**Proposer Name and Department**

Steven Bookman, English Department

**Proposal Title**

A Critical Step-by-Step Method to Improve Writing and Proofreading Skills for ELL Students

**Brief Proposal Description**

My unique method will help English Language Learners (ELLs) who lack the necessary English reading and writing skills to produce successful essays. This method, based on a template and procedure I developed, requires students to establish the specific content of their essay topic—similar to the formal outline of a research project—while working through the content of the essay, thereby ensuring unity and cohesiveness of thought as the essay is written. Students will demonstrate BCC’s General Education Proficiency of Reasoning & Analysis while writing, reading and proofreading their work as they complete their essays. Students remain actively engaged in the writing process from start to finish as they respond to the template with their supporting details, illustrations and examples. Form and content are merged here in the writing process.

Additionally, a four-step model is inherent to enhance proofreading skills. Each reading focuses on a different component of the writing process. The first is audience, purpose, organization, and content. The second is concerned with sentence structure and grammar. The third checks for plagiarism. The last focuses on formatting (e.g., spacing and indentation). The proofreading process follows in the steps of the writing process.

English language learners from my ESL 03 class and another professor’s ESL section of ENG 10 in the Spring 2013 semester will participate in this project/study. The proposer will coach another professor to teach it in her ESL section of ENG 10. The results of the level exams for these classes will be assessed for audience, purpose, organization, content, sentence structure, grammar, plagiarism, and formatting, which will reflect the course-level outcomes.

**Project Rationale**

English language learners who lack reading and writing skills do not have a procedure that they can rely on when they take their English as a Second Language (ESL) exams and continue remedial classes to pass the CAT-W. The majority of my students seem to prefer my procedural method over a free writing approach, as I developed and tested it in my classes. In addition, many education faculty at a recent conference where I presented my unique method agreed that all types students who outline or free write would greatly benefit from my unique method.

**Anticipated Outcomes**

A larger percentage of students will pass their English as a Second Language (ESL) requirements on their first attempt, and will move into to English 01 and English 02 faster. The skills they develop will propel ELLs to finish their remedial classes faster and with more confidence. By mastering this unique method, more students will pass their ESL level examinations on their first attempts.

**Budget (specific projected itemized costs)**

**Assigned Time: Project Director Steve Bookman, Adjunct Instructor Spring 2013**

16 weeks × 3 hours**/**week × $67.42/hour = $2400 plus 10% Fringe TOTAL: **$3559.78**

During this period, the proposer will meet and coach another instructor on this unique proofreading system, collect and analyze the data, and generate a report as the grant has requested. In addition, the results and methodology will be systematically disseminated to the English Department faculty.