

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for ESL 25

ADVANCED READING AND COMPOSITION II

Effective: Fall 2018

I. CATALOG DESCRIPTION:

ESL 25 — ADVANCED READING AND COMPOSITION II — 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.

6.00 Units Lecture

Prerequisite

ESL 24 - Advanced Reading and Composition I
with a minimum grade of C
or
Placement through the ESL assessment process

Grading Methods:

Letter or P/NP

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. ESL24

1. Understand complex and abstract issues in written discourse, generally
2. Interpret cohesive devices, signal words, and pronoun references
3. Predict content based on real world knowledge and/or organizational structure
4. Infer implied meaning from context
5. Understand Academic Word List vocabulary, adequately
6. Identify grammatical structures to improve comprehension
7. Recognize and discuss writer's purpose, but unevenly
8. Summarize text of limited length accurately
9. Write essays of 4-6 paragraphs on newly presented topics with a clear underlying organization and thesis
10. Identify and compose accurate compound and complex sentences (with adjective and adverb clauses, including both real and unreal conditionals)
11. Use cohesive elements, but sometimes incorrectly
12. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
13. Apply self-editing skills to improve writing accuracy
14. Contribute constructive comments in the peer editing process
15. Create an annotated bibliography on a researched topic from sources including books, databases, and websites

IV. MEASURABLE OBJECTIVES:

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

- A. Understand complex and abstract issues in written discourse, generally
- B. Interpret cohesive devices, signal words, and pronoun references
- C. State and discuss writer's purpose, including both explicit and implicit argument
- D. Predict content based on real world knowledge and/or organizational structure
- E. Understand Academic Word List vocabulary for reading
- F. Write essays of several paragraphs (500-1000 words) on newly presented topics with a clear organization some degree of critical thinking
- G. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example, and conclusion
- H. Paraphrase and summarize passages with increasing accuracy

- I. Respond in several paragraphs with original ideas to readings
- J. Identify and compose accurate compound (including conjunctive adverbs) and complex (with adverb, adjective, and noun clauses) sentences
- K. Demonstrate self-editing skills
- L. Contribute constructive comments in the peer editing process, especially for content and organization
- M. Write an MLA documented research essay with an original thesis

V. CONTENT:

- A. Reading
 - 1. Identification and analysis of elements in an argument
 - 2. Evaluation of an author's argument and support
 - 3. Use of outline to organize main ideas and supporting details of a text
 - 4. General and specific support
 - 5. Fact, opinion, and inference
 - 6. Figurative language
 - 7. Characteristics of style (point of view, tone);
 - 8. Purpose and audience in readings
 - 9. Strategies for reading material from a wide range of academic sources
- B. Vocabulary Development
 - 1. Broad vocabulary for reading literary, expository, and academic texts
 - 2. Use of dictionary to correctly identify part of speech and definition of unknown vocabulary
 - 3. *Academic Word List* words
- C. Writing
 - 1. Steps in the writing process
 - a. Prewriting
 - b. Drafting
 - c. Revising
 - d. Editing
 - 2. Essay structure and organizational patterns specific to different types of essays
 - 3. Use of evidence other than personal experience to support an argument
 - 4. Essay introductions (funnel, story, fact/statistic, historical background)
 - 5. Strategies (time management) for effective in-class writing
 - 6. Strategies for self-editing
 - 7. Peer Review techniques and protocol
- D. Sentence Structure
 - 1. Compound sentences including the use of semi-colons and conjunctive adverbs
 - 2. Complex sentences including adjective, adverb, and noun clauses
- E. Library/Research
 - 1. Source evaluation and analysis
 - 2. MLA citation guidelines (in-text citation and works cited)
 - 3. Use of researched evidence as support in a research paper

VI. METHODS OF INSTRUCTION:

- A. **Projects** - book club, for example
- B. **Student Presentations** - presentations about a researched topic, for example
- C. **Individualized Instruction** - writing conferences, for example
- D. **Lecture** - short and interactive
- E. **Audio-visual Activity** - playing a video to provide relevant cultural background, for example
- F. **Discussion** - small group discussions about a reading, for example

VII. TYPICAL ASSIGNMENTS:

- A. Reading
 - 1. Read the following article from *Time* magazine and answer the questions that follow to analyze the author's argument and use of evidence.
 - 2. Using your inference skills, analyze the authors use of the quotation at the beginning of chapter 2 in *The Radioactive Boy Scout*. What does the author seem to be saying about the scientific communities approach to new discoveries?
 - 3. Create a timeline of important events in women's history using chapter 13 of *We Are Our Mothers' Daughters*.
- B. Vocabulary Development
 - 1. Create a vocabulary chart for the following AWL words from *The Narrative of the Life of Frederick Douglass*. Include the original sentence from the book, the part of speech (as the word is used), the correct definition, and an additional example sentence.
- C. Writing
 - 1. Write a 750-1000 word cause-effect essay in which you analyze the causes of David Hahn's behavior in *The Radioactive Boy Scout*. Use evidence from the book to support your analysis.
 - 2. Write a 750-1000 word comparison-contrast essay in which you recommend or do not recommend that a student come to the U.S. to attend college based on similarities or differences between college in your country and college in the U.S.
- D. Sentence Structure
 - 1. Combine the following pairs of sentences by making the second sentence into an adjective clause.
 - 2. Change the following direct quotations into indirect quotations following the rules for reported speech.
- E. Research
 - 1. Write an MLA-documented research essay to support your original thesis about a topic related to this semester's theme.

VIII. EVALUATION:

- A. **Methods**
 - 1. Exams/Tests
 - 2. Quizzes
 - 3. Research Projects
 - 4. Portfolios
 - 5. Papers
 - 6. Oral Presentation
 - 7. Projects
 - 8. Class Work
 - 9. Home Work
 - 10. Lab Activities
 - 11. Final Performance
 - 12. Other:
 - a. journal
 - b. holistically scored final exam

B. Frequency

1. a minimum of two major reading and writing exams (including the final)
2. weekly vocabulary quizzes
3. 2-3 in-class essays (in addition to the final exam)
4. 2-3 out-of-class essays (some with multiple drafts)
5. one research project
6. daily homework assignments
7. daily class participation
8. weekly lab assignments

IX. TYPICAL TEXTS:

1. Oshima, Alice, and Ann Hogue. *Longman Academic Writing Series 4: Essays*. 5th ed., Pearson Education ESL, 2016.
2. Roberts, Cokie. *We Are Our Mothers' Daughters*. 1st ed., Harper Perennial, 2009.
3. Williams, Jessica , and Pamela Vittorio. *Making Connections 4: Skills and Strategies for Academic Reading*. 1st ed., Cambridge University Press, 2016.
4. Peterson, Sue, and Dorothy Zemach. *Writing Power 4*. 1st ed., Pearson Education ESL, 2012.
5. Silverstein, Ken. *The Radioactive Boy Scout*. 1st ed., Villard Books, 2005.
6. Cohen, Robert, and Judy Miller. *Longman Academic Reading Series 4: Reading Skills for College*. 1st ed., Pearson Education ESL, 2014.
7. Cohen, Robert, and Judith Miller. *North Star 5: Reading and Writing*. 4th ed., Pearson Education ESL, 2015.
8. Pearson. *Longman Advanced American Dictionary*. 3rd ed., Pearson Education ESL, 2013.

X. OTHER MATERIALS REQUIRED OF STUDENTS: