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## Course Outline for ESL 26

### ADVANCED EDITING

Effective: Fall 2014

#### 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: Satisfactory complete of ESL 120B and 121B or appropriate skill level demonstrated through the ESL assessment. 3 hours lecture.

3.00 Units Lecture

#### Prerequisite

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

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

#### Grading Methods:

Letter or P/NP

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

##### A. ESL120B

1. Use standard grammar terminology to analyze and discuss English in written discourse
2. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse
3. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses
4. Demonstrate mastery in form, meaning, and use all verb tenses: present, past, and future of the simple, progressive, perfect, and perfect-progressive
5. Identify verbs in written discourse as linking, intransitive, transitive or di-transitive with 80% accuracy
6. Interpret and use the passive voice in all verb tenses (present, past, and future simple, progressive, perfect, and perfect-progressive) with 80% accuracy
7. Recall, spell, and use with mastery the correct base form, simple past form, present participle form, and past participle forms of verbs from the list of most frequently used 0-2000 words in English and some words on the academic word list with 90% accuracy
8. Control the use of verbs from the list of most frequently used 0-2000 words that require either a gerund or an infinitive (deny receiving, volunteer to attend) and many of the verbs from the academic word list with 80% accuracy
9. Demonstrate control of modals and verbal expressions to express present and past ability, logical possibility, advice/obligation (should have studied), predictions, speculation (could have been there), and logical necessity in non-past time & modals that can refer to past time
10. Demonstrate mastery of the form of nouns, adjectives, and adverbs from the list of the most frequently used 0-2000 words in English and some words from the academic word list with 80% accuracy
11. Use an Advanced English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
12. Use technology to assist and monitor learning

##### B. ESL121B

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. identify and correct errors that affect meaning
- B. self-edit verb tense and verb form errors
- C. use verb tenses accurately and meaningfully in academic writing
- D. interpret and use modals accurately and meaningfully to express inferences, advisability, and possibilities, qualify degrees of certainty, indicate assumptions, and make assertions
- E. interpret and express cause and effect relationships with conditional sentences, especially hypothetical conditionals.
- F. use passive voice accurately and meaningfully to emphasize an action or result rather than what caused the action, to express how something was done, or to describe how a process should be done
- G. form and use subordinate clauses appropriately and meaningfully, with correct subordinating conjunctions, and with correct word order
- H. write well formed sentences with correct word order, especially with verbs that have grammar restrictions
- I. use connecting words accurately and meaningfully to connect ideas in clauses in a sentence and to connect ideas to sentences in a paragraph or essay, and to create coherence
- J. use signal words accurately and meaningfully to show cause, effect, contrast, comparison, process, chronology, example, and conclusion
- K. self-monitor for error identification and correction of errors that distract readers, such as subject-verb agreement, articles, word choice, word form, and prepositions
- L. effectively revise sentences and longer passages for clarity of meaning and correctness of form.
- M. interpret and use standard error symbols to indicate types of errors in a written passage.
- N. prioritize errors to focus on correcting the most serious errors in written discourse

**V. CONTENT:**

- A. Analysis of the types of errors that affect meaning:
  - 1. verb tense
  - 2. verb form
  - 3. modals
  - 4. conditionals sentences
  - 5. passive voice
  - 6. relative, adverbial, and noun clauses
  - 7. sentence structure
  - 8. word order
  - 9. connecting words
- B. Analysis of errors that distract or confuse readers:
  - 1. subject-verb agreement
  - 2. articles
  - 3. word choice
  - 4. word forms
  - 5. prepositions
- C. Strategies for making writing more clear:
  - 1. correcting unclear sentences
  - 2. expanding academic vocabulary
  - 3. academic writing style
  - 4. revision strategies
- D. Strategies for self editing:
  - 1. editing symbols
  - 2. techniques for prioritizing errors
  - 3. Strategies for proofreading and editing

**VI. METHODS OF INSTRUCTION:**

- A. **Lecture** - The focus of instruction is on error analysis to help students analyze their own sentence level errors and to develop strategies for improving their own language control.
- B. Instruction will focus on enabling students to question, clarify, and take responsibility for their own learning.
- C. **Written exercises and case studies** - Students will write sentences and short paragraphs with the target grammar and practice both peer editing and self editing strategies.
- D. **Discussion** - Students will analyze specific types of errors and discuss writer's probable meaning and then correct the errors to keep the meaning.

**VII. TYPICAL ASSIGNMENTS:**

- A. Writing Tasks
  - 1. You will have 45 minutes to write a short paragraph of 12-15 sentences about what you would have done if you had not come to the United States
  - 2. Write five true and interesting sentences with a noun clause following the verb. Use only following verbs: ask, demand, insist, propose, recommend, request, suggest, wish
- B. Editing Tasks
  - 1. Analysis: *identify the subject, tensed verb, objects in each clause of your paragraph*
  - 2. Peer editing and error detection: *read your partner's paragraph and identify any verb tense or verb form errors*
  - 3. Error correction: *self-correct marked errors*
- C. Reading Tasks
  - 1. Analyze linguistic features of readings: *read the following passage and identify the passive verbs; then explain why the passive is more effective than the active voice.*
- D. Grammar Exercises
  - 1. fill in the blanks with the correct tensed verb
  - 2. change the verbs in the following sentences from the active to the passive voice
  - 3. complete the following conditional clauses with a logical result clause.

**VIII. EVALUATION:**

- A. **Methods**
  - 1. Exams/Tests
  - 2. Quizzes
  - 3. Home Work
  - 4. Other:
    - a. grammar quizzes
    - b. grammar tests
    - c. writing assignments
    - d. self editing assignments
    - e. Tests

f. Final exam

## B. Frequency

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.

Weekly grammar quizzes, especially verb tense and form

Weekly writing assignments

Weekly self-editing assignments

Final exam

## IX. TYPICAL TEXTS:

1. Ascher, Allen (1996). *Think About Editing: A Grammar Editing Guide for ESL Writers*. New York: Heinle.
2. Byrd, Patricia and Beverly Benson (1994). *Problem/Solution: A Reference for ESL Writers*. New York: Heinle and Heinle.
3. Cain, Joyce S. (2002). *Eye on Editing 2*. New York: Pearson ESL.
4. Camhi, Paul (2007). *Getting it Right: An Editing Text for ESL/EFL Students* (2nd ed.). Indiana: Kendall Hunt.
5. Lane, Janet and Ellen Lange (2012). *Writing Clearly: An Editing Guide* (3rd ed.). New York: Heinle & Heinle.
6. - (2009). *Oxford Dictionary of American English*. Oxford: Oxford UP.
7. Raimes, Ann (2004). *Grammar Troublespots: An Editing Guide for Students* (3rd ed.). Cambridge: Cambridge UP.
8. Hogue, Ann (2003). *The Essentials of English*. White Plains, New York: Pearson Longman.

## X. OTHER MATERIALS REQUIRED OF STUDENTS: