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Course Outline for ESL 121B
INTERMEDIATE READING AND WRITING II
Effective: Spring 2018

I. CATALOG DESCRIPTION:

ESL 121B — INTERMEDIATE READING AND WRITING II — 6.00 units

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 ESL 120B, 121B and 123 or 126.

6.00 Units Lecture

Prerequisite

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

	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. ESL121A

IV. 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

V. 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

VI. METHODS OF INSTRUCTION:

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

VII. 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

VIII. EVALUATION:

A. Methods

- 1. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Papers

5. Class Participation
6. Class Work
7. Lab Activities
8. Other:
 - a. Journals
 - b. Holistically scored final exam

B. Frequency

1. a minimum of two major exams (including a final exam)
2. weekly vocabulary quizzes
3. one information competency project
4. 5-8 graded compositions, both in-class and out-of-class; some with multiple drafts
5. daily homework assignments
6. daily class participation
7. weekly lab activities
8. weekly reading (intensive/extensive) assignments
9. weekly journal assignments
10. one holistically scored final exam

IX. TYPICAL TEXTS:

1. Smith & Mare *Concepts for Today.*, Thomson Heinle, 2004.
2. Blanton, L.L. *Composition Practice: Book 4.*, Heinle & Heinle, 2001.
3. Blanton, L., Lee, L. *The Multicultural Workshop, Book 3.*, Heinle & Heinle, 1994.
4. Earle-Carlin & Hildebrade *American Perspectives.*, Pearson Education, 2000.
5. Folse, K. et al *Blueprints 2: Composition Skills for Academic Writing.*, Houghton Mifflin Company, 2003.
6. Oxford University Press. *Oxford American Dictionary for Learners of English.* 1 ed., Oxford University Press, 2014.
7. Daise, Debra. *Q:Skills for Success Reading and Writing 4.* 2 ed., Oxford University Press, 2015.
8. Cohen, Robert, and Judith Miller. *Longman Academic Reading Series 4: Reading Skills for College.* 1 ed., Pearson Education, 2016.
9. Freedman, Russell. *Eleanor Roosevelt: A Life of Discovery.* 1 ed., Clarion Books, 1997.
10. Krull, Kathleen, and Boris Kulikov. *Leonardo da Vinci (Giants of Science).* 1 ed., Puffin Books, 2008.

X. OTHER MATERIALS REQUIRED OF STUDENTS: