources**

Communicate What You Mean

WriterÆs Workbook

Pearson Longman CD-ROM Interactive Grammar Program

Other articles, audio-visual presentations, and materials provided by the teacher

Discoveries in Academic Writing

Words for Students of English, Level 7

Words for Students of English, Level 8