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Course Outline for ESL 131B
HIGH-BEGINNING READING AND WRITING
Effective: Fall 2019

I. CATALOG DESCRIPTION:

ESL 131B — HIGH-BEGINNING READING AND WRITING — 6.00 units

This is the second semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in ESL 131B and 130B, and ESL 133 or 136.

6.00 Units Lecture

Prerequisite

NESL 231A - Beginning Reading and Writing
with a minimum grade of P
or

ESL 131A - Beginning Reading and Writing I
with a minimum grade of P
or
Placement through ESL assessment process

Grading Methods:

Pass/No Pass

Discipline:

- ESL

	MIN
Lecture Hours:	108.00
No Unit Value Lab	18.00
Total Hours:	126.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. NESL231A

1. Read a variety of authentic texts with adequate understanding
2. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
3. Understand non-text information (charts, graphs)
4. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
5. scan to find specific information in a text
6. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
7. Express limited independent ideas and opinions about everyday subjects in writing
8. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
9. Identify and correct errors in writing based on learned grammar and spelling
10. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
11. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)

B. ESL131A

1. Read a variety of authentic texts with adequate understanding
2. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
3. Understand non-text information (charts, graphs)
4. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
5. scan to find specific information in a text
6. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
7. Express limited independent ideas and opinions about everyday subjects in writing

8. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
9. Identify and correct errors in writing based on learned grammar and spelling
10. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
11. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)

IV. MEASURABLE OBJECTIVES:

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

- A. Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- B. Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- C. Interpret non-text information (diagrams, charts, etc.) to support comprehension
- D. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- E. Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- F. Express independent ideas and opinions about everyday and learned subjects in writing
- G. Identify and correct errors in writing based on learned grammar and spelling
- H. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- I. Scan for specific information in longer readings
- J. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- K. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- L. Use the library catalogue to identify and find print sources in the college library
- M. Identify and label author, title and date for print sources from the college library

V. CONTENT:

- A. Writing
 1. Steps in the writing process
 - a. prewriting
 - b. drafting
 - c. revising
 - d. final draft
 2. Techniques for generating ideas
 - a. brainstorming
 - b. listing
 - c. clustering
 - d. freewriting
 3. Narrative, informational, descriptive and opinion paragraphs
 4. Topic and concluding sentences
 5. Explanation and a variety of support
 6. Transition words and expressions to connect ideas in the paragraph
 7. Techniques for self-editing especially verb tense and verb form, word order, and punctuation
 8. Journal Writing
- B. Grammar and Sentence Structure
 1. Simple, compound and complex sentences
 2. Rules for capitalization and basic punctuation
 3. Verb tense: simple present, simple past, present progressive and future
- C. Vocabulary Development
 1. Recognize and understand vocabulary appropriate to this level, including grammar terminology
 2. Basic sound-spelling correspondence
 3. Guided practice with a learner's dictionary to identify correct part of speech and definition
 4. Vocabulary building through context clues, and reading and writing practice
- D. Library/Research
 1. library catalogue: locate and identify titles and authors

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - playing a recording of a text while students read it, for example
- B. **Individualized Instruction** - working one-on-one with students during the editing process, for example
- C. **Student Presentations** - group presentation about a researched topic, for example
- D. **Lecture** - short, interactive lectures
- E. **Projects** - create a poster about Charles Darwin, for example
- F. **Discussion** - small group discussion about a reading, for example

VII. TYPICAL ASSIGNMENTS:

- A. Writing
 1. Plan and write a paragraph describing three characteristics of a successful student
 2. Revise and edit your paragraph based on your teacher's comments
 3. Write one page in your journal describing a toy you remember from your childhood.
- B. Grammar and Sentence Structure
 1. Identify the types of sentences in the following paragraph
 2. Edit the punctuation mistakes in your paragraph based on your teacher's comments
 3. Write 3 simple, 3 compound and 3 complex sentences using vocabulary from the class text book
- C. Reading
 1. Skim the reading from unit 2 and outline the main ideas from each paragraph
 2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
 3. Answer the following questions about the article "How do colors affect us?"
- D. Vocabulary
 1. Use your learner dictionary to look up the vocabulary words from the class text book. Identify part of speech and definition

VIII. 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. Home Work
 - minimum of 12 hours
- H. Lab Activities
 - one hour per week
- I. Other
 - 1. Holistically scored written final exam
 - 2. Journals

IX. TYPICAL TEXTS:

1. Sanabria, Kim. *Longman Academic Reading Series 2: Reading Skills for College*. 1st ed., Pearson Education ESL , 2016.
2. McVeigh, Joe, and Jennifer Bixby. *Q:Skills for Success Reading and Writing 2*. 2nd ed., Oxford University Press, 2015.
3. Hopkinson, Deborah. *Who Was Charles Darwin*. 1st ed., Grosset and Dunlap, 2005.
4. Jerome, Kate. *Who Was Amelia Earhart*. 1st ed., Grosset and Dunlap, 2002.
5. Hogue, Ann. *Longman Academic Writing Series 2: Paragraphs*. 3rd ed., Pearson Education ESL , 2016.
6. Pearson. *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.

X. OTHER MATERIALS REQUIRED OF STUDENTS: