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Course Outline for ESL 121A

INTERMEDIATE READING AND WRITING I

Effective: Spring 2018

I. CATALOG DESCRIPTION:

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

This is the first 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 on academic vocabulary development. Students will develop cultural understanding, vocabulary, and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in ESL 120A, 121A and 123 or 126.

6.00 Units Lecture

Prerequisite

ESL 131B - Beginning Reading and Writing II
with a minimum grade of Pass

or

Placement through ESL assessment process

Grading Methods:

Pass/No Pass

Discipline:

- ESL

	<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: 1

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:

- A. Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- C. Express independent ideas and opinions on topics of general interest as well as on learned topics
- D. Identify and correct errors in a paragraph based on learned grammar and spelling
- E. Demonstrate spelling accuracy of learned academic vocabulary
- F. Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- G. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- H. Identify and interpret devices used for coherence and cohesion
 - I. Scan for specific information
- J. Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- K. Read a variety of authentic texts with sufficient understanding
- L. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- M. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- N. Use e-reference and encyclopedias in the college library
- O. Identify basic information from source (author, title, date, publisher, city, type of source)

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, descriptive, classification, cause-effect, compare-contrast and process analysis compositions
- 4. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs
- 5. Paragraph development, including examples and explanation
- 6. Transition words and expressions
- 7. Techniques for self-editing, especially verb tense and form, word order and punctuation
- 8. Peer review, especially for organization and content
- 9. Writing paragraphs in response to an author's ideas
- 10. Journal writing
- B. Grammar and Sentence Structure
 - 1. Simple, compound and complex sentences
 - 2. Punctuation rules
 - 3. Verb tense: simple present and past, present and past progressive, future, and present perfect
 - 4. adjective and adverb clauses
- C. Reading
 - 1. Interactive reading strategies
 - a. activating background knowledge
 - b. recognizing words and phrases
 - c. guessing meaning from context
 - d. locating main idea and support
 - e. recognizing organizational strategies for identifying old and new information
 - f. answering questions from inferences
 - g. connecting reading and writing
 - h. anticipating author's intent
 - i. distinguishing fact and opinion
 - j. identifying cohesive devices and coherence
 - k. expressing opinions which may differ from the author's
 - l. increasing speed in processing written text
 - 2. Reading process strategies
 - a. pre-reading
 - b. reading
 - c. post-reading
 - 3. Scanning and skimming for specific information
 - 4. Sentence deconstruction to aid in reading comprehension
 - a. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 - 5. Strategies for identifying non-text information
 - a. layout, spacing, indentation, headings, graphs
 - 6. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs
 - 7. Extensive reading (in and out of class)
 - 8. Full-length text (fiction and non-fiction)
- D. Vocabulary Development
 - 1. 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, dictionary practice, and reading and writing assignments
- E. Library/Research
 - 1. Encyclopedias and e-reference for topical research
 - 2. Basic source evaluation: author, title, date, publisher, city, type of source

VI. METHODS OF INSTRUCTION:

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

VII. TYPICAL ASSIGNMENTS:

- A. Writing
 - 1. Plan and write a paragraph about an endangered species
 - 2. Plan and write a 3 paragraph composition describing the effects of Jane Goodall's research
 - 3. Revise and edit your composition
 - 4. Write in your journal for one hour comparing the education system in the US to the education system in your native country
- B. Grammar and Sentence Structure
 - 1. Identify the dependent clauses in the following paragraph
 - 2. Write 5 complex sentences using the present perfect verb tense
- C. Reading
 - 1. Discuss the purpose of the article from unit 1 with a small group
 - 2. Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner
 - 3. Identify the major plot points from chapter 3 in the intensive reading book and note the page number
- D. Vocabulary
 - 1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

VIII. EVALUATION:

- A. **Methods**
 - 1. Exams/Tests
 - 2. Quizzes
 - 3. Research Projects

4. Papers
5. Oral Presentation
6. Projects
7. Group Projects
8. Class Participation
9. Class Work
10. Home Work
11. Lab Activities
12. Other:
 - a. one holistically scored final exam
 - b. journal writing

B. Frequency

1. a minimum of two major reading and writing exams (including a final exam)
2. weekly vocabulary quizzes
3. one information competency project
4. 5-8 graded writing assignments (moving from the paragraph to a full composition), 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. one holistically scored writing final exam
10. weekly journal assignments

IX. TYPICAL TEXTS:

1. Blanchard, K & Root, C. *American Roots.*, Addison, Westley, Longman, 2001.
2. Folse, K. et al. *Blueprints 1: Composition Skills for Academic Writing.*, Houghton Mifflin Company, 2003.
3. Smith, L & Mare, N.N. *Issues for Today.*, Thomas Heinle, 2004.
4. Miller, Judy, and Robert Cohen. *Longman Academic Reading Series 3: Reading Skills for College.* 1 ed., Pearson Education, 2014.
5. Ward, Colin, and Margot Gramer. *Q:Skills for Success Reading and Writing 3.* 2 ed., Oxford University Press, 2014.
6. Oxford University Press. *Oxford American Dictionary for Learners of English.* 1 ed., Oxford University Press, 2014.
7. Goodall, Jane. *My Life With The Chimpanzees.* 1 ed., Aladdin Paperbacks, 2002.
8. Smith, Lorraine, and Nancy Mare. *Reading for Today 3: Issues.* 5th ed., National Geographic, 2016.
9. Cohen, Robert, and Judith Miller. *Longman Academic Reading Series 3 with Essential Online Resources.* 1st ed., Pearson Education, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS: