

ELL A059N: ADVANCED READING & WRITING: TRANSITION TO ACADEMICS

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course is one of two in a low advanced series designed for English learners seeking to transition to academic course work. This course will focus on helping students successfully meet academic college expectations by developing their academic reading, writing, and study skills. Students will work on improving reading comprehension of academic texts, note-taking, essay writing, and study skills. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A059N or CASAS testing. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students will apply different reading strategies to increase comprehension of college-level readings and critical thinking to respond to those texts.
2. Students will apply critical thinking skills, concepts of composition, and knowledge of grammar and MLA format to produce a short academic essay with at least three well-developed body paragraphs.
3. After identifying external and internal obstacles to their studying, students will develop a plan to overcome these challenges.

Course Objectives

- 1. use effective study skills in order to manage the demands of college
- 2. use reading strategies and word attack skills to increase comprehension of college-level readings
- 3. apply critical thinking skills to reading and writing
- 4. use academic writing conventions to complete college-level writing tasks, including writing assignments and communicating with members of the college community through writing
- 5. use the writing process and knowledge of rhetorical situation to college-related writings
- 6. write a short essay with a well-supported thesis statement, at least three well-developed paragraphs, and an introductory and conclusion paragraphs.
- 7. apply knowledge of grammar structures and vocabulary to edit their own writings

Lecture Content

Word attack skills Word forms Context clues Roots and suffixes Reading strategies Skimming Scanning SQ3R Annotating Summarizing Outlining Distinguishing fact from opinion Critical thinking skills Analyzing ideas Synthesizing ideas Evaluating and improving ideas Studying techniques Time management Prioritizing Planning Note taking strategies appropriate for textbook note taking Reading-lecture-writing connection Test-taking techniques Academic honesty MLA format Headings Margins Font style and size Essay structure Thesis Topic sentences Supporting sentences Development Source integration Cohesion Concluding paragraph Writing process Prewriting Drafting Revising Editing Editing techniques Global vs. local errors Individualized error lists

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Instructional Techniques

1. Demonstration 2. Discovery 3. Simulation 4. Discussion

Reading Assignments

Students will spend at least 1 hour per week reading various college-level texts on a variety of topics to discuss through writing on discussion boards.

Writing Assignments

Students will spend at least 1 hour per week working on the different stages of the writing process as they compose essays and written responses to college-level readings.

Out-of-class Assignments

Students will spend at least 2 hours per week working on various reflective projects, writing assignments and/or practicing various reading strategies.

Demonstration of Critical Thinking

Students will apply critical thinking to evaluate, analyze and synthesize ideas they read into writing assignments.

Required Writing, Problem Solving, Skills Demonstration

Students will apply problem solving skills as they devise a plan for action to address any internal and external obstacles to their pursuit of higher education. Students also apply problem solving and critical thinking skills to their writing of essays using the writing process.

Eligible Disciplines

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

Other Resources

1. Krause, Timothy. Read Faster, Understand More: Advanced Academic Reading Skills for English Language Learners. 3rd Ed. Portland Community College, 2023. CC-BY-NC-SA 4.0 Krause, Timothy. Academic Writing Exercises. Open Oregon Educational Resources. CC-BY-NC-SA. Any other appropriate OER or teacher-generated materials