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Course Outline for ESL 121B
INTERMEDIATE WRITING AND READING II
Effective: Spring 2006

I. CATALOG DESCRIPTION:

ESL 121B — INTERMEDIATE WRITING AND READING II — 6.00 units

This is the second semester of a one-year course in intermediate 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 sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and academic vocabulary development. Students will develop cultural understanding and fluency through a variety of academic writing and reading tasks. Prerequisite: ESL 121A or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 120B and 121B. 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. express original ideas and opinions in paragraphs and short essays
2. write paragraphs with a main idea sentence on a variety of topics
3. use appropriate punctuation for simple sentences, sequences, adverb clauses with limited control
4. demonstrate limited control of rhetorical patterns: classification, contrast, comparison, process analysis, cause and effect
5. demonstrate increasing variety in vocabulary
6. plan and organize short essays
7. write to a specified audience
8. summarize and paraphrase short texts, accurately
9. write a report on a researched topic with documentation
10. demonstrate increasing control of verb tense and aspect, including perfect and perfect progressive
11. write limited discourse with thesis and organization on familiar topics, with limited control
12. write a response with original ideas
13. write paragraphs with underlying organization and unity
14. demonstrate control of simple sentences
15. exhibit growing control of compound and complex sentences; errors may occasionally interfere with communication
16. express real conditions consistently: If it rains we will, we will go to a movie
17. express unreal conditions and use perfect modals, unevenly: If it had rained, we would have gone to a movie
18. control modal auxiliaries, with some inconsistency
19. demonstrate limited control of appropriate signal words of addition, chronology, example, cause, effect, contrast, comparison and conclusion
20. use figurative language with emerging accuracy
21. demonstrate emerging self-editing skills
22. contribute some constructive comments in peer editing process
23. comprehend complex and concrete issues in written discourse most of the time
24. derive main idea of concrete familiar topics, consistently
25. interpret cohesive devices, signal words, pronoun references, but not consistently
26. comprehend figurative language, but unevenly
27. comprehend idiomatic usage, occasionally
28. predict content based on real world knowledge and/or organizational structure, but inconsistently
29. read topics of general interest to native speakers, but with some difficulty
30. distinguish between fact and assumption, but with assistance
31. comprehend facts to draw appropriate inferences, occasionally

32. comprehend vocabulary for personal, professional, and academic reading, however, inconsistently
33. comprehend vocabulary for personal, professional, and academic reading, however, inconsistently
34. interpret grammatical relations which contribute to comprehension, but sometimes incorrectly
35. recognize and comprehend verb tense and aspect
36. adjust reading speed and technique according to the task however only with instruction

V. CONTENT:

- A. Use the writing process to plan, develop, and organize paragraphs and short compositions with original ideas.
- B. Write thesis statements, topic sentences, and conclusions.
- C. Write both in-class and out-of-class compositions using learned rhetorical patterns including expository, argument, and summary and response.
- D. Review rhetorical patterns used in academic essays: classification, comparison, contrast, cause and effect process analysis.
- E. Use multiple rhetorical patterns to develop support for a thesis statement.
- F. Respond to the ideas of various authors presented in class.
- G. Research information about a specific topic.
- H. Record ideas, attitudes, responses, and opinions in a journal.
 - I. Write to different audiences: peers, teacher, general.
- J. Practice and expand the use of signal words: addition, chronology, example, conclusion, cause, effect, contrast, comparison.
- K. Review sentence structure for complex sentences, especially adjective clauses and noun clauses.
- L. Review dependent clause structure: adjective, adverb, and noun clauses.
- M. Creating sentence structure variety in paragraphs and essays.
- N. Express real conditions: If you buy this now, you will save money because the price will go up next week.
- O. Express unreal conditions and perfect modals: If you had brought this last week, you would have saved several dollars because the price just went up.
- P. Strengthen techniques for peer and self-editing.
- Q. Paraphrase specific statements and ideas of an author.
- R. Summarizing and restating the main ideas and support in passages of several paragraphs and responding to the author's ideas.
- S. Identify the author's main points and the find something new to say about those points.
- T. Interactive reading strategies:
 1. activating background knowledge especially knowledge from previous readings;
 2. locating main idea and support;
 3. identify general and specific support;
 4. recognizing organizational strategies for identifying old and new information;
 5. recognizing learned rhetorical patterns;
 6. answering questions by making inferences;
 7. connecting reading and writing;
 8. identifying the author's purpose, and audience;
 9. distinguishing fact, opinion, and inference;
 10. identifying and discussing figurative language;
 11. identifying cohesive devices and coherence;
 12. expressing opinions which may differ from the author's;
 13. increasing speed in processing written text;
 14. discuss aspects of style, tone, and point of view.
- U. Discourse analysis activities and discussion: for example, locate and discuss the meaning of verb tenses and forms.
- V. Read and comprehend materials from a limited range of academic disciplines and cultural backgrounds.
- W. Strategies for library research to locate specific information and use it to create written research.
- X. Techniques for solving problems presented by readings.
- Y. Sustained Silent Reading.
- A@. Intentional vocabulary development for reading personal, professional and academic texts:
 1. vocabulary building through context clues, dictionary practice, and reading and writing assignments
 2. guided practice with a learner's dictionary
 3. identifying the correct meaning of words with multiple meanings
- AA. Read a whole work of 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, enabling students to question, clarify, and take responsibility for their learning, enabling students to develop basic academic writing, reading and study skills, test taking strategies, learning strategies, and critical thinking skills. Recent research suggests that direct correction of grammar errors alone does not necessarily result in significantly improved ESL student writing. Thus, feedback on grammar errors seems most helpful in the editing stages of composing. Students may 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 and peer feedback in constructive ways. Methods include 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. Promote reading comprehension F. Require homework assignments which promote writing, reading, and vocabulary development G. Require problem solving, reaching consensus or making decisions and reporting their findings H. Enable students to develop a variety of learning strategies I. Enable students to monitor their reading comprehension J. Require timed in-class writing that prepare students for the type of writing tasks they will encounter in their academic careers K. Require out of class writing with multiple drafts L. Promote computer technology use

VII. TYPICAL ASSIGNMENTS:

A typical assignment would include of reading activity in a lecture/discussion class. This in-class activity provides a model for students to develop independent academic reading proficiency. It would be followed up with a writing assignment where students are asked to respond to the author's ideas and draw upon their own knowledge and experience to expand on the topic. Objectives: 1. To reinforce pre-reading skills such as eliciting prior knowledge 2. To increase listening and speaking skills 3. To expand vocabulary 4. To reinforce grammatical relations 5. To develop analytical skills 6. To strengthen writing skills Analysis a. identify the main idea and supporting ideas in the essay b. discuss audience the writer expected c. identify the research projects and the findings of each one d. identify the organizational strategies of each paragraph e. identify the cohesive devices the author uses to link those ideas "The Birth Order Myth" by Alfie Kohn from Concepts for Today 1. Prereading discussion questions a. How many brothers and sisters do you have? b. Do you think that most oldest children

behave the same? c. Do your parents expect a certain type of behavior from the oldest child? d. How do most youngest children behave? e. Is your personality influenced by where you fit in your family? 2. Read the essay aloud in class 3. Vocabulary: a. Assign one of the four sections of the essay to each group of students and have the group identify and discuss the meaning of unfamiliar or confusing words and phrases b. Use an overhead projector image of the essay to highlight those words in each paragraph 1. discuss the possible meanings from the context 2. identify the correct meaning 3. possible words: folk wisdom, radically, discredited, be washed out, disproportionate, taken out of context, self-fulfilling prophecy 4. Identify Signal Words: Highlight the following words and phrases on the overhead projector: however, in fact, after all, thus, on the other hand, although, another Discuss how these words lead the reader from one idea to another and how they signal organizational strategies: contrast, addition, information, examples, etc. 5. Grammar: a. In a paragraph from the essay ask students to identify each clause and indicate what kind of clause it is; identify the subject and verbs in each clause and identify each prepositional phrase, Identify all on the overhead. b. Scan at least three paragraphs, underline all the passive verbs, Discuss the reason the author uses the passive voice 6. Analysis: a. identify the main idea and supporting ideas in the essay b. discuss the audience the writer expected (first published in Health magazine) c. identify the research projects and the findings of each one. d. identify the organizational strategies of each paragraph e. identify the cohesive devices the author uses to link those ideas together 7. Write a response essay to "The Birth-Order Myth." You may consider the following questions. How do you think parents influence their children by treating them differently? Why do you think parental attention might be diluted in larger families? Do you agree with this theory? What conclusions can you make about the results from different studies? What do you think about the author's opinion about birth order? 8. Write an essay of at least four paragraphs explaining the advantages and disadvantages of being an only child. Explain your opinion by using s

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Other:
 - a. 4-5 graded extended paragraphs, some with multiple drafts
 - b. 4-5 graded essays, some with multiple drafts
 - c. 12 journal assignments
 - d. Reading tests on previously read material
 - e. Reading tests on new material
 - f. 12 SSR journal entries
 - g. Mid-term reading exam
 - h. Mid-term writing exam
 - i. Holistically scored final exam

B. **Frequency**

1. Instructors may choose how often to evaluate students with quizzes and tests. Even at the high intermediate level of developing writing and reading skills, however, students still need frequent feedback especially for revision and analytical reading.

IX. TYPICAL TEXTS:

1. Blanton, L., Lee, L. *The Multicultural Workshop, Book 3*, Heinle & Heinle, 1994.
2. Blanton, L.L. *Composition Practice: Book 4*, Heinle & Heinle, 2001.
3. Blanchard, K & Root, C. *For Your Information 3*, Addison-Wesley Publishing Company, Inc., 1996.
4. Blanton, L., Lee, L. *The Multicultural Workshop, Book 3*, Heinle & Heinle, 1994.
5. Earle-Carlin & Hildebrade *American Perspectives*, Pearson Education, 2000.
6. Fellag, L. *Looking Ahead 3*, Heinle & Heinle Publishers, International Thomson Publishing, 1998.
7. Folse, K. et al *Blueprints 2: Composition Skills for Academic Writing*, Houghton Mifflin Company, 2003.
8. Hartmann, P. Blass, L. *Quest 4: Reading and Writing in the Academic World*, McGraw-Hill College, 1999.
9. - *Longman Advanced American Dictionary*, Addison Wesley Longman, 2000.
10. - *Longman Dictionary of American English*, Addison Wesley Longman, 1997.
11. Oshima, & Hogue *Writing Academic English*, Addison Wesley Longman, 1999.
12. Smith & Mare *Concepts for Today*, Thomson Heinle, 2004.

X. OTHER MATERIALS REQUIRED OF STUDENTS: