

BAA ESL Composition 11

District Name: Coquitlam
District Number: SD #43
Developed By: Troy Cunningham, Lori Lee Shea, Patricia Tanaka, Ron Williams
Date Developed: November 2004
School Name: District ESL programs
Principal's Name: Dr. David Obome, Assistant Superintendent

Board /Authority Approval Date: April 5,2005

Board /Authority Signature:

Course Name: ESL Composition 11

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisites:

(Student Profile)

This course is designed for the student who:

- has expanding English skills (approximately level 4).
- has basic competency with academic language.
- has a more thorough understanding of the structure of language than an ESL Skills 10 student.
- can remediate writing errors with assistance.
- is able to read independently and respond to more complex material than an ESL Skills 10 student.

Specialized Training Required:

It is recommended that teachers have die training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of the secondary English Resource Package for grades 9,10,11, and 12. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Facilities or Equipment Required:

Classroom space as well as access to the school library and computer lab will be required for students to meet the outcomes of the course.

Course Synopsis:

This support course in composition focuses on the development of writing skills as well as the skills of composing and presenting in subsequent English Language Arts courses at the secondary level.

Rationale:

All students, regardless of their language and cultural background, will have the opportunity to develop their writing potential to the fullest. Transitional ESL students typically have lingering writing deficiencies. Writing is the strand on which students are most heavily evaluated in high school English. Therefore this course reduces deficiencies in student writing to facilitate success in high school English. "The needs of the learners must drive the design of ESL programs. This approach is based upon actively valuing the students and developing a program that is most efficient in assisting them as they become bilingual... while simultaneously developing their academic skills." *Ministry of Education, Supporting Learners of English*

Topic	Focus	Recommended Time
Writing	<ul style="list-style-type: none"> * Sentences ■ Paragraphs ■ Essays ■ Vocabulary development ■ Editing and proofreading 	85 hours
Reading	<ul style="list-style-type: none"> ■ Short stories ■ Novels ■ Poetry ■ Essays/articles ■ Vocabulary development 	15 hours
Listening	<ul style="list-style-type: none"> * Critical listening skills ■ Vocabulary development 	12 hours
Speaking	<ul style="list-style-type: none"> " Participation in academic discussion on both an individual and group level ■ Questions for clarification and remediation ■ Vocabulary development 	8 hours
Total Hours		120 hours

ORGANIZATIONAL STRUCTURE

Curriculum Organizers

Communication Skill - Writing

This organizer includes the four main communicating skills - writing, reading, listening and speaking, with a strong emphasis on writing

Learning Outcomes

Writing:

Sentence Skills

It is expected that students will:

- demonstrate competency in writing proper sentences by following the four traditional sentence patterns (simple, compound, complex, compound-complex).
- demonstrate ability to use a variety of coordinating and subordinating conjunctions properly in their sentences.
- demonstrate competency in the use of proper verb tense in their writing.
- identify and correct sentence fragments and run-on sentences in their own and others' writing.
- demonstrate the proper use of parallelism.
- demonstrate the proper use of punctuation in sentences of their own and others' writing.
- use sentences of varying length in their writing.
- * increase the variety of words they use regularly in their own writing, and enhance their ability to choose more effective words when editing others' writing.
- develop the ability to use correct forms of words in a variety of written situations.
- develop the ability to edit their own writing and others⁴ writing for problems in grammar, usage, punctuation and sentence skills.

Paragraph Skills

It is expected that students will:

- demonstrate an understanding of the basic visual characteristics of a written paragraph.
- demonstrate a knowledge of the differences among descriptive, expository, persuasive, and narrative paragraphs.
- * use the appropriate type of paragraph for various assignments.
- write paragraphs with unity and cohesiveness. .
- complete proper outlines for a variety of paragraph types.
- write strong topic and concluding sentences for their own paragraphs.
- demonstrate competence using transitions in their writing.
- use different strategies for pre-writing of paragraphs.
- write a cohesive paragraph under time pressure as a response to a selected topic.

Essay Skills

It is expected that students will:

- * use strategies to choose appropriate topics for their essays.
- develop strong outlines for different types of essays.
- discuss, explain, and/or support a topic properly in a written essay.
- demonstrate an understanding of how an essay is developed and finished
- write strong introductory paragraphs with effective "grabbers" and sound thesis statements with strong concluding paragraphs with effective "clinchers" and other aspects.
- demonstrate familiarity with the descriptors on a rubric and how to meet the expectations.
- Demonstrate the use of descriptors on a rubric to meet expectations

Reading:

It is expected that students will:

- demonstrate an understanding of the importance of reading in the development of writing skills
- read published essays in order to identify strengths and weaknesses.
- analyze and respond in essay format to literature such as short stories, novels, poems, dramas and non-fiction.

Listening:

It is expected that students will:

- develop skills to comprehend and respond to verbal criticism of writing.
- recognize and respond to auditory stimuli and demonstrate comprehension of ideas for the purposes of writing.

SpeaMng:

It is expected that students will:

- demonstrate an understanding of the concepts of English language through dialogue.

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Suggested Learning Resources:

- (Azar) Understanding and Using English Grammar
 - (textbook) (ISBN 013958661X))
 - (workbook) (ISBN 0139586873)
- « Imprints 11 (ISBN 0771509405)
- The Lord of the Flies
- The Writer's Workshop (ISBN 0201197464)
- Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- Writing Academic English, 3rd Ed. (ISBN 0201340542)
- Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- Process and Practice, 4th Ed. (ISBN 0075514133)
- " Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- * Hie Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- Essay Essentials, 2nd Ed. (ISBN 0774732806)
- * Hie Bare Essentials Plus-(ISBN 0774735546)
- The Poet's Craft
- In the Heat of the Night
- The Cage
- A Midsummer Night's Dream
- Romeo and Juliet
- Inside Stories II