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## Course Outline for ESL 131A

### BEGINNING WRITING AND READING I

Effective: Spring 2006

#### I. CATALOG DESCRIPTION:

ESL 131A — BEGINNING WRITING AND READING I — 6.00 units

This is the first semester of a one-year course in beginning academic writing and reading. The course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple and compound sentences in short 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. Strongly recommended: Appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 130A, 131A, and 133A. 6 hours

6.00 Units Lecture

#### Grading Methods:

Pass/No Pass

#### Discipline:

	<b>MIN</b>
<b>Lecture Hours:</b>	108.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	126.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 2

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

#### IV. MEASURABLE OBJECTIVES:

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

1. employ the steps in the writing process to write short coherent paragraphs
2. express limited independent ideas and opinions about everyday subjects in writing
3. compose short paragraphs which include an attempt at a topic sentence, focus on one topic, and appropriate transitions
4. write paragraphs related to an assigned topic containing some attempt at explanation and specific support
5. write paragraphs on a topic learned about in class, though with limited control and variety of grammar, vocabulary, spelling and punctuation
6. construct simple original statements or questions using familiar vocabulary and learned word order
7. make generalizations about sound-spelling correspondence
8. identify and correct errors in a paragraph based on learned grammar and spelling
9. restate the main ideas and support of simple short passages
10. distinguish central meaning and locate facts from simple connected texts that are culturally transparent and have obvious organization
11. employ a variety of general reading strategies to interpret the text (anticipation, rereading, paraphrasing, guessing, making inferences)
12. confirm meaning across different paragraphs
13. distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passages
14. recall factual information from a short reading selection and answer questions about the information
15. refer to background knowledge to interpret and comprehend the text
16. locate grammatical phrases (subject phrase, verb phrase, prepositional phrase)
17. make use of simple non-text information (diagrams, charts etc.)
18. scan for specific information
19. locate words and understand definitions in an English language learning dictionary
20. recognize vocabulary appropriate to this level
21. research information about a specific topic in the college library
22. solve problems presented by readings
23. read a variety of authentic texts with adequate understanding
24. read a full-length text with sufficient understanding to discuss in writing various aspects of the text

#### V. CONTENT:

- A. Steps in the writing process: prewriting, first draft, editing, final draft
- B. Techniques for generating ideas: brainstorming, listing, free writing

- C. Writing simple narrative, informational, and descriptive paragraphs
- D. Writing topic sentences and developing explanations and support using appropriate transitions to connect ideas in the paragraph
- E. Recording ideas, attitudes and opinions in a journal
- F. Basic sentence structure of simple and compound sentences
- G. Basic sound-spelling correspondences
- H. Rules for capitalization and basic punctuation
- I. Techniques for basic self-editing
- J. Summarizing the main ideas and support
- K. Interactive reading exercises for:
  - 1. activating background knowledge
  - 2. recognizing words and phrases
  - 3. locating main idea
  - 4. guessing meaning from context
  - 5. answering questions from inferences
  - 6. connecting reading and writing
  - 7. anticipating author's intent
  - 8. increasing speed in processing written text
  - 9. identifying cohesive devices and coherence
- L. Reading process strategies: pre-reading, reading, and post reading
- M. Discourse analysis activities: for example, locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a reading passage
- N. Strategies for comprehending non-linear text
- O. Strategies for interpreting non-text information: spacing, indentation, headings, layout, graphs
- P. Methods for scanning and skimming for specific information
- Q. Intentional vocabulary development
- R. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
- S. Guided practice with a learner's dictionary
- T. Strategies for library research to locate specific information
- U. Techniques for solving problems presented by readings
- V. Weekly Sustained Silent Reading in class
- W. a full-length text: fiction or non-fiction

#### 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, encouraging students to question, clarify, and take responsibility for their learning, thus enabling them to develop basic academic writing, reading, and study skills, test taking strategies, learning strategies, and critical thinking skills through a variety of tasks that: A. encourage writing and reading as processes through reading and writing activities; B. identify students' obligation to write clear, relevant, truthful, informative, and interesting text; C. 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. Help students focus their attention on spelling rules which they have learned and on the need to use the dictionary for checking accuracy of spelling. D. stress the interaction between reading and writing through the use of integrated tasks such as reading/response journals; E. require problem solving and reaching consensus or making decisions and reporting their findings; F. enable students to monitor their reading comprehension; G. promote computer technology use.

#### VII. TYPICAL ASSIGNMENTS:

- A. Writing topic "Write a paragraph about how to live on a small budget." "Write a paragraph introducing a member of your family." B. Weekly journal assignments "Write for thirty minutes about your family." "Write for thirty minutes about your name." C. Cloze exercises with either random or specific deletions D. SSR Journal entry Select an appropriate book from the library and read for thirty minutes. When you finish reading, complete the following chart. You will have one SSR assignment for homework each week and one in class. Date Start page Finish page # of pages Title of Book: Author of Book Comments: E. Vocabulary Chart

#### VIII. EVALUATION:

##### A. **Methods**

1. Exams/Tests

2. Other:

Research suggests that direct correction of grammar errors alone does not result in significantly improved ESL student writing. Thus, feedback on grammar errors seems most helpful in the editing stages of composing. Students 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 feedback in constructive ways.

Students will be evaluated on all aspects of the course with particular emphasis on writing and reading tasks.

##### a. **Methods:**

1. 12 or more graded paragraph assignments
2. 12 or more journal assignments
3. Reading tests on previously read material
4. Reading tests on new material
5. 12 SSR journal entries
6. Mid-term reading exam
7. Mid-term writing exam

- b. Select one topic from each group of writing topics below. Write one paragraph on each of these topics. You will write two paragraphs.

##### 1. Group I.

- a. Introduce Thomas Jefferson and explain why he was important for the Lewis and Clark Expedition.
- b. or
- c. Introduce Lewis as a Captain on the expedition. Describe him and tell some of the important things he did. You may want to include your feelings about him in the concluding sentence.

##### 1. Group II

- a. Write a paragraph about how to have a safe vacation.
- b. Or
- c. Write a paragraph about the writing process. Describe steps in the writing process. Tell how it helps you write better paragraphs.

2. Holistically scored final exam

**B. Frequency**

1. Instructors may choose how often to evaluate students with quizzes and tests. At the beginning level, however, students need frequent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning.

**IX. TYPICAL TEXTS:**

1. Abraham, P & Mackey, D. *Contact USA2*., Pearson Education, Inc., 2004.
2. Blass, B & Hartman P. *Quest: Reading and Writing in the Academic World*., McBraw-Hill College, 1999.
3. Davidson, M. *Hellen Keller*., Scholastic Inc, 1969.
4. Davidson, M. *I Have a Dream: The Story of Martin Luther King*., Scholastic, Inc., 1955.
5. Fellag, L.R. *Write Ahead 1*., Pearson Education, Inc., 2002.
6. Fuchs, M. *Longman Dictionary of American English Workbook*., Addison Wesley Longman, 1997.
7. Hogue, Ann *First Steps in Academic Writing*., Addison-Wesley Longman, 1996.
8. Mackey, D & Sokmen, A. *Kaleidoscope 1: Reading and Writing*., Houghton Mifflin Company, 1998.
9. Malarcher, C. *Reading Advantage 1*. 2nd ed., Thomson Heinle, 2004.
10. - *Longman Dictionary of American English*., Addison Wesley Longman Limited, 2000.
11. Sullivan, G. *Lewis and Clark*., Scholastic, 1999.

**X. OTHER MATERIALS REQUIRED OF STUDENTS:**