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Course Outline for NESL 221B

HIGH-INTERMEDIATE READING AND WRITING

Effective: Fall 2019

I. CATALOG DESCRIPTION:

NESL 221B — Noncredit

This is the second semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and academic vocabulary development. Students will develop cultural understanding and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in NESL 221B and NESL 220B, and ESL 123 or ESL 126.

Prerequisite

NESL 221A - Intermediate Reading and Writing
with a minimum grade of P
or

ESL 121A - Intermediate Reading and Writing I
with a minimum grade of Pass
or
Placement through ESL assessment process

Grading Methods:

Pass/No Pass

Discipline:

- ESL: Noncredit

Noncredit Category

A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	126.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. NESL221A

1. Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
2. Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
3. Express independent ideas and opinions on topics of general interest as well as on learned topics
4. Identify and correct errors in a paragraph based on learned grammar and spelling
5. Demonstrate spelling accuracy of learned academic vocabulary
6. Recognize vocabulary and word form, including some figurative language and idiomatic expressions
7. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
8. Identify and interpret devices used for coherence and cohesion
9. Scan for specific information
10. Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
11. Read a variety of authentic texts with sufficient understanding
12. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
13. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension

B. ESL121A

1. Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
2. Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
3. Express independent ideas and opinions on topics of general interest as well as on learned topics
4. Identify and correct errors in a paragraph based on learned grammar and spelling
5. Demonstrate spelling accuracy of learned academic vocabulary
6. Recognize vocabulary and word form, including some figurative language and idiomatic expressions
7. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting

- points in readings passages of several longer paragraphs
- 8. Identify and interpret devices used for coherence and cohesion
- 9. Scan for specific information
- 10. Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- 11. Read a variety of authentic texts with sufficient understanding
- 12. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- 13. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension

III. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- C. Express real conditions consistently, with some errors
- D. Express unreal conditions and use modals with emerging accuracy
- E. Identify and correct errors in a paragraph based on learned grammar and spelling
- F. Contribute constructive comments in the peer editing process
- G. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- H. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- I. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- J. Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- K. Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- L. Summarize and paraphrase short texts, with emerging accuracy
- M. Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- N. Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- O. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- P. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Q. Use websites to research information about a specific topic in the college library and create a works cited page
- R. Identify source (author, title, date, publisher, type of source) and evaluate reliability

IV. CONTENT:

- A. Writing
 - 1. Steps in the writing process
 - a. prewriting
 - b. drafting
 - c. revising
 - d. final draft
 - 2. In-class and out-of-class compositions: classification, analysis, narrative, cause-effect, compare-contrast, process analysis, argument and summary response compositions
 - 3. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs
 - 4. Paragraph development, including examples and explanation
 - 5. Transition words and expressions: addition, chronology, example, conclusion, cause, effect, contrast, comparison.
 - 6. Techniques for self-editing, especially verb tense and form, word order and punctuation
 - 7. Peer review
 - 8. Write to different audiences: peers, teacher, general
 - 9. Journal writing
- B. Grammar and Sentence Structure
 - 1. simple, compound, complex and compound-complex sentences
 - 2. punctuation rules
 - 3. Verb tense:all
 - 4. dependent clause structure: adjective, adverb, and noun clauses
 - 5. real conditionals, unreal conditionals and perfect modals
- C. Reading
 - 1. Interactive reading strategies
 - a. activating background knowledge, especially knowledge from previous readings
 - b. recognizing words and phrases
 - c. recognizing learned rhetorical patterns
 - d. answering questions by making inferences
 - e. guessing meaning from context
 - f. locating main idea and support
 - g. recognizing organizational strategies for identifying old and new information
 - h. answering questions from inferences
 - i. connecting reading and writing
 - j. anticipating author's intent
 - k. distinguishing fact, opinion and inference
 - l. identifying cohesive devices and coherence identifying the author's purpose, and audience
 - m. discuss aspects of style, tone, and point of view
 - n. expressing opinions which may differ from the author's
 - o. increasing speed in processing written text
 - 2. Reading process strategies
 - a. pre-reading
 - b. reading
 - c. post-reading
 - 3. Sentence deconstruction to aid in reading comprehension
 - a. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 - 4. Outlining, summarizing, paraphrasing and restating the main ideas and support in passages of several paragraphs
 - 5. Respond to the ideas of various authors presented in class.
 - 6. Extensive Reading (in and out of class)
 - 7. Full-length text (fiction and non-fiction)
- D. Vocabulary Development
 - 1. recognize and understand vocabulary appropriate to this level, including grammar terminology
 - 2. guided practice with a learner's dictionary to identify correct part of speech, definition, collocations, etc.
 - 3. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
- E. Library/Research

1. Websites for topic research in library
2. Source evaluation (author, title, date, publisher, type of source)
3. MLA Works Cited

V. METHODS OF INSTRUCTION:

- A. **Lab** - working with a partner to complete peer review, for example
- B. **Audio-visual Activity** - playing a recording of a text while students read it, for example
- C. **Discussion** - small group discussion about a reading, for example
- D. **Student Presentations** - group presentations about a researched topic, for example
- E. **Lab** - short, interactive lectures
- F. **Projects** - create a group presentation comparing the life of Eleanor Roosevelt to a modern first lady, for example
- G. **Research** - complete a library research project, for example
- H. **Individualized Instruction** - working one-on-one with students during the editing process, for example

VI. TYPICAL ASSIGNMENTS:

- A. Writing
 1. Plan and write a composition describing the two most influential role models in Eleanor Roosevelt's life
 2. Revise and edit your composition
 3. Write in your journal for one and half hours analyzing the impact Eleanor Roosevelt has had on modern society.
- B. Grammar and Sentence Structure
 1. Identify the noun clauses in the following paragraph
 2. Write 5 sentences about the extensive reading text which include adjective clauses
- C. Reading
 1. Discuss the audience and purpose of the article from unit 2 with a small group
 2. Paraphrase the quote from paragraph two in reading one from the class text
 3. Describe one inference you can discern from the first paragraph in reading two
- D. Vocabulary
 1. Write example sentences which include adjective clauses using the vocabulary words from unit 5

VII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 3-6, not including a separate reading and writing final
- B. Quizzes
 - 3-6
- C. Research Projects
 - one library project
- D. Papers
 - 3-6, including in and out of class writing
- E. Class Participation
 - daily
- F. Class Work
 - daily
- G. Lab Activities
 - one hour per week
- H. Other
 1. Journals
 2. Holistically scored written final exam

VIII. TYPICAL TEXTS:

1. Pearson. *Oxford American Dictionary for Learners of English*. 1st ed., Oxford University Press, 2014.
2. Daise, Debra, and Charl Norloff. *Q:Skills for Success Reading and Writing 4*. 2nd ed., Oxford University Press, 2015.
3. Miller, Judy, and Robert Cohen. *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education ESL, 2014.
4. Freedman, Russell. *Eleanor Roosevelt: A Life of Discovery*. 1st ed., Clarion Books, 1997.
5. Krull, Kathleen. *Leonardo da Vinci (Giants of Science)*. 1st ed., Puffin Books, 2008.
6. Oshima, Alice, and Ann Hogue. *Longman Academic Writing Series 3: Paragraphs to Essays*. 4th ed., Pearson Education ESL, 2016.
7. Gallagher, Chris. *Writing in English is Easy!*. 1 ed., CreateSpace Independent Publishing Platform, 2016.

IX. OTHER MATERIALS REQUIRED OF STUDENTS: