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Course Outline for ESL 131B
BEGINNING WRITING AND READING II
Effective: Spring 2006

I. CATALOG DESCRIPTION:

ESL 131B — BEGINNING WRITING AND READING II — 6.00 units

This is the second 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, 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. Prerequisite: ESL 131A or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 130B, 131B, and 133B. 6 hours lecture, 0-1 hours laboratory.

6.00 Units Lecture

Grading Methods:

Pass/No Pass

Discipline:

	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: 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 focused, coherent, developed, and interesting paragraphs
2. express independent ideas and opinions about both everyday and learned subjects in writing
3. compose paragraphs which include a topic sentence and conclusion, focus on one topic, and use appropriate transitions with learned organizational structure
4. write paragraphs related to an assigned topic containing explanation and specific support
5. write paragraphs on a learned topic, with control of simple and compound sentences and emerging control of complex sentences, and with a variety of grammar and vocabulary
6. construct original statements or questions using learned vocabulary and learned word order
7. generalize 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 in passages of several paragraphs
10. distinguish central meaning and locate facts from connected texts that are culturally transparent and have obvious organization
11. employ a variety of general reading strategies: anticipation, rereading, paraphrasing, guessing, making inferences
12. confirm meaning across different paragraphs in readings of several paragraphs
13. distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in reading passages of several paragraphs
14. recall factual and inferential information from a reading selection and answer questions about the information
15. use prior/background knowledge to interpret and comprehend the text
16. locate grammatical phrases (subject phrase, verb phrase, gerund phrase, infinitive phrase, indirect and direct object phrase, and prepositional phrase)
17. use non-text information (diagrams, charts, etc.) to support comprehension
18. scan for specific information in longer readings
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. Practice various techniques for generating ideas: brainstorming, listing, clustering, free writing
- C. Organizing ideas and writing narrative, informational, descriptive, and opinion paragraphs
- D. Writing topic sentences and conclusions, developing examples and explanations, and employing a variety of support using appropriate transitions to connect ideas in the paragraph
- E. Exploring and recording observations, ideas, attitudes, and opinions in a journal
- F. Sentence structure of simple, compound and complex sentences
- G. Sound-spelling correspondences and rules for correct spelling
- H. Rules for capitalization and basic punctuation
 - I. Techniques for basic self-editing, especially verb tense and verb form, word order, and punctuation
- J. Outlining and summarizing the main ideas and support in passages of several short paragraphs
- K. Interactive reading exercises for:
 - 1. activating background knowledge
 - 2. recognizing words and phrases
 - 3. guessing meaning from context
 - 4. locating main idea and support
 - 5. recognizing organizational strategies for identifying old and new information
 - 6. answering questions by making inferences
 - 7. connecting reading and writing
 - 8. anticipating author's intent
 - 9. distinguishing fact and opinion
 - 10. identifying cohesive devices and coherence
 - 11. expressing opinions which may differ from the author's
 - 12. increasing speed in processing written text
 - 13. text
- L. Reading process strategies: pre-reading, reading, and post reading
- M. Discourse analysis activities: for example, locate the subject phrase, verb phrase, objects, prepositional phrases, pronouns, and/or adjectives in a reading passage
- N. Strategies for comprehending non-linear text
- O. Strategies for identifying the meaning of non-text information: spacing, indentation, layout
- P. Methods of 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 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. highlight the connection between careful thinking and good writing 7. promote reading and analysis 8. help students focus their attention on spelling rules which they have learned and on the need to use the dictionary for checking the 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, reaching consensus or making decisions and reporting their findings; F. enable students to develop a variety of learning strategies; G. enable students to monitor their reading comprehension; H. require computer technology.

VII. TYPICAL ASSIGNMENTS:

- A. Writing Practice Assignments "Write a listing order paragraph about an ideal student. Identify at least three qualities of characteristics and provide at least two examples for each. Use transition signals." Write a listing order paragraph about why San Francisco is a great city for a vacation. Give at least three reasons. Give two examples for your reasons. Use listing order transition signals." B. Weekly journal assignments Write about a toy you remember from your childhood. What kind of toy was it? How long did you have it? Who gave it to you? Do you still have it? What happened to it? 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: Select five words from each chapter in The Life and Words of Martin Luther King Jr. and complete the vocabulary chart for each. Word IPA Part of Speech Definition Sentence

VIII. EVALUATION:

A. Methods

- 1. Exams/Tests
- 2. Home Work
- 3. Other:

Recent 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.

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a. Methods:

- 1. 12 or more graded paragraph assignments
- 2. 12 or more journal assignments
- 3. reading tests on previously read material
 - a. "Answer the following questions about the "Food in America."
 - b. What are two examples of traditional American foods?
 - c. What are two important factors in fast-food restaurants?

- d. Give one example of the traditional American attitude toward food.
- 4. reading tests on new material
- 5. 12 SSR journal entries
- 6. mid-term reading exam
- 7. mid-term writing exam
- 8. holistically scored final exam
 - a. Select one writing topic from each of the two groups below. Write one paragraph on each of these topics.
 - b. Group One
 - 1. Martin Luther King Jr. was a civil rights leader for twelve years. What was Martin Luther King's dream? Did his dream become reality during his lifetime (1929-1968)? Explain your answer with examples and facts of Martin Luther King's accomplishments.
 - 2. Racial discrimination is illegal, but prejudice and fear of others still persist. Imagine that a friend from your native country is coming to the United States. What would you tell your friend about prejudice and discrimination in the U.S today?
 - c. Group Two
 - 1. Students and teachers often have different opinions about homework. Teachers think homework makes students responsible for their own learning. Students sometimes say they don't have time for homework or that homework is a waste of time. What is the value of homework in your opinion? Provide examples and reasons to support your opinion.
 - 2. Many children participate in team sports. In your opinion what are the benefits of playing on a team. Support your opinion with reasons and examples.

B. Frequency

1. Instructors may choose how often to evaluate students with quizzes and tests. At the beginning level of developing language skills, 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 USA3*., Pearson Education, Inc., 1997.
2. Blass B & Hartman P. *Ques: Reading and Writing in the Academic World.*, McGraw-Hill College, 1999.
3. Fellag, L.R. *Write Ahead 1.*, Pearson Education, Inc., 2002.
4. Fuchs, Marjorie *Longman Dictionary of American English Workbook.*, Addison Wesley Longman Publishing, 1998.
5. Hogue, Ann *First Steps in Academic Writing.*, Addison-Wesley Longman, 1996.
6. - *Longman Dictionary of American English.*, Addison Wesley Longman Limited, 2000.
7. Mackey, D & Sokmen, A. *Kaleidoscope 2: Reading and Writing.*, Houghton Mifflin Company, 1998.
8. Malarcher, C. *Reading Advantage 2*. 2nd ed., Thomson Heinle, 2004.
9. Sullivan, G *Lewis and Clark.*, Scholastic, 1999.

X. OTHER MATERIALS REQUIRED OF STUDENTS: