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## Course Outline for ESL 121A

### INTERMEDIATE WRITING AND READING I

Effective: Spring 2006

#### I. CATALOG DESCRIPTION:

ESL 121A — INTERMEDIATE WRITING AND READING I — 6.00 units

This is the first semester of a one-year course in intermediate academic writing and reading. The course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and on academic vocabulary development. Students will develop cultural understanding, vocabulary, and fluency through a variety of academic writing and reading tasks. Prerequisite: ESL 131B or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 120A and 121A. 6 hours lecture, 0-1 hours laboratory.

6.00 Units Lecture

#### Prerequisite

ESL 131B - Beginning Reading and Writing II  
or

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#### Corequisite

ESL 120B - High-Intermediate Grammar for Reading & Writing\*

#### Grading Methods:

Pass/No Pass

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	108.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	126.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 2

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

A. ESL131B

#### IV. MEASURABLE OBJECTIVES:

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

- employ the steps in the writing process to write focused, coherent, developed, and interesting compositions of three or more paragraphs
- express independent ideas and opinions about learned subjects in connected paragraphs
- compose connected paragraphs with a main idea thesis statement and conclusion, focus on one topic, and appropriate transitions using learned organizational structure on topics of general interest as well as on learned topics
- develop supporting paragraphs with details to support the topic sentence
- write paragraphs related to an assigned topic containing explanation and specific support
- demonstrate emerging control of learned rhetorical patterns: description, narration, classification, cause-effect, compare-contrast and process analysis
- produce multiple paragraphs on an assigned topic, with general control of grammar, vocabulary, spelling and punctuation
- demonstrate increasing control of verb tense and aspect, especially simple present and past, and present and past progressive and present perfect
- write paragraphs on a learned topic, with control of simple and compound sentences and increased control of complex sentences
- identify and correct errors in a paragraph based on learned grammar and spelling outline, summarize, and restate the main ideas and support in passages of several paragraphs
- outline, summarize, and restate the main ideas and support in passages of several paragraphs

12. write a report on a researched topic
13. employ a variety of general reading strategies: anticipation, rereading, paraphrasing, guessing, making inferences
14. confirm meaning across paragraphs in readings of several paragraphs
15. distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
16. recall factual and inferential information from a reading selection and answer questions about the information
17. use prior/background knowledge to predict, interpret, and comprehend the text
18. read a variety of authentic texts with adequate understanding, restructure information gleaned from a reading, and identify a writer's ideas and find something new to say
19. read a full-length text with sufficient understanding to discuss in writing various aspects of the text
20. read longer texts in different ways according to the purpose with greater accuracy
21. vary reading speed of longer and more detailed passages according to the task
22. grasp the central meaning and locate facts in connected texts on new topics with obvious organization
23. make predictions about a reading selection from the title, the main idea and signal words
24. draw obvious inferences from facts
25. identify and interpret devices used for coherence and cohesion
26. scan for specific information
27. solve problems presented by readings
28. use an English language learning dictionary independently to build vocabulary
29. use academic vocabulary appropriate to this level
30. recognize vocabulary and word form appropriate to the level, including some figurative language and idiomatic expressions
31. recognize learned grammatical structures in the readings and comprehend the meaning of the verb tenses
32. use the library to research factual information

## V. CONTENT:

- A. The writing process: prewriting, first draft, editing, final draft
- B. Techniques for generating ideas: brainstorming, clustering, listing, free writing
- C. Writing extended paragraphs and short essays with original ideas
- D. Writing thesis statements, topic sentences and conclusions, developing examples and explanations, and using appropriate transitions
- E. Writing paragraphs in response to an author's ideas
- F. Rhetorical patterns of the academic essay: description, narrative, classification, cause-effect, compare-contrast and process analysis
- G. Recording ideas, attitudes, responses, and opinions in a journal
- H. Review sentence structure of compound and complex sentences
  - I. Dependent clauses: adjective, adverb, and noun clauses
- J. Review verb tenses: simple, progressive and perfect
- K. Review punctuation rules
- L. Peer-editing, especially for verb tense and form, organization, and content
- M. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs
- N. Interactive reading strategies:
  1. activating background knowledge
  2. recognizing words and phrases
  3. guessing meaning from context
  4. locating main idea and support
  5. recognizing organizational strategies for identifying old and new information
  6. answering questions from inferences
  7. connecting reading and writing
  8. anticipating author's intent
  9. distinguishing fact and opinion
  10. identifying cohesive devices and coherence
  11. expressing opinions which may differ from the author's
  12. increasing speed in processing written text
- O. Reading process strategies: pre-reading, reading, and post reading
- P. Discourse analysis activities: for example, locate the subject phrase, verb phrase, objects, prepositional phrases, pronouns, and/or adjectives, especially in complex sentences, in a reading passage
- Q. Strategies for comprehending non-linear text
- R. Strategies for identifying the meaning of non-text information: spacing, indentation, layout
- S. Methods scanning and skimming for specific information
- T. Intentional vocabulary development
- U. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
- V. Guided practice with a learner's dictionary
- W. Strategies for library research to locate specific information
- X. Techniques for solving problems presented by readings
- Y. Weekly Sustained Silent Reading
- A@. A full-length text: fiction or non-fiction

## VI. METHODS OF INSTRUCTION:

- A. Encourage writing and reading as processes through reading and writing activities
- B. Identify students obligation to write clear, relevant, truthful, informative, and interesting text
- C. Identify specifications for writing: 1. present students with the goal of the task and its importance 2. present students with possible content areas that might be relevant to the task 3. guide students in developing an understanding of the intended audience 4. help students plan the overall organizational structure of the written project 5. help students make use of significant grammatical structures and vocabulary 6. highlight the connection between careful thinking and good writing 7. promote reading and analysis 8. help students focus their attention on mechanics and grammar structures which they have learned and on the need to use the dictionary for checking the accuracy of spelling
- D. Stress the interaction between reading and writing through the use of integrated tasks such as reading/response journals
- E. Promote reading comprehension
- F. Require homework assignments that promote writing, reading and vocabulary development
- G. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, such as the Discourse Analysis Approach, the Communicative Approach, Thematic Approach, Acculturation Approach, Contrastive Analysis Approach, Corpus Linguistics Approach, Lexical Approach, and Interactive Approaches. The emphasis, however, will be on writing and reading as processes, encouraging students to question, clarify, and take responsibility for their learning, thus, enabling them to develop academic writing, reading and study skills, test taking strategies, learning strategies, and critical thinking skills. Recent research suggests that direct correction of grammar errors alone does not necessarily result in significantly improved ESL student writing. Thus, feedback on grammar errors seems most helpful in the editing stages of composing. Students may benefit from charting their errors and identifying error patterns. Short conferences in which instructors demonstrate directly the difficulty a reader might have as a result of grammatical errors in the student writing are ideal. One purpose of evaluating student writing is to foster improvement. Consequently, students should be trained to use instructor feedback in constructive ways.
- H. Enable students to develop a variety of learning strategies
  - I. Enable students to monitor their reading comprehension

- J. Timed in-class writing assignments that prepare students for the type of writing tasks they will encounter in their academic careers
- K. **Written exercises and case studies** - Out-of-class writing assignments which require multiple drafts
- L. Promote computer technology use
- M. Require problem solving, reaching consensus or making decisions and reporting their findings

## VII. TYPICAL ASSIGNMENTS:

A typical reading assignment would include a reading activity in a lecture/discussion class. This in-class activity provides a model for student to develop independent academic reading proficiency. Objectives: a. To reinforce pre-reading skills such as eliciting prior knowledge b. To increase listening and speaking skills c. To expand vocabulary d. To reinforce grammatical relations e. To develop analytical relations f. To strengthen writing skills Analysis: a. Identify the main idea and supporting ideas in the essay. b. Discuss audience the writer expected c. Identify the research projects and findings of each one d. Identify the organizational strategies of each paragraph e. Identify the cohesive devices the author uses to link those ideas. A typical writing assignment would be a response to a class reading assignment. It would include prewriting to develop ideas for the topic, writing an outline to provide a balance between main ideas and supporting details, writing a rough draft with a topic sentence that names the topic and controlling idea, and writing a first draft. It would also include reviewing, revising and editing the first draft, and finally writing a final draft. Assignment would also include a variety of tasks for the following purposes. A. Recognition Tasks 1. identifying audience-purpose in written text 2. identifying formal and informal written style B. Practical Writing Tasks 1. writing topic sentence 2. creating support 3. adding transition words C. Emotive Writing Tasks 1. writing simple narratives 2. keeping a journal D. Academic Tasks 1. writing short answers 2. listing main ideas 3. writing short summaries 4. paraphrasing short passages 5. organizing support in a variety of modes: for example, compare, contrast, cause-effect E. Writing topics which elicit certain grammatical structures F. Text conversion Task 1. sentence combining 2. changing verbs and transition signals from simple present to the simple past G. Library Research 1. focusing topic 2. researching topic 3. documenting sources

## VIII. EVALUATION:

### A. **Methods**

1. Exams/Tests
2. Other:
  - a. 3-4 graded paragraphs with multiple drafts
  - b. 3-4 graded essays with multiple drafts
    1. "Read 'The Death Penalty in the United States; Old Enough to Kill, Old enough to Die?' Write a short summary, identifying the author's main points and then write a response. For example, do you think it is right to treat minors the same as adults in cases of murder? Do you support the death penalty? Explain your opinion with reasons and examples.
  - c. 12 journal assignments
  - d. readings test on previously read material
  - e. reading tests on new material
  - f. 12 SSR journal entries
  - g. mid-term reading exam
  - h. mid-term writing exam
    1. "Write an essay of at least three paragraphs about the changes that an invention has already caused or will cause in the future. You might write about the automobile, the telephone, the cellular phone, plastic, or artificial hearts.
  - i. holistically scored final exam

### B. **Frequency**

Instructors may choose how often to evaluate students with quizzes and tests. At the intermediate level of developing language skills, however, students need consistent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning.

## IX. TYPICAL TEXTS:

1. Blanton, L., Lee, L. *The Multicultural Workshop, Book 2.*, Heinle & Heinle, 1994.
2. Blanchard, K & Root, C. *American Roots.*, Addison, Westley, Longman, 2001.
3. Blanchard, K & Root, C. *For Your Information 2.*, Addison-Wesley Publishing Co., Inc., 1996.
4. Blanton, L., Lee, L. *The Multicultural Workshop, Book 2.*, Heinle & Heinle, 1994.
5. Fallag, L. *Looking Ahead 2.*, Heinle & Heinle Publishers, International Thomson Publishing, 1998.
6. Folse, K. et al. *Blueprints 1: Composition Skills for Academic Writing.*, Houghton Mifflin Company, 2003.
7. Fuchs, Marjorie *Longman Dictionary of American English Workbook.*, Addison Wesley Longman Publishing, 1998.
8. Hartmann, P. Blass, L. *Quest 3: Reading and Writing in the Academic World.*, McGraw-Hill College, 1999.
9. - *Longman dictionary of American English.*, Addison Wesley Longman Limited, 2000.
10. Hogue, Oshima *Introduction to Academic Writing.*, Addison-Wesley, 1988.
11. Smith, L & Mare, N.N. *Issues for Today.*, Thomas Heinle, 2004.
12. Spaventa & Spaventa *Writing to Learn.*, St. Martin Press, 1997.

## X. OTHER MATERIALS REQUIRED OF STUDENTS: