

## APPLICATION FOR NEW COURSE

1. **Submitted by:** Lexington Community College      **Date:** November 17, 2003

**Department/Division offering course:**

Humanities & Business Technology

Will be offered by the Developmental Studies Area

2. **Proposed designation and Bulletin description of this course:**

(a) **Prefix and Number:**

ESL 090

(b) **Title\***

**Full Title:** Beginning Writing

**Abbreviated Title:** Beginning Writing

(c) **Lecture/Discussion hours per week:**

4 hours

(d) **Laboratory hours per week:**

n/a

(e) **Studio hours per week:**

n/a

(f) **Credits:**

4 hours credit

(g) **Course description:**

High-beginning level ESL students will learn composition skills by receiving instruction in the following: the writing process, organization, sentence development, paragraph writing, and editing. Basic instruction in grammar provided. Students will be recommended to this course based on the ESL placement examination.

4 credit hours

(h) **Prerequisites (if any):**

Students will be recommended to this course based on the ESL placement examination.

(i) **May be repeated to a maximum of** n/a      (if applicable)

3. **To be cross-listed as:** n/a

\_\_\_\_\_  
**Prefix and Number      Signature, Chair, cross-listing department**

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Note: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts:

4. **Effective Date:** Fall 2004

5. **Course to be offered** (a)  **Fall** (b)  **Spring** (c)  **Summer**

6. **Will the course be offered each year?**  yes  no, less frequently  yes  no  
(Explain if not annually):

7. **Why is this course needed?**

We have a growing population of English as a Second Language (ESL) students who are not being well served by our current offerings. ESL students now enroll in our developmental writing classes; however, the writing and grammatical issues facing an ESL student are much different than those of a native speaker. ESL students require writing instruction tailored to the unique needs of second language acquisition. Due to Mandatory Placement it is imperative that these students are offered appropriate classes. This course will begin to prepare ESL students to write successfully in an academic setting

8. (a) **By whom will the course be taught?** Existing faculty

(b) **Are facilities for teaching the course now available?**  No  Yes

**If not, what plans have been made for providing them?**  
n/a

9. **What enrollment may be reasonably anticipated?**

We anticipate one section of 15 students the first semester offered, but expect increasing enrollment as the ESL program gets established.

10. **Will this course serve students in the Department primarily?**  No  Yes

**Will it be of service to a significant number of students outside the Department?**  
 No  Yes **If so, explain.**

ESL students are distributed across majors throughout our campus.

**Will the course serve as a University Studies Program course?**  No  Yes

**If yes, under what Area?**  
n/a

11. **Check the category most applicable to this course:**

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

Is this course part of a proposed new program?  No  Yes If yes, which?

13. Will adding this course change the degree requirements in one or more programs?\*

No  Yes If yes, explain the change(s). n/a

**Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.**

See the attached course objectives and outline.

15. **If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.**  
This is not a 100 or 200 level course, but the course proposal has been sent via email to Carolyn O'Daniel, Executive Director for Academic Affairs at KCTCS.

16. **Within the Department, who should be contacted for further information about the proposed course?**

**Name:** Sarah Galvin **Phone Extension:** 257-4872 x4065 **email:** sjgalv0@uky.edu

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Note: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

**APPLICATION FOR NEW COURSE  
Additional Information on CCS Forms**

**1. List of Experiments/Activities: (If laboratory or clinic is involved)**

n/a

**2. For Inclusion on LCC General Education List:**

**A. Degree Area (AA/AS or AAS or both)**

n/a

**B. Competency Area**

n/a

**C. General Education Competency Statement (List and provide examples of implementation methods/activities)**

n/a but General Education Learning Outcomes are attached

**D. Across the Curriculum Competencies (List and provide examples of implementation methods/activities)**

n/a

**3. For Inclusion on University Studies List: (A syllabus must be attached.)**

**A. Area**

n/a

**B. Description of Writing Component**

n/a

If the new course is to be offered through distance education, the *Application for Offering a Course Using a Distance Education Format* form must also be submitted with this form.

### **ESL 090 Beginning Writing for Non-Native English Speakers**

High-beginning level ESL students will learn composition skills by receiving instruction in the following: the writing process, organization, sentence development, paragraph writing, and editing. Basic instruction in grammar provided.

Prerequisites: placement test.

4 credit hours Lecture

#### **Course Objectives:**

1. Write well-developed, paragraphs with a clear topic sentence and well-developed support.
2. Use invention techniques, such as brainstorming and free-writing to discover purpose and content for a piece of writing.
3. Edit and proofread for errors in grammar, syntax and usage.
4. Begin to use a monolingual (English to English) dictionary to check spelling and to find definitions, antonyms and synonyms.
5. Explore use of word processing at each stage of the writing process.
6. Demonstrate the ability to use some variety in sentence structure, writing compound and complex as well as simple sentences.
7. Demonstrate the ability to use many of the conventions of American English.
8. Collaborate with others during reading and writing in a given situation.
9. Through selected readings and writings students will further their understanding of the global community.

#### **Course Outline**

##### **I. Composition**

###### **A. Writing Process**

1. Prewriting Techniques
2. Drafting
3. Revising

###### **B. Paragraphs**

1. Organization
2. Development

###### **C. Patterns of Development**

1. Description
2. Narration
3. Compare and Contrast
4. Example
5. Process
6. Cause and Effect

##### **II. Grammar**

###### **A. Simple Present**

###### **B. Simple past**

1. Simple past and past progressive
2. Using time clauses
3. Expressing past habits

**C. Simple future**

1. Expressing future in time clauses
2. Parallel verbs
3. Using the present progressive to express future
4. Using the simple present to express future
5. Immediate future

**D. Count/noncount nouns and articles**

**E. Punctuation**

**F. Sentence Skills**

1. Subject-verb agreement
2. Pronoun agreement
3. Run-on sentences
4. Sentence fragments
5. Clarity

**G. Verb Shifts**

1. Active voice
2. Passive voice

**ESL 090**  
**GENERAL EDUCATION LEARNING OUTCOMES**

**COMMUNICATE EFFECTIVELY**

Learning outcome: Students should be able to write clearly.

- Course objective: Write well-developed, paragraphs with clear topic sentences and well-developed support.
  - Instructional objective: Students will use the writing process to produce multiple drafts while receiving peer and instructor review.
- Course objective: Edit and proofread for errors in grammar, syntax and usage.
  - Instructional objective: Write a final paragraph that is relatively free of major errors in grammar and mechanics.
- Course objective: Demonstrate the ability to use many of the conventions of American English.
  - Instructional objective: Students will be evaluated on their use of American written English.

Learning outcome: Students should be able to work cooperatively with others.

- Course objective: Collaborate with others during reading and writing in a given situation.
  - Instructional objective: Students will participate in group or paired discussions about reading material and in peer review of writing tasks.

Learning outcome: Students should be able to use technology to process information.

- Course objective: Explore use of word processing at each stage of the writing process.
  - Instructional objective: Students will be exposed to various word processing techniques which facilitate essay writing.

**THINK CRITICALLY**

Learning outcome: Students should be able to integrate knowledge.

- Course objective: Use invention techniques, such as brainstorming and free-writing to discover purpose and content for a piece of writing.
  - Instructional objective: Students will practice various invention techniques in class.

**LEARN INDEPENDENTLY**

Learning outcome: Students should be able to find, evaluate, and use resources effectively.

- Course objective: Begin to use a monolingual (English to English) dictionary to check spelling and to find definitions, antonyms and synonyms.
  - Instructional objective: During the revision stage of the writing process, students will practice using the dictionary in class with the instructor's guidance.

Learning outcome: Students should be able to apply learning.

- Course objective: Demonstrate the ability to use some variety in sentence structure, writing compound and complex as well as simple sentences.
  - Instructional objective: Through in-class and out of class activities, students will practice writing various types of sentences.

Learning outcome: Students should be able to value new ideas and differing perspectives.

- Course objective: Collaborate with others during reading and writing in a given situation.
  - Instructional objective: Students will discuss readings in small groups and engage in peer review of their writing.

### **EXAMINE RELATIONSHIPS IN DIVERSE AND COMPLEX ENVIRONMENTS**

Learning outcome: Students should be able to define the relationship of self to the global community.

- Course objective: Through selected readings and writings students will further their understanding of the global community.
  - Instructional objective: Through responses to readings and class discussions students will reflect in writing on their international background and the impact it has on their world view.



Signatures of Approval:

Department Chair: Eileen Abel

Date: 11/14/03

<sup>President</sup>  
~~Dean~~ of the College: John Seely

Date: 12-5-03

Date of Notice to the Faculty: \_\_\_\_\_

Undergraduate Council: \_\_\_\_\_

Date: \_\_\_\_\_

Graduate Council: \_\_\_\_\_

Date: \_\_\_\_\_

Academic Council for the Med. Ctr: \_\_\_\_\_

Date: \_\_\_\_\_

Senate Council: \_\_\_\_\_ Date of Notice to Univ. Senate:  
(Chair)

ACTION OTHER THAN APPROVAL: \_\_\_\_\_