Course Outline for ESL 26

ADVANCED EDITING

Effective: Fall 2010

I. CATALOG DESCRIPTION:
   ESL 26 — ADVANCED EDITING — 3.00 units

   This course is designed to increase students' awareness of their own use of written language, strengthen their linguistic monitors and give them practice in editing strategies which will enable them to use linguistic forms accurately, meaningfully and appropriately in written expression. Prerequisite: English as a Second Language 120B and 121B (completed with a grade of "C" or higher). 3 hours lecture; 1 hour laboratory.

   3.00 Units Lecture

   Prerequisite
   ESL 120B - High-Intermediate Grammar for Reading & Writing*
   with a minimum grade of C
   and

   ESL 121B - Intermediate Reading and Writing II
   with a minimum grade of C

   Grading Methods:

   Discipline:

	MIN
Lecture Hours:	54.00
No Unit Value Lab	18.00
Total Hours:	72.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 2

III. PREREQUISITE AND/OR ADVISORY SKILLS:
                    Before entering the course a student should be able to:

   A. ESL120B
   B. ESL121B

IV. MEASURABLE OBJECTIVES:
                    Upon completion of this course, the student should be able to:

   1. identify and explain various grammatical patterns at the sentence and discourse level
   2. use complex grammar structures in their own writing
   3. apply proofreading and editing skills to prepared and student-generated material in order to locate and edit common grammar errors
   4. identify problematic sources of grammar errors and systematically proofread and edit for grammar errors
   5. interpret cohesive devices, signal words, and pronoun references
   6. use verb markers with greater control
   7. identify correct word form
   8. identify and use active and passive voice correctly in written discourse
   9. express unreal conditions and use perfect modals, but with difficulty
   10. demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
   11. self-monitor for error identification and correction
   12. contribute constructive comments in the peer editing process

V. CONTENT:
   A. Strategies for identifying global errors which affect meaning
   B. Strategies for identifying local, less serious, errors
   C. Analysis of student writing
   D. Error awareness sheets
   E. Error analysis
   F. Self-help strategies for reducing sentence level errors

G. Strategies for increasing knowledge of English by reading
H. In-class writing on topics which elicit the particular grammatical structures
 I. Editing symbols
 J. Techniques for prioritizing errors according to seriousness
K. Strategies for working on errors
 L. Exercises for:
1. Verb tense
2. Verb form
3. Modals
4. Conditionals
5. Sentence structure
6. Word order
7. Passive
8. Subject-verb agreement
9. Articles
10. Word choice
11. Word form
12. Non-idiomatic writing
13. Unclear sentences
14. Punctuation
M. Strategies for proofreading and editing different forms of academic writing

VI. METHODS OF INSTRUCTION:
A. problem solving tasks and activities in which students are expected to reach consensus or make decisions and report their findings
B. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, especially the Communicative Approach, Comprehension Approach, Cognitive Approach, and/or Affective-Humanistic Approach. The emphasis, however, will be on enabling students to question, clarify, and take responsibility for their learning through the following:
C. emphasis on the writing process with editing as one step in the process
D. diagnostic tests
E. reading of various forms of prose to increase familiarity with grammar patterns
F. peer response groups

VII. TYPICAL ASSIGNMENTS:
A. Writing 1. In-class writing 2. Revisions 3. Proofreading 4. Peer editing 5. Error correction (students self-correct marked errors on in-class writing) B. Reading 1. In-class readings 2. Analysis of linguistic features of readings C. Editing 1. Student generated writing 2. Error Awareness sheet (students tally certain error types in their own writing) D. Grammar exercises 1. Whole class assignments 2. Individualized assignments 3. Group assignments

VIII. EVALUATION:
A. **Methods**
1. Exams/Tests
2. Quizzes
3. Home Work
4. Other:
a. Editing tasks
b. Editing quizzes
c. Homework assignments
d. Tests
e. Midterm exam
f. Final exam
B. **Frequency**
1. One midterm exam
2. One final exam
3. Weekly lab assignments
4. Weekly individualized assessments
5. Instructors may choose how often to evaluate students with quizzes and tests. However, at this level of developing academic language skills, students need frequent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning. Frequent quizzes to evaluate newly learned grammar help students monitor their own learning.

IX. TYPICAL TEXTS:
1. Ascher, Allen *Think About Editing: A Grammar Editing Guide for ESL Writers.*, Heinle, 1996.
2. Byrd, Patricia and Beverly Benson *Problem/Solution: A Reference for ESL Writers.*, Heinle and Heinle, 1994.
3. Cain, Joyce S. *Eye on Editing 2.*, Pearson ESL, 2002.
4. Camhi, Paul *Getting it Right: An Editing Text for ESL/EFL Students.* 2nd ed., Kendall Hunt, 2007.
5. Lane, Janet and Ellen Lange *Writing Clearly: An Editing Guide.* 2nd ed., Heinle & Heinle, 1999.
6. - *Longman Advanced American Dictionary.*, Pearson Education, 2007.
7. - *Oxford Dictionary of American English.*, Oxford UP, 2009.
8. Raimes, Ann *Grammar Troublespots: An Editing Guide for Students.* 3rd ed., Cambridge UP, 2004.

X. OTHER MATERIALS REQUIRED OF STUDENTS: