

Course Outline for ESL 24

ADVANCED ESL READING AND COMPOSITION

Effective: Fall 2010

I. CATALOG DESCRIPTION:

ESL 24 — ADVANCED ESL READING AND COMPOSITION — 6.00 units

This is the first semester of a one-year advanced reading and writing course for academic purposes. Emphasis is on critical reading techniques and writing expository essays as well as on grammar and vocabulary development. Prerequisites: ESL 120B and 121B (both completed with a grade of "C" or higher) or an appropriate skill level demonstrated through the ESL assessment process. 6 hours lecture, 1 hour laboratory.

6.00 Units Lecture

Prerequisite

ESL 120B - High-Intermediate Grammar for Reading & Writing*
with a minimum grade of C
and

ESL 121B - Intermediate Reading and Writing II
with a minimum grade of C
or

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Grading Methods:

Discipline:

	<u>MIN</u>
Lecture Hours:	108.00
No Unit Value Lab	18.00
Total Hours:	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. ESL120B
- B. ESL121B

IV. MEASURABLE OBJECTIVES:

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

A. Reading:

1. understand complex and abstract issues in written discourse, generally
2. derive main idea of both concrete and abstract topics
3. interpret cohesive devices, signal words, and pronoun references
4. recognize figurative language, but not consistently
5. understand idiomatic usage, increasingly
6. predict content based on real world knowledge and/or organizational structure
7. read topics of general interest to native speakers
8. distinguish between fact and assumption, but unevenly
9. comprehend facts to make appropriate inferences
10. understand vocabulary for personal, professional, and academic reading, adequately
11. recognize grammatical relations which assist reading comprehension
12. state and discuss writer's purpose, but unevenly
13. adjust reading and technique according to task, but inconsistently

B. Writing:

1. summarize text of limited length accurately
2. write extended discourse of several paragraphs on newly presented topics with a clear underlying organization and thesis
3. respond in several sentences with original ideas to readings
4. demonstrate control of simple and compound sentences, with some errors in complex sentences. Errors will not interfere with

- communication
- 5. use cohesive elements, but sometimes incorrectly
- 6. use verb markers with greater control
- 7. express unreal conditions and use perfect modals sometimes incorrectly
- 8. demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
- 9. use figurative language more extensively
- 10. exhibit initial self-editing skills
- 11. contribute constructive comments in the peer editing process

V. CONTENT:

A. Reading

1. Identify the main supporting points, some organizational strategies and identify their function in essays
2. Analyze and discuss concrete issues in texts
3. Identify abstract issues in essays
4. Analyze author's ideas and supporting details
5. Outline the main ideas and supporting details of an essay
6. Identify general and specific support
7. Identify fact, opinion, and inference
8. Identify and discuss figurative language
9. Discuss characteristics of style (point of view, tone)
10. Recognize and discuss simple and complex grammatical relationships, particularly verbals, participles, phrases, and clauses
11. Practice varied and flexible skills: skimming and scanning
12. Discuss author's explicit opinions
13. Identify purpose and audience in readings
14. Read and comprehend materials from a limited range of academic disciplines and cultural backgrounds
15. Develop vocabulary for reading personal, professional, and academic texts.
16. Consult the dictionary for multiple meanings

B. Writing

1. Write (both in class and out of class) expository essays using limited types of development related to reading selections
2. Write outlines and summaries of essays of short lengths
3. Respond to the ideas presented in some of those essays in a variety of writing methods and varied support
4. Revise writings based on increasing awareness of audience
5. Demonstrate emerging control of cohesive devices and signal words
6. Express real and some unreal conditions in present, past, and future situations
7. Practice expressing concrete and abstract ideas using complex grammatical structures
8. Write multiple drafts with obvious revisions
9. Participate in peer discussions to evaluate and make suggestions about revisions of writing assignment
10. Develop self-editing skills, particularly for self-correcting verb tense, verb form, subject-verb agreement, word form, and word order

VI. METHODS OF INSTRUCTION:

- A. 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, enabling students to question, clarify, and take responsibility for their learning, enabling students to develop basic 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 composition. 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 and peer feedback in constructive ways.
- B. encourage writing and reading as processes through reading and writing activities
- C. identify students' obligation to write clear, relevant, truthful, informative, and interesting text
- D. 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 spelling rules which they have learned and on the need to use the dictionary for checking the accuracy of spelling
- E. stress the interaction between reading and writing through the use of integrated tasks such as reading/response journals
- F. promote reading comprehension
- G. promote computer technology use
- H. require problem solving, reaching consensus or making decisions, and reporting their findings
- I. enable students to develop a variety of learning strategies
- J. enable students to monitor their reading comprehension
- K. require timed in-class writings that prepare students for the types of writing tasks they will encounter in their academic careers
- L. require out-of-class writing with multiple drafts
- M. require homework assignments which promote writing, reading, and vocabulary development

VII. TYPICAL ASSIGNMENTS:

- A. Reading 1. Read the excerpt from a newspaper article and complete the tasks that follow. Compare your answers with those of another student. Read the passage again and underline the words that are new to you. Write the part of speech and the dictionary definition that best fits each word as it is used in the passage. Write a new sentence for each word you chose. The sentences should show that you understand the meaning of each word as it is used in the passage. Each paragraph has a different pattern. 2. Identifying Topics, Main Ideas, and Organizational Patterns: Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add the supporting facts and ideas. 3. Increasing Reading Speed: Write your exact starting time. Preview the passage for a few seconds and then read it all the way through to the end. Push yourself to read a little faster than usual. Write your exact finishing time and reading time. Then turn to the next page and answer the comprehension questions. Do not look back at the passage while you are answering the questions. Check your answers with your teacher. For any incorrect answer, look back at the passage to understand why it was incorrect. Find your reading rate for the passage. B. Writing 1. After a short discussion of the 100th anniversary of the San Francisco Earthquake, the students will write for 10 minutes by answering the following questions: Have you ever felt an earthquake? What did you do? What happened? If you haven't felt an earthquake, would you know what to do? How do you prepare for an earthquake? 2. In A Lesson Before Dying, Grant Wiggins is asked to visit Jefferson in jail. Although he does not want to, he finally agrees to do so. Why do you think Wiggins should accept or decline this request? Use the reasons given in the text, or give your own reasons to explain your answer. 3.

Because of the increasing congestion in downtown areas, large cities around the world have implemented various programs to improve the traffic flow and the quality of life for the people who work, live and visit. Some strategies used include pedestrian-only zones, limited vehicular traffic on certain times or days, additional public transportation, and/or vehicular access to downtown by special permit only. The leaders of many American cities are now considering or implementing similar strategies. In your opinion, are car-free downtowns a solution for large American cities such as San Francisco? Give reasons why you believe this is or is not a policy that the American public would support.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Research Projects
3. Papers
4. Final Performance
5. Other:
 - a. 2-3 in-class essays requiring 300-500 words
 - b. 2-3 out-of-class essays requiring 500-750 words with multiple drafts
 - c. weekly journal assignments
 - d. Reading and vocabulary tests on previously read material
 - e. Final research project
 - f. In-class reading and writing midterm examinations
 - g. Final reading examination
 - h. Holistically scored final writing examination
 - i. Weekly lab assignments

B. **Frequency**

1. Evaluation of 2-3 in-class essays (in addition to the final exam)
2. Monthly evaluation of essay drafts
3. Instructors may choose how often to evaluate students with quizzes and tests. Weekly reading and writing assignments benefit students with frequent feedback as they strengthen their academic reading and writing skills. Weekly individualized assessments
4. One research project
5. One reading midterm exam
6. One reading final exam
7. One holistically scored final exam
8. Weekly lab assignments

IX. TYPICAL TEXTS:

1. Blanchard, Karen and Christine Root *For Your Information 4: Reading and Vocabulary Skills.*, Pearson Longman, 2007.
2. Draper, C.G. *All American Stories, Book C.*, Pearson Longman, 2005.
3. Fitzpatrick, Mary *Engaging Writing.*, Person Longman, 2005.
4. Hogue, Ann and Alice Oshima *Writing Academic English.*, Pearson Longman, 2006.
5. - *Longman Advanced American Dictionary.*, Pearson Education, 2007.
6. Mikulecky, Beatrice and Linda Jeffries *Advanced Reading Power.*, Pearson Longman, 2007.
7. - *Oxford Dictionary of American English.*, Oxford UP, 2009.
8. Smalley, Regina L., Mary K. Ruetten, and Joann Rishel Kozyre *Refining Composition Skills.*, Heinle & Heinle, 2001.
9. Smith, Lorraine C. *Exploring Content 1: Reading for Academic Success.*, Longman, 2004.
10. Smith, Lorraine C. and Nancy Nici Mare *Topics for Today 5.*, Heinle & Heinle, 2004.
11. Sokolik, M.E. *Tapestry Writing 4.*, Thomson Heinle, 2000.

X. OTHER MATERIALS REQUIRED OF STUDENTS: