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## Course Outline for ESL 24

### ADVANCED READING AND COMPOSITION I

Effective: Spring 2018

#### I. CATALOG DESCRIPTION:

ESL 24 — ADVANCED READING AND COMPOSITION I — 6.00 units

This is the first semester of a one-year advanced reading and writing course for academic purposes. Emphasis is on critical reading techniques and writing expository essays as well as on grammar and vocabulary development.

6.00 Units Lecture

#### Prerequisite

ESL 121B - Intermediate Reading and Writing II  
with a minimum grade of Pass  
or  
Placement through the ESL assessment process

#### Grading Methods:

Letter or P/NP

#### 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:

**Before entering the course a student should be able to:**

- A. ESL121B

#### 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. Predict content based on real world knowledge and/or organizational structure
- D. Infer implied meaning from context
- E. Understand Academic Word List vocabulary, adequately
- F. Identify grammatical structures to improve comprehension
- G. Recognize and discuss writer's purpose, but unevenly
- H. Summarize text of limited length accurately
  - I. Write essays of 4-6 paragraphs on newly presented topics with a clear underlying organization and thesis
- J. Identify and compose accurate compound and complex sentences (with adjective and adverb clauses, including both real and unreal conditionals)
- K. Use cohesive elements, but sometimes incorrectly
- L. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
- M. Apply self-editing skills to improve writing accuracy
- N. Contribute constructive comments in the peer editing process
- O. Create an annotated bibliography on a researched topic from sources including books, databases, and websites

#### V. CONTENT:

- A. Reading
  - 1. Interactive reading exercises for:
    - a. activating background knowledge
    - b. identifying authorial purpose, intent, and tone
    - c. distinguishing main ideas from supporting details
    - d. distinguishing fact from opinion
    - e. understanding function of supporting details
    - f. inferencing

- g. recognizing explicit argument
- 2. Reading process strategies
  - a. pre-reading
  - b. reading
  - c. post-reading
- 3. Scanning
- 4. Skimming
- 5. Sentence deconstruction to aid reading comprehension
  - a. identifying and analyzing adjective and adverb clauses
  - b. recognizing subjects in sentences with multiple clauses
- 6. Extensive reading
- 7. Full-length text
- B. Vocabulary Development
  - 1. Use of dictionary to correctly identify part of speech and definition of unknown vocabulary
  - 2. 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. Essay introduction types (funnel, story, background)
  - 4. Strategies (time management) for effective in-class writing
  - 5. Strategies for self-editing
  - 6. Peer review techniques and protocol
- D. Sentence Structure
  - 1. Complex sentences with adjective (identifying and non-identifying) and adverb (including conditional) clauses
- E. Library/Research
  - 1. Database searches
  - 2. Annotated bibliography on a researched topic with sources from a book, database, and website

#### VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - playing a recording of a text while students read it, for example
- B. **Discussion** - small-group discussions about a reading, for example
- C. **Student Presentations** - presentations about a researched topic, for example
- D. **Lecture** - short and interactive
- E. **Projects** - book club, for example
- F. **Individualized Instruction** - writing conferences, for example

#### VII. TYPICAL ASSIGNMENTS:

- A. Reading
  - 1. Read the excerpt from a newspaper article and complete the tasks that follow. Compare your answers with those of another student. Read the passage again and underline the words that are new to you. Write the part of speech and the dictionary definition that best fits each word as it is used in the passage. Write a new sentence for each word you chose. The sentences should show that you understand the meaning of each word as it is used in the passage.
  - 2. Identifying Topics, Main Ideas, and Organizational Patterns: Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add the supporting facts and ideas.
  - 3. Increasing Reading Speed: Write your exact starting time. Preview the passage for a few seconds and then read it all the way through to the end. Push yourself to read a little faster than usual. Write your exact finishing time and reading time. Then turn to the next page and answer the comprehension questions. Do not look back at the passage while you are answering the questions. Check your answers with your teacher. For any incorrect answer, look back at the passage to understand why it was incorrect. Find your reading rate for the passage.
- B. Vocabulary Development
  - 1. Fill in the blank in the following sentences with the right AWL word from the list
- C. Writing
  - 1. After a short discussion of the 100th anniversary of the San Francisco Earthquake, the students will write for 10 minutes to answer the following questions: Have you ever felt an earthquake? What did you do? What happened? If you haven't felt an earthquake, would you know what to do? How do you prepare for an earthquake?
  - 2. In *A Lesson Before Dying*, Grant Wiggins is asked to visit Jefferson in jail. Although he does not want to, he finally agrees to do so. Why do you think Wiggins should accept or decline this request? Write an argument essay, using the reasons given in the text or your own reasons to support your argument.
  - 3. Because of the increasing congestion in downtown areas, large cities around the world have implemented various programs to improve the traffic flow and the quality of life for the people who work, live and visit. Some strategies used include pedestrian-only zones, limited vehicular traffic on certain times or days, additional public transportation, and/or vehicular access to downtown by special permit only. The leaders of many American cities are now considering or implementing similar strategies. Write an opinion essay in which you answer this question: In your opinion, are car-free downtowns a solution for large American cities such as San Francisco?
- D. Sentence Structure
  - 1. Combine the following pairs of sentences, making the second sentence into an adjective clause.

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

## IX. TYPICAL TEXTS:

1. Smith, Lorraine , and Nancy Mare. *Reading for Today 5: Topics*. 5 ed., Cengage Learning, 2016.
2. Fitzpatrick, Mary. *Engaging Writing 2: Essential Skills for Academic Writing*. 2 ed., Person Education ESL, 2017.
3. Oshima, Alice, and Ann Hogue. *Longman Academic Writing Series 4: Essays*. 5 ed., Pearson Education, 2014.
4. Pearson Education. *Longman Advanced American Dictionary*. 2 ed., Pearson Education, 2013.
5. Mikulecky, Beatrice, and Linda Jeffries. *Advanced Reading Power 4*, Pearson Education, 2014.
6. Oxford UP. *Oxford Advanced American Dictionary for Learners of English*. 1 ed., Oxford UP, 2011.
7. Williams, Jessica, and Pamela Vittorio. *Making Connections 4: Skills and Strategies for Academic Reading*. 1 ed., Cambridge UP, 2016.
8. Cohen, Robert, and Judy Miller. *North Star 5: Reading and Writing*. 4 ed., Pearson Education, 2015.
9. Pollan, Michael. *The Omnivore's Dilemma: Young Reader's Edition*. 1 ed., Dial Books, 2015.
10. Dumas, Firoozeh. *Funny in Farsi*. 1 ed., Penguin Random House, 2004.

## X. OTHER MATERIALS REQUIRED OF STUDENTS: