

Course Outline

COURSE: ESL 769 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2022 **CURRICULUM APPROVAL DATE:**06/8/2021

SHORT TITLE: NC ADV READ-WRITE

LONG TITLE: NC Advanced ESL Reading, Writing

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	8	144
		Lab:	0	0
		Other:	0	0
		Total:	8	144

Out of Class Hrs: 288.00

Total Learning Hrs: 432.00

COURSE DESCRIPTION:

This is the fourth course in a series of integrated skills courses designed to expand the development of reading, writing, and grammar skills of advanced ESL students. This course focuses on academic and critical thinking skills needed to increase reading comprehension and efficiency. Emphasis is on analyzing, making inferences, taking notes, supporting opinions, summarizing and expanding vocabulary. Readings are from academic texts and literature. This course also refines and further expands college composition skills through the writing of essays. **PREREQUISITE:** ESL 549 or ESL 749 or ESL 547 or ESL 747 ESL Assessment Recommendation.

PREREQUISITES:

- Completion of ESL 547, as UG, with a grade of C or better.
- OR
- Completion of ESL 549, as UG, with a grade of C or better.
- OR
- Completion of ESL 747, as NC, with a grade of P or better.
- OR
- Completion of ESL 749, as NC, with a grade of P or better.
- OR
- Score of 1 on Advanced II

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Apply analytical strategies (summarizing, interpreting, paraphrasing, responding) to texts.
2. Using the writing process, write essays with an introduction, body, and conclusion.
3. Apply research and citation techniques.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date:06/8/2021

OUT-OF-CLASS ASSIGNMENTS: Every week students will read and do assigned exercises from the textbook. In addition, they will read a novel and/or short stories and answer weekly short answer and/or essay questions about the text. Students may maintain a vocabulary journal or prepare writing journal topics. Students will practice the writing process and write essays in different rhetorical patterns. They will conduct research and cite sources in their writing.

STUDENT SUPPORT SERVICES: English instructors will visit the class to give students an overview of the English course offerings including ENG 210, 280, and 1A. A counselor will visit to aid students in revising or creating their Ed Plans and to petition for their Advanced ESL Certificate. A library research workshop may be set up with a librarian. Workshops may also be scheduled with the Learning Commons staff.

34 HOURS

CONTENT: Students are given an overview of the course including the materials to be used, the course objectives, and in-class and out-of-class procedures and assignments. Read one or more textbook selections based on the same topic or theme. Review the following strategies: previewing, using context clues, using an English-English dictionary, identifying and modifying parts of speech, identifying main ideas and details, writing an outline, summarizing, expressing opinions, and comparing and contrasting ideas.

For the literature component, students read short stories or begin a short novel. They learn the elements of the short story, the historical events that influenced its development and life of a specific author. Students analyze the story and the major characters, chart the development of the story including setting, plot, conflict, climax, and resolution; discuss theme and author's tone; apply understanding of historical period and genre to themes in the story.

Students are introduced to the **COMPONENTS OF THE ESSAY** and learn about the **INTRODUCTORY PARAGRAPH**, focusing on the "funnel" model in particular. They practice writing introductions and conclusions and are introduced to paragraph transitions for essay coherence. Students write an essay using a pattern such as **CLASSIFICATION/EXAMPLE** through model essays. They learn how to use examples and extended examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing. They review compound and complex sentences.

STUDENT PERFORMANCE OBJECTIVES: Recognize the role of the reader and the importance of generating background knowledge. Distinguish between academic and literary text and the reading strategies employed with each. Practice skills such as reading critically, asking questions, understanding sequence, pinpointing and extracting main ideas and details, expressing and supporting opinions, defining, annotating, making double entry notes, keeping a vocabulary journal, and using an English dictionary. Recognize the elements of the short story. Define the connection between literary genre and history. Read a literary piece and appreciate its purpose, theme(s), and use of language.

Develop a journal topic. Practice writing introductory paragraphs and concluding paragraphs and review the purpose of transitions for essay coherence. Develop and write an essay using a pattern such as classification/example. Demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; use appropriate transitions both between paragraphs and within them; select appropriate and sufficient support for a classification/example essay, if such a pattern is used; locate errors; communicate with peers about writing; and apply writing skills to a timed in-class writing.

34 HOURS

CONTENT: Students work within one academic content area such as ecology, business, biotechnology, geology, cultural studies, archeology, psychology, sociology, or other academic area. Students read several selections and practice reading strategies such as using context clues to understand unfamiliar vocabulary and concepts, and identifying word parts, word families, connectors, antecedents, and parts of speech as a means to improve overall comprehension. They practice critical thinking skills such as identifying patterns of organization, differentiating main ideas from details, and making inferences and using examples to support opinions. They also read a timed selection with the goal of increasing speed and fluency. Finally, as a way of preparing for mainstream academic classes, they read and respond to a textbook selection from an academic subject that addresses the same content.

For the literature component, students continue to read short stories or a short novel. They identify the elements of the short story, the historical events that influenced its development and life of a specific author. Students analyze the story and the major characters, chart the development of the story including setting, plot, conflict, climax, and resolution; discuss theme and author's tone; apply understanding of historical period and genre to themes in the story.

Students review the concepts of **UNITY AND COHERENCE** within the essay. Introduce a research project that will require students to do research, summarize their findings, and respond in a **PERSUASIVE** essay. They discuss appropriate thesis statements and transition signals for this kind of essay. They learn how to use examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing. They review sentence errors such as run-on sentences, comma splice, and fragments and ways to correct them.

STUDENT PERFORMANCE OBJECTIVES: Become immersed in common academic vocabulary, concepts, and ways of presenting the material in the academic content area used. Apply different reading strategies to the understanding of the readings and make inferences. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed. Read a literary piece and appreciate its purpose, theme(s), and use of language. Identify and recognized the elements of the short story.

Distinguish well-written essays from among different models using the concepts of unity and coherence learned. Begin applying unity and coherence concepts to their own writing. Research a topic; read articles; summarize and paraphrase findings; develop a persuasive essay with citations; demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; use appropriate transitions both between paragraphs and within them; select appropriate and sufficient support for the essay; locate and correct sentence fragments, run-on sentences, and comma splice errors; communicate with peers about writing. Students may apply writing skills to a timed in-class writing.

34 HOURS

CONTENT: Students work within one academic area. In addition to the reading skills already taught, students distinguish between facts, non-facts, and interpretations; they learn appropriate content terminology; identify the pattern of organization used in the content area readings; outline the readings, recognize the logical sequence of steps and/or events, and compare and contrast ideas presented in the readings and respond in writing to issues presented in the readings.

For the literature component, students continue to read short stories or a short novel. They identify the elements of the short story, the historical events that influenced its development and life of a specific author. Students analyze the story and the major characters, chart the development of the story including setting, plot, conflict, climax, and resolution; discuss theme and author's tone; apply understanding of historical period and genre to themes in the story.

Students write a **NARRATIVE** essay after studying model essays. They learn what this pattern entails and how and when it is used in academic writing. They discuss appropriate thesis statements and transition signals for this kind of pattern. They learn how to use examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing. They review the concept of parallelism and practice locating errors with parallelism. They do a graded timed in-class writing.

STUDENT PERFORMANCE OBJECTIVES: Become immersed in the content specific vocabulary, concepts, and ways of presenting the material in the academic area used. Apply different reading strategies to the understanding of the readings and make inferences. Recognize patterns of organization. Distinguish between facts, non-facts, and interpretations. Express personal viewpoints in writing on reading issues. Compare and contrast ideas in the readings. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed. Read a literary piece and appreciate its purpose, theme(s), and use of language. Recognize and identify the elements of the short story.

Develop and write a narrative essay; demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; use appropriate transitions both between paragraphs and within them; select appropriate and sufficient support for a narrative essay; locate and correct sentence fragments, run-on sentences, comma splice, and errors in parallelism; communicate with peers about writing; apply writing skills to a graded piece of writing in a timed in-class setting.

34 HOURS

CONTENT: Students are exposed to the scientific style of writing and the use of the passive voice and other specific characteristics of the scientific writing style. In addition to the reading skills already taught, students recognize synonyms/antonyms and punctuation as context clues, evaluate the readings for author perspective, and move from concrete statements to abstract concepts.

For the literature component, students continue to read short stories or a short novel. They identify the elements of the short story, the historical events that influenced its development and life of a specific author. Students analyze the story and the major characters, chart the development of the story including setting, plot, conflict, climax, and resolution; discuss theme and author's tone; apply understanding of historical period and genre to themes in the story.

Students write an essay using a pattern such as COMPARISON/CONTRAST through model essays. They learn what the chosen pattern entails and how and when it is used in academic writing. They study both the "block" and "point-by-point" format to compare and contrast. They discuss appropriate thesis statements and transition signals for this kind of pattern. They learn how to use examples to support their ideas. They use the writing process to generate, develop, and outline their ideas, and they practice peer revision and editing.

STUDENT PERFORMANCE OBJECTIVES: Become immersed in the content-specific vocabulary, concepts, and ways of presenting the material in the academic area used. Apply different reading strategies to the understanding of the readings and make inferences, particularly the use of synonyms/antonyms and punctuation as tools for comprehension. Recognize patterns of organization. Distinguish between facts, non-facts, and interpretations. Express personal viewpoints in writing on reading issues. Compare and contrast ideas in the readings. Evaluate author perspective. Demonstrate understanding of abstract concepts. Familiarize themselves with mainstream college course readings. Increase reading efficiency and speed. Read a literary piece and appreciate its purpose, theme(s), and use of language. Recognize and identify the elements of the short story.

Develop and write an essay with a pattern such as comparison and contrast; demonstrate the ability to write an introduction, conclusion, and multiple body paragraphs; use appropriate transitions both between paragraphs and within them; select appropriate and sufficient support for a comparison and contrast essay, if such a pattern is used; locate and correct sentence fragments, run-on sentences, comma splices, and errors in parallelism; communicate with peers about writing; apply writing skills to a timed in-class writing.

6 HOURS

CONTENT: Students review general aspects of reading in a variety of academic disciplines and some common reading strategies that must be employed in the reading and analysis of texts in an academic environment. They review the various ways in which content-specific vocabulary and rhetorical patterns can be ascertained for ease of comprehension. Students discuss their personal vocabulary learning and expansion strategies. They learn to distinguish academic from literary texts and note the differences in the purpose and use of language of each. They review the writing process and the parts of an essay.

STUDENT PERFORMANCE OBJECTIVES: Review reading comprehension and vocabulary development strategies. Review general aspects of reading in academic disciplines. Develop awareness of the self-initiative and reading efficiency needed in an academic environment to succeed in mainstream classes. Define personal styles and strategies for reading comprehension and vocabulary development. Distinguish the purpose and use of language of both academic and literary texts. Practice the steps of the writing process and recognizing the different rhetorical styles.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Reading, lecture, whole-group and small-group discussion, vocabulary logs, analysis of academic reading selections, writing, self-evaluation, and discussion and evaluation of literature. Students read selections that model specific rhetorical patterns; do brainstorming and outlining activities in and out of class; do exercises to practice the specific features of each rhetorical pattern and the essay form in general; do self and peer editing; write multiple-draft essays; and write in a timed setting.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 288

Assignment Description: (16 hours/week)

Every week students will read and do assigned exercises from the textbook. In addition, they will read a novel and/or short stories and answer weekly short answer and/or essay questions about the text. Students may maintain a vocabulary journal or prepare writing journal topics. Students will practice the writing process and write essays in different rhetorical patterns. They will conduct research and cite sources in their writing.

Workshops may be set up with the Library or the Learning Commons to introduce or reinforce composition skills.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 70.00 %

Essay assignments, timed writings, textbook assignments.

Other methods of evaluation

Percent of total grade: 30.00 %

Journals, reading tests.

REPRESENTATIVE TEXTBOOKS:

Longman Academic Reading Series, Book 4. Pearson,2016.

Or similar reading textbook.

Reading Level of Text, Grade: Advanced ESL Verified by: Nicole Cisneros

Keith S. Folse. Great Writing Book 4. National Geographic,2015.

Or other similar writing textbook.

Reading Level of Text, Grade: Advanced ESL Verified by: Nicole Cisneros

Recommended Representative Textbooks

Short stories from "The House on Mango Street" by Sandra Cisneros or "The Joy Luck Club", for example..

Recommended Other Texts and Materials

Integrated Reading/Writing texts are also available from Cambridge, Oxford, National Geographic, and Pearson.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: A

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000608752

Sports/Physical Education Course: N

Taxonomy of Program: 493087