

Course Outline for ESL 25

ADVANCED READING AND COMPOSITION

Effective: Fall 2010

I. CATALOG DESCRIPTION:

ESL 25 — ADVANCED READING AND COMPOSITION — 6.00 units

This is the second semester of a one-year reading and writing course for academic purposes. Emphasis is on critical reading and techniques of exposition, analysis, and argumentation. Prerequisite: ESL 24 (completed with a grade of "C" or higher) or an appropriate skill level demonstrated through the ELS assessment process. 6 hours lecture, 1 hour laboratory.

6.00 Units Lecture

Prerequisite

ESL 24 - Advanced Reading and Composition I
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. ESL24

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. write extended discourse of several paragraphs on newly presented topics with a clear underlying organization and thesis
2. respond in several paragraphs with original ideas to readings
3. use appropriate punctuation for simple, compound, and complex sentences, sequences, adjective and adverb clauses and phrases with good control
4. demonstrate control of simple and compound sentences, with some errors in complex sentences. Errors will not interfere with communication
5. demonstrate limited control of rhetorical patterns, classification, contrast, comparison, process analysis, cause and effect
6. use cohesive elements with limited consistency
7. use verb markers with greater control
8. paraphrase and summarize longer texts accurately
9. write a report (750-1000 words) on a researched topic with appropriate documentation

10. express unreal conditions and use perfect modals with greater control
11. demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example, and conclusion
12. use figurative language more extensively
13. demonstrate self-editing skills
14. contribute constructive comments in the peer editing process, especially for content and organization

V. CONTENT:

A. Reading

1. identify the main supporting points, organizational strategies and evaluate their function and effectiveness in essays;
2. analyze and discuss concrete and abstract issues in texts;
3. evaluate author's ideas and support;
4. outline the main ideas and supporting details of a text;
5. distinguish between general and specific support;
6. distinguish among fact, opinion, inference, and judgment;
7. recognize and understand figurative language;
8. recognize subtleties of tone which reflect biases;
9. understand characteristics of style (point of view, tone);
10. develop a broad vocabulary for reading literary, expository, and academic texts;
11. recognize and discuss simple and complex grammatical relationships;
12. develop varied and flexible skills: skimming and scanning;
13. debate author's underlying premise and explicit opinions;
14. identify purpose and audience in readings;
15. read materials from a wide range of academic disciplines and cultural backgrounds;
16. consult the dictionary to discover multiple meanings;
17. library research;

B. Writing

1. write (both in-class and out-of-class) expository and argumentative essays using a variety of types of development in response to reading selections;
2. write outlines and summaries of essays of varied lengths;
3. respond to the ideas presented in some of those essays in a variety of writing methods;
4. revise writings based on increased awareness of audience;
5. write multiple drafts with obvious revisions;
6. demonstrate consistent control of cohesive devices and signal words;
7. express unreal conditions in present, past, and future situations;
8. use complex grammatical structures successfully to express both concrete and abstract ideas;
9. participate in peer discussions to evaluate and make suggestions about revisions of writing assignments;
10. write a research paper of 750-1000 words with an original thesis with appropriate documentation.

VI. METHODS OF INSTRUCTION:

- A. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, especially Comprehension Approach, Cognitive Approach, Literature Based Approach, and/or Affective-Humanistic Approach. The emphasis, however, will be on enabling students to strengthen academic reading and writing skills, test-taking strategies, learning strategies, and critical thinking skills. Instructors may use lecture, discussion, and/or collaboration.
- B. **Lecture** - Lectures may focus on meaning and use of grammar points, organizational strategies, content, reinforcement and recognition of forms, as well as demonstrate how meaning and form function interdependently
- C. Peer response discussions explore topics for expanding written response content, heighten awareness of audience, and provide constructive criticism for revision
- D. Pre-reading discussions and in-class short writing assignments prepare the reader by exploring prior knowledge of the topic and previously unexplored attitudes toward the topic
- E. **Discussion** - Discussions provide opportunities for students to explore the author's main purpose for writing, thesis, assumptions about audience, and/or attitudes about topic

VII. TYPICAL ASSIGNMENTS:

The following are examples of types of reading activities in a lecture/discussion class. These in-class activities provide models for students to develop independent academic reading proficiency. Objectives 1. To practice prereading skills 2. To increase discussion and debating skills 3. To expand vocabulary 4. To reinforce analytical and critical thinking skills 5. To expand writing skills

A. Narrative of the Life of Frederick Douglass, an American Slave, by Frederick Douglass. 1. Pre-reading discussion questions: a. What is slavery? b. How did slaves feel about their condition? c. What, if anything, could slaves do to end slavery? d. What is the relationship between literacy and power? e. How will your education affect your power in society? B. Vocabulary 1. Assign three paragraphs to each group of students and have them identify unfamiliar or confusing words and phrases. 2. Place and overhead projector image of the text and highlight those words in each paragraph. 3. Discuss possible meanings from context. 4. Identify the correct meaning. 5. Identify signal words. a. Highlight the signal words at the beginning of paragraphs. b. Discuss how these words lead the reader from one idea to another and how they signal organizational strategies: contrast, additional information, examples, etc. c. Have students identify signal words within paragraphs. Highlight on overhead and discuss the purpose of each. C. Grammar 1. Ask students to quickly scan for Adjective Clauses and Participial Phrases in the text. 2. Identify the head noun. 3. Scan the first two paragraphs, and underline the verbs. Discuss the reason the author uses certain verb tenses. D. Reading Analysis 1. Identify the main idea and supporting ideas in the text. 2. Identify the probable audience the writer expected. 3. Using the overhead projector of the essay: a. Identify the general statements and specific examples. b. Identify the organizational strategies of each paragraph. c. Identify the cohesive devices the author uses to link those ideas. E. Writing 1. Demonstrate how the writer's ideas affect your thinking. 2. Evaluate the objectivity of the writer. 3. Research Paper: Write a 750-1000 word documented research essay with an original thesis and correct MLA documentation. 4. In-class essay: Choose one of the following questions and write an essay of four to six paragraphs. a. Douglass argues that slavery was as harmful to slave owners as it was to slaves. Do you agree or disagree? b. Douglass argues that "the religion of the south is a mere covering for the most horrid crimes." (72) Do you agree or disagree?

VIII. EVALUATION:

A. Methods

1. Exams/Tests
2. Research Projects
3. Papers
4. Final Performance
5. Other:
 - a. Students will be evaluated on a variety of assignments.

1. In-class essays requiring 150 to 500 words
2. Out-of-class essays requiring 500- 750 words
3. Revisions
4. Self-editing of mechanics and grammar
5. Class discussions and peer response groups
6. Mid-term in-class essay exam
7. Compositions will be evaluated on the basis of thesis, supporting evidence, concrete examples, organization, transitional devices, grammar, and mechanics.
8. Research paper will also be evaluated on documentation.
9. Final Writing Exam in collaboration with the English Department

B. Frequency

1. Instructors may choose how often to evaluate students with quizzes and tests.
2. Weekly reading and writing assignments benefit students with frequent feedback as they strengthen their academic reading and writing skills. This feedback encourages students to experiment with study techniques and develop alternative strategies for learning.

IX. TYPICAL TEXTS:

1. Leki, Ilona *Academic Writing: Exploring Processes and Strategies*. 2nd ed., Cambridge UP, 2003.
2. - *Longman Advanced American Dictionary*., Pearson Education, 2007.
3. Oshima, Alice and Ann Hogue *Writing Academic English*. 4th ed., Pearson Longman, 2006.
4. - *Oxford Dictionary of American English*., Oxford UP, 2009.
5. Smalley, Regina S., Mary K. Ruetten, and Joann Rishel Kozyrev *Refining Composition Skills: Rhetoric and Grammar*. 5th ed., Heinle ELT, 2000.
6. Smith, Lorraine C. *Exploring Content 2: Reading for Academic Success*., Pearson ESL, 2005.
7. Smoke, Trudy A *Writer's Workbook: A Writing Text with Readings*. 4th ed., Cambridge UP, 2005.
8. Tunceren, Li-Lee, and Sharon Cavusgill *College Writing 4*., Cengage Learning, 2006.

X. OTHER MATERIALS REQUIRED OF STUDENTS: