

## ESL159 : Editing and Proofreading

### General Information

Author:	<ul style="list-style-type: none"><li>• Paul Vera</li><li>• Kaye, Zohara</li></ul>
Course Code (CB01) :	ESL159
Course Title (CB02) :	Editing and Proofreading
Department:	ESL
Proposal Start:	Fall 2024
TOP Code (CB03) :	(4930.84) English as a Second Language–Writing
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000600887
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
Last Cyclical Review Date:	09/01/2018
Course Description and Course Note:	ESL 159 is designed to complement ESL 151 in the development and practice of editing and proofreading of thesis-based essays in addition to techniques to improve the syntax and grammar of essays. Increasingly complex mechanical (punctuation) and grammatical structures are covered.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"><li>• Credit</li></ul>
Author:	<ul style="list-style-type: none"><li>• Paul Vera</li><li>• Kaye, Zohara</li></ul>

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>• ESL</li></ul>
---------------------	---

### Course Development

<b>Basic Skill Status (CB08)</b> Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class. <b>Pre-Collegiate Level (CB21)</b> One level below transfer.	<b>Grading Basis</b> <ul style="list-style-type: none"><li>• Grade with Pass / No-Pass Option</li></ul> <b>Course Support Course Status (CB26)</b> Course is not a support course
--	--	--

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Not transferable

### Transferability Status

Not transferable

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 1

**Maximum Credit Units (CB06)** 1

**Total Course In-Class (Contact) Hours** 18

**Total Course Out-of-Class Hours** 36

**Total Student Learning Hours** 54

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 0

#### Course In-Class (Contact) Hours

Lecture 18

Laboratory 0

Studio 0

**Total** 18

#### Course Out-of-Class Hours

Lecture 36

Laboratory 0

Studio 0

**Total** 36

## Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

Activity Name

Type

In Class

Out of Class

No Value

No Value

No Value

No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Prerequisite

Placement is based on ESL Self-Placement Survey.

OR

### Prerequisite

ESL141 - Grammar And Writing IV

#### Objectives

- Compose a 400 to 450-word thesis-based essay which: (a) summarizes and cites appropriately a reading passage provided as a prompt, (b) includes a clear thesis statement, (c) uses evidence to support the thesis, (d) shows clear organization into an introduction, body, and conclusion, and (e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.

AND

### Advisory

ESL151 - Reading And Composition V

Recommended Corequisite

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

## Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Demonstrations

## Out of Class Assignments

- Supplementary grammar practice out of class
- Supplementary editing practice out of class

## Methods of Evaluation

### Rationale

Presentation (group or individual)

Presentation on specific grammatical points to be learned

Presentation (group or individual)

Presentation on specific mechanical (punctuation) points to be learned

Activity (answering journal prompt, group activity)

Pair and group work

## Textbook Rationale

Lane's *Writing Clearly* textbook identifies and targets specific grammar and punctuation structures. Credit ESL students can practice editing context-free examples that allow them to pinpoint their own errors in conjunction with real-life examples of student writing.

## Textbooks

Author	Title	Publisher	Date	ISBN
Lane, Janet	Writing Clearly: Grammar for Editing	Heinle	2011	978-1-111-35197-7
Bunting, John D.	Grammar and Beyond 4	Cambridge	2012	978-1009212915

## Other Instructional Materials (i.e. OER, handouts)

### Description

Writing for Success 2023 is digital textbook that focuses on basic sentence structure, punctuation, word selection and specific assistance for second language learners.

### Author

Jamie Campbell Martin

### Citation

**Online Resource(s)** <https://www.jcmexplains.com/writing-for-success-2023/textbook.html>  
(<https://www.jcmexplains.com/writing-for-success-2023/textbook.html>)

---

**Description** 1,2,3 Write! is a digital textbooks that offers practice in parts of speech, word choice, sentence structure, and punctuation.

**Author** Gay Monteverde

**Citation** Licensed under CC BY-NC-SA 4.0, except where otherwise noted. It was adapted from Writing for Success, which in turn was adapted from a work produced and distributed under a Creative Commons license (CC BY-NC-SA) in 2011 by a publisher who has requested that they and the original author not receive attribution.

**Online Resource(s)** <https://pressbooks.nsc.ca/123write/front-matter/attribution-oer-revision-statement/>  
(<https://pressbooks.nsc.ca/123write/front-matter/attribution-oer-revision-statement/>)

---

**Description** Boundless Writing has sections on the parts of speech, punctuation and effective sentences (at the college level) that the professor can use to target specific student errors.

**Author** QuillBot

**Citation** Licensed by third parties under a Creative Commons license.

**Online Resource(s)** <https://quillbot.com/courses/introduction-to-college-level-writing/>  
(<https://quillbot.com/courses/introduction-to-college-level-writing/>)

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Edit for grammatical errors in the use of: subject and verb agreement, verb tense and aspect, modals, gerunds and infinitives, articles, prepositions, and transitions.

Edit for punctuation errors in the use of: fragments, comma splices, run-ons; commas, semicolons, and quotations marks.

### SLOs

**Proofread and edit grammatical and punctuation structures at an advanced level with 70% accuracy.** Expected Outcome Performance: 70.0

---

*ILOs* Core *ILOs* Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

---

Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

---

*ESL* Core *PLOs* Completion of level 151 and other level 5 courses that lead to success in Eng 101 and other transfer level courses.

---

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No Value

**Is this proposal submitted in response to learning outcomes assessment data?**

No Value

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

**Lecture Content**

**Editing and Proofreading of contextualized errors in: (18 hours)**

- Verb tense use
- Gerund and infinitive use
- Subject and verb agreement
- Article use
- Modal use
- Preposition use
- Transition use
- Run-on sentences
- Fragments
- Commas splices
- Commas and semicolon use
- Quotation mark use

**Total hours: 18**

## Additional Information

**Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.**

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

## Resources

**Did you contact your departmental library liaison?**

Yes

**If yes, who is your departmental library liason?**

Aisha Conner-Gaten (Business, ESL-Credit)

**Did you contact the DEIA liaison?**

Yes

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value