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## Course Outline for ESL 131A

### BEGINNING READING AND WRITING I

Effective: Spring 2018

#### I. CATALOG DESCRIPTION:

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

This is the first semester of a one-year course in beginning academic writing and reading. 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 131A, 130A, and 133 or 136.

6.00 Units Lecture

#### Grading Methods:

Pass/No Pass

#### Discipline:

- ESL

	<u>MIN</u>
<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: 1

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

#### IV. MEASURABLE OBJECTIVES:

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

- A. Read a variety of authentic texts with adequate understanding
- B. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
- C. Understand non-text information (charts, graphs)
- D. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- E. scan to find specific information in a text
- F. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- G. Express limited independent ideas and opinions about everyday subjects in writing
- H. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
- I. Identify and correct errors in writing based on learned grammar and spelling
- J. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- K. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)
- L. Understand basic library terminology and navigate the college library

#### V. CONTENT:

##### A. Reading

1. Interactive reading exercises for:
  - a. activating background knowledge
  - b. identifying cohesive devices
  - c. recognizing words and phrases
  - d. locating main idea(s)
  - e. guessing meaning from context
  - f. inferencing
  - g. increasing reading speed
2. Reading process strategies
  - a. pre-reading
  - b. reading
  - c. post-reading
3. Scanning
4. Skimming
5. Sentence deconstruction to aid reading comprehension
  - a. locating the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text

6. Strategies for interpreting non-text information
  - a. layout, spacing, indentation, headings, graphs
7. Extensive Reading (in and out of class)
8. Full-length text (fiction or non-fiction)
- B. Vocabulary Development
  1. Recognize and understand vocabulary appropriate to this level
  2. Use of a dictionary to identify correct part of speech and definition
- C. Writing
  1. Steps in the writing process
    - a. prewriting
    - b. drafting
    - c. revising
    - d. final draft
  2. Techniques for generating ideas
    - a. listing
    - b. diagramming
    - c. freewriting
  3. Narrative, informational, and descriptive paragraphs
  4. Topic sentences
  5. Explanation and support
  6. Transition words and expressions
  7. Techniques for self-editing
  8. Journal writing
- D. Sentence Structure
  1. Simple and compound sentences in simple present, present progressive, simple future, and simple past
  2. basic sound-spelling correspondence
  3. capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks)
- E. Library/Research
  1. Library tour and basic library vocabulary

#### VI. METHODS OF INSTRUCTION:

- A. **Projects** - create a poster about Albert Einstein's life, for example
- B. **Lecture** - short, interactive lectures
- C. **Audio-visual Activity** - playing a recording of a text while students read it, for example
- D. **Individualized Instruction** - working one-on-one with students during the editing process, for example
- E. **Student Presentations** - group presentations about a researched topic, for example
- F. **Discussion** - small-group discussion about a reading, for example

#### VII. TYPICAL ASSIGNMENTS:

- A. Writing
  1. Plan and write a paragraph about the benefits of learning English
  2. Plan and write a paragraph introducing a family member
  3. Revise and edit your paragraph about your family member based on your instructor's comments
  4. Write in your journal for thirty minutes about your hobby
- B. Sentence Structure
  1. Write 10 simple sentences about your weekend
  2. Identify the subject and verb in the following sentences.
- C. Reading
  1. Skim Chapter 2 of *Who Was Albert Einstein?* and make a list of important dates and what happened on each date
  2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
  3. Answer the following comprehension questions about the attached article, "How to Be Happy"
- D. Vocabulary
  1. Complete this vocabulary chart to identify the part of speech and correct definition for the following words from *Who Was Albert Einstein?*

#### VIII. EVALUATION:

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

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Portfolios
5. Papers
6. Oral Presentation
7. Projects
8. Group Projects
9. Class Participation
10. Class Work
11. Home Work
12. Lab Activities
13. Other:
  - a. journal
  - 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 writing assignments (paragraphs), 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. Davidson, M. *Hellen Keller.*, Scholastic Inc, 1969.
2. Davidson, M. *I Have a Dream: The Story of Martin Luther King.*, Scholastic, Inc., 1955.

3. Sullivan, G. *Lewis and Clark*. Scholastic, 1999.
4. Bottcher, Elizabeth. *Longman Academic Reading Series 1: Reading Skills for College*. 1 ed., Pearson Education, 2016.
5. Butler, Linda. *Longman Academic Writing Series 1: Sentences to Paragraphs*. 2 ed., Pearson Education, 2013.
6. Bixby, Jennifer, and Joe McVeigh. *Q: Skills for Success Reading and Writing Intro*. 2 ed., Oxford UP, 2015.
7. Oxford UP. *Oxford Advanced American Dictionary for Learners of English*. 1 ed., Oxford UP, 2011.

X. OTHER MATERIALS REQUIRED OF STUDENTS: