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## Course Outline for ESL 26

### ADVANCED EDITING

Effective: Fall 2019

#### 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 and give them practice in editing strategies which will enable them to use linguistic forms accurately, meaningfully and appropriately in written expression. Students are advised to enroll concurrently in ESL 26 and ESL 24 or 25.

3.00 Units Lecture

#### Prerequisite

ESL 120B - High-Intermediate Grammar for Reading and Writing  
with a minimum grade of P  
or

NESL 220B - High-Intermediate Grammar for Reading and Writing  
with a minimum grade of P  
and

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

NESL 221B - High-Intermediate Reading and Writing  
with a minimum grade of P

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or  
placement through the ESL assessment process

#### Grading Methods:

Letter or P/NP

#### Discipline:

- ESL

	<b>MIN</b>
<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 as reported/embedded speech
4. Demonstrate mastery in form, meaning, and use of all verb tenses
5. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
6. Identify and correctly use the passive voice in all verb tenses
7. Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
8. Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
9. Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
10. Use an 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

11. Use technology (Canvas, etc.) to assist and monitor learning
- B. NESL220B
  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 as reported/embedded speech
  4. Demonstrate mastery in form, meaning, and use of all verb tenses
  5. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
  6. Identify and correctly use the passive voice in all verb tenses
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  11. Use technology (Canvas, etc.) to assist and monitor learning
- C. ESL121B
  1. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
  2. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
  3. Express real conditions consistently, with some errors
  4. Express unreal conditions and use modals with emerging accuracy
  5. Identify and correct errors in a paragraph based on learned grammar and spelling
  6. Contribute constructive comments in the peer editing process
  7. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
  8. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
  9. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
  10. Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
  11. Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
  12. Summarize and paraphrase short texts, with emerging accuracy
  13. Read a variety of authentic texts or general interest to native speakers, but with some difficulty
  14. Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
  15. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
  16. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
  17. Use websites to research information about a specific topic in the college library and create a works cited page
  18. Identify source (author, title, date, publisher, type of source) and evaluate reliability
- D. NESL221B
  1. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
  2. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
  3. Express real conditions consistently, with some errors
  4. Express unreal conditions and use modals with emerging accuracy
  5. Identify and correct errors in a paragraph based on learned grammar and spelling
  6. Contribute constructive comments in the peer editing process
  7. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
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  17. Use websites to research information about a specific topic in the college library and create a works cited page
  18. Identify source (author, title, date, publisher, type of source) and evaluate reliability

#### IV. MEASURABLE OBJECTIVES:

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

- A. Identify and correct errors that affect meaning
- B. Use all verb tenses accurately and meaningfully
- C. Use modals accurately and meaningfully to express inferences, advisability, degrees of certainty, and assumptions
- D. Use passive voice accurately and meaningfully in all verb tenses
- E. Use adverb clauses accurately and meaningfully, especially hypothetical conditionals
- F. Use relative clauses accurately and meaningfully, including restrictive and non-restrictive clauses
- G. Use noun clauses accurately and meaningfully, including in reported speech
- 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 and create coherence
  - J. Use signal words accurately and meaningfully to show cause, effect, contrast, comparison, process, chronology, example, and conclusion
- K. Interpret and use standard error symbols to indicate types of errors in a written passage
- L. Effectively edit sentences and longer passages for clarity and accuracy
- M. Prioritize errors to focus on correcting the most serious errors in written discourse

#### V. CONTENT:

- A. Analysis of errors that affect meaning:
  1. Verb tense
  2. Verb form
  3. Modals

4. Conditional sentences
5. Passive voice
6. Relative, adverb, 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 revision and making writing more clear:
  1. Correcting unclear sentences
  2. Expanding academic vocabulary
  3. Academic writing style
- D. Strategies for self editing:
  1. Editing symbols
  2. Techniques for prioritizing errors
  3. Proofreading

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** - for example, explaining the formation and use of noun clauses as reported speech
- B. **Classroom Activity** - for example, editing a paragraph containing certain grammatical structure
- C. **Discussion** - for example, small group discussion of the difference between simple past and past perfect tense
- D. **Individualized Instruction** - for example, working one-on-one to assist with a student's editing of his/her writing sample
- E. **Written exercises and case studies** - for example, in-class paragraph writing
- F. **Projects** - for example, individual or small group projects covering a specific editing issue

#### VII. TYPICAL ASSIGNMENTS:

- A. Writing Tasks
  1. Write a paragraph of 12-15 sentences about what you would have done if you had not come to the United States.
  2. Write a paragraph of 12-15 sentences about a recent news event. First summarize the event and then explain why it is interesting or important. Use 5 relative clauses.
  3. Write a paragraph of 12-15 sentences about a conversation you recently had with someone. Use 5 sentences that contain reported speech.
  4. Write a paragraph of 12-15 sentences describing the rules that you have for your children or that your parents have for you. Use the following reporting verbs: ask, demand, insist, propose, recommend, request, suggest, wish.
- B. Editing Tasks
  1. Analysis: *Identify the subjects, tensed verbs, 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 the errors marked by your instructor.*
- C. 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:

##### Methods/Frequency

- A. Exams/Tests
  - Minimum of two, including a comprehensive final
- B. Quizzes
  - Minimum of every other week
- C. Papers
  - frequent (minimum of every other week) short essays to be marked and edited
- D. Class Work
  - Weekly
- E. Home Work
  - Approximately 6 hours per week

#### IX. TYPICAL TEXTS:

1. Lockwood, R.B., Sherman, K.D., & Baker, L. (2018). *Grammar for Great Writing C* (1 ed.). Boston, MA: Cengage Learning.
2. Skiwire, D., & Wiener, H.S. (2017). *Student's Book of College English* (14 ed.). White Plains, NY: Pearson Education.
3. Murphy, R., & Smalzer, W.R. (2018). *Grammar in Use Intermediate* (4 ed.). Cambridge, UK: Cambridge University Press.
4. Elbaum, S.M. (2016). *Grammar in Context 3* (6 ed.). Boston, MA: Cengage Learning.
5. Maurer, J. (2016). *Focus on Grammar 5* (5 ed.). White Plains, NY: Pearson Education.
6. Lane, J., & Lange, E. (2012). *Writing Clearly: Grammar for Editing* (3 ed.). Boston, MA: Cengage Learning.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: