

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. **Department/Course:** DEAF - 118A
2. **Title:** ESL Writing I in American Sign Language
3. **Cross Reference:**
4. **Units:** 3
Lec Hrs: 3
Lab Hrs:
Tot Hrs: 54.00
5. **Repeatability:** Yes Times:3
6. **Grade Options:** Letter Grade, May Petition for Pass/No Pass (GP)

7. **Degree/Applicability:**
Credit, Not Degree Applicable (C)
8. **General Education:**
9. **Field Trips:** Not Required
10. **Requisites:**
Advisory
Basic ability to communicate in ASL.

12. Catalog Description:

DEAF 118A is the first course of a two-semester ESL writing program for deaf students. This course introduces basic writing skills, emphasizing the structure of English sentences and paragraph development. It is designed for students whose native language is not English. The course is not Associate Degree applicable and is taught in ASL.

13. Class Schedule Description:

The first of two ESL courses focusing on English writing and grammar skills. Taught in ASL.

14. Counselor Information:

This course is designed for students who are new to the United States or who wish to begin a basic study of English writing at a beginning ESL level. It is not intended as a remedial course for under-achievers. The course is not Associate degree applicable and is taught in ASL.

II. Student Learning Outcomes

The student will:

1. Produce simple and compound sentences with level-appropriate accuracy in sentence structure, grammar, and mechanics.
2. Produce paragraphs of 100-200 words on assigned topics with appropriate focus on paragraph structure (topic sentence, body of detailed support, concluding statement) and with level-appropriate accuracy in sentence structure, grammar, and mechanics.
3. Demonstrate critical thinking skills in writing by composing paragraphs that describe, explain, illustrate, or reason.
4. Demonstrate the writing skills necessary to enter DEAF 118B.

III. Course Outline:

A. Grammatical Structures

1. noun phrases
 - a. adj + noun
 - b. article + noun
 - c. noun + of + noun
 - d. compound noun
2. Verb phrases-- verb + adverb
3. prepositional phrases - where, when, which
4. Verb Tenses
 - a. Present- simple, progressive, perfect
 - b. Past- simple, progressive
 - c. future simple
5. Nouns
 - a. Count and non-count
 - b. singular and plural
 - c. subject-verb agreement
 - d. articles- a/an, the, some
6. Pronouns--subject, object, possessive

B. Sentence Structure

1. Common Sentence Patterns
 - a. S + V
 - b. S + V + DO
 - c. S + V + PA/PN
 - d. S + V + Prepositional Phrase
2. Simple sentence
3. Compound sentence
 - a. coordinating conjunctions
 - b. adverbial conjunctions
 - c. semi-colon

C. Composition

1. Critical Reading: Identifying critical components in model paragraphs
 - a. Topic sentence
 - b. major and minor details
 - c. concluding statement
 - d. transitional words and phrases
2. Practicing composition skills
 - a. Writing sentences to apply grammatical concepts studied
 - b. Writing sentences to express ideas in a variety of sentence structures
 - c. Writing topic sentences and concluding statements
 - d. Writing sentences expressing major and minor details
 - e. Applying appropriate transitional expressions
 - f. Paragraph organizational patterns
 - i. narrative
 - ii. description
 - iii. cause
 - iv. illustration
 - g. Revising, Editing and Proofreading

This course focuses on the development of writing skills for the non-native user of English. The skills listed are introduced in an intergrated manner using a variety of level-appropriate materials. For this reason and, due to the unique linguistic and educational needs of deaf ESL students, it is not possible to specify what content will be introduced a particular week.

IV. **Course Assignments:**

A. Reading Assignments

1. Brief non-fiction expository articles
2. Model paragraphs and essays
3. Textbook passages

B. Projects, Activities, and other Assignments

1. Writing portfolio

C. Writing Assignments

1. Grammatical exercises
2. Sentence writing practice
3. Paragraphs following an assigned pattern of development
4. At least one in-class composition
5. Responses to questions about readings

V. **Methods of Evaluation/Assessment:**

- A. Quizzes and exams to assess accuracy in grammar, usage, and mechanics. (SLO #1)
- B. In-class and out-of-class writings to assess the ability to compose paragraphs containing critical structural components, sufficient and relevant content, and acceptable observance of grammar, usage, and mechanics practices. (SLO #2,3)
- C. Writing portfolio to evaluate readiness for advancement to DEAF 118B. (SLO #4)

VI. **Methods of Instruction:**

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Computer Assisted Instruction
- E. Collaborative Learning
- F. Other
 1. web-enhanced instruction

VII. **Textbooks:**

Recommended

1. Checkett, Lawrence and Gayle Feng-Checkett *The Write Start* 3rd Edition, Pearson Longman, 2006 ISBN: 0-321-36509-7
2. Rigganbach, Heidi and Virginia Samuda *Grammar Dimensions: Form, Meaning, Use Level 2* 4th Edition, Heinle & Heinle, 2007 ISBN: 1413027415

Supplemental

VIII. **Supplies:**