

ELL A064N: ADVANCED ACADEMIC READING AND WRITING

Item	Value
Curriculum Committee Approval Date	12/04/2024
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	99 Total Hours (Lecture Hours 72; Lab Hours 27)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Open Entry/Open Exit	No
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This advanced integrated ESL skills course is designed to assist the transition of noncredit English learners to credit programs. It focuses on improvement of the academic reading, writing, grammar, and interpersonal communication skills of non-native speakers. College-level reading, writing, and critical thinking skills, with an emphasis on summary skills, short responses to college-level readings, and clear/concise expression of ideas and opinions are emphasized. Individual attention given to the structure and usage problems with a strong focus on a cultural component, conferencing, computer applications, and self-revisions. Students will write approximately 6,000 instructor-evaluated words, including a variety of weekly in-class writing assignments. ADVISORY: ELL A059N. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students will be able to produce a well-developed in-class 4-6 paragraph essay in response to readings on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.).
2. Students will be able to produce a well-researched essay that explores the causes and possible solutions of a current social issue or intercultural conflict, using theoretical models presented in class.

Course Objectives

- I Writing
- I. 1. demonstrate skill with basic academic essay writing by 1. writing short essays (minimum of four paragraphs) based on a reading passage that integrate information from the text with the student's own analysis and examples, avoiding plagiarism; 2. demonstrating knowledge of the essay-writing process by planning, prewriting, writing, revising, and editing essays; 3. presenting a strong thesis and supporting it appropriately; 4. writing basic introductions and conclusions to short essays; 5. using in-text citations; 6. when editing, independently finding and correcting many basic errors

and correcting most systematic errors independently once they are pointed out by the instructor.

- I. 2. demonstrate skill with other types of academic compositions by 1. writing concise, coherent summaries accurately presenting main ideas and supporting details; 2. writing accurate paraphrases of passages of several paragraphs; 3. writing short responses that integrate relevant information from the text with clear analysis and examples.
- II Reading
- II. 1. demonstrate good comprehension of unsimplified articles and editorials by 1. answering factual and inferential questions based on such texts; 2. participating in class and small-group discussions that focus on information, inference, and/or opinion; 3. analyzing text critically; 4. writing summaries.
- III Grammar
- III. 1. demonstrate good control of English syntax and conventions by discussing, expanding, and using 1. all 12 verb tenses; 2. logical connections with a variety of transitional devices; 3. a wide variety of vocabulary and complex sentence structures needed for many styles of writing; 4. quantifiers and noun markers correctly; 5. editing strategies in order to independently find and correct many types of errors.

Lecture Content

Reading Pre-Reading Strategies use of titles, subtitles, and topic sentences use of images, graphs and charts Comprehension Skills identify direct and indirect main ideas in advanced readings. use charts and images. analyze written structures understand tone and viewpoint annotate, Interpret and paraphrase texts summarize and respond to short, college-level articles understand the cultural components of a given reading. Vocabulary Skills use college-level academic vocabulary use context in order to clarify meaning identify some common Idioms use an English/English dictionary Writing Expository Essay Structure - Write a 4 paragraph essay of 2-3 typed, double spaced pages with one-inch margins, which includes the following: an introductory paragraph with a clear thesis statement body paragraphs with topic sentences and specific support an appropriate concluding paragraph Writing Process Use prewriting strategies effectively, such as brainstorming and outlining create strong topic sentences and thesis statements express authentic ideas Drafting Revise and edit for fluency as well as structural errors Use sentence variety Use appropriate punctuation Use transitional words and strategies Use correct word order and word forms Use verb tenses and verb tense markers correctly Avoid sentence fragments and run-ons Recognize the author's purpose conventional rhetorical styles (Cause/Effect, Compare/Contrast, Narrative, and Classification) logical fallacies Developmental support Demonstrate use of academic point of view Differentiate a formal tone from informal tone Avoid 1st and 2nd person unless it is appropriate Demonstrate complex ideas/examples in support Revise main ideas and support as necessary. Avoid plagiarism Understand American rules regarding one's original work Compare American college expectations of academic honesty with those in other countries. Use in-text citations Use indirect quotations Grammar Primary focus: Expansion on use of verb tenses, verb forms, modals, and conditionals (present and past, real and unreal) in order to use various combinations together appropriately Using a variety of connecting and transition words/phrases Editing strategies Overview and Expand on the following structures as necessary: simple sentences (punctuation and subject-verb agreement) compound sentences (with coordinators and transition words) combining two independent clauses

correct punctuation avoiding fragments, comma splices, and run-ons complex sentences combining independent and dependent clauses adjective clauses, noun clauses, adverb clauses correct punctuation avoiding fragments, comma splices, and run-ons compound-complex sentences combining various types of clauses correct punctuation Cultural Component Develop understanding of a variety of cultures, including American culture, the cultures of their classmates, and their own Develop cultural competence in American and multi-cultural contexts Read and discuss articles from a variety of cultural perspectives Build background knowledge of and examine historical and cultural events in which articles were written Contribute their own cultural perspectives on the class topics through class discussions and writing assignments Build background knowledge of the differences in rhetorical patterns and logic systems inherent in American patterns of reasoning and those of the students' countries of origin via classroom discussions, readings, and writing assignments Demonstrate understanding of the rhetorical patterns and logic systems inherent in American patterns of reasoning via classroom discussions and writing assignments Respond via classroom discussions and writing assignments to contemporary American social and educational issues in comparison with similar issues in the students' countries of origin Study and Time Management Skills Lecture and note-taking skills Notebook organization American college campus expectations and responsibilities Professor expectations b. Student responsibilities Available student services Dictionary use with emphasis on multiple meaning words Test strategies a. Test preparation b. Begin outlining main ideas from content reading in order to study more effectively c. Recognize what to study Content expectation and test items Oral Communication Listening Comprehension Skills Ability to take notes in class Ability to understand group and media presentations Ability to comprehend classroom discussion Interpersonal Communication Skills Interact effectively and collaborate with individuals and groups Use appropriate behavior while respecting cultural differences Use English as the common language to communicate with classmates

Lab Content

Non-lecture hours are used to apply the concepts learned in the lecture portion of the course and develop the competencies required to meet the course objectives. Individual attention is given to the structure and usage problems of ESL students through conferencing and computer applications that emphasize grammar usage.

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Enhanced NC Lab (NC2)
- Online Enhanced NC Lect (NC5)
- Online Enhanced NC Lab (NC6)
- Live Online Enhanced NC Lect (NC9)
- Live Online Enhanced NC Lab (NCA)

Instructional Techniques

Lecture and discussion Reading, writing, annotating, and outlining practice Pair and group work focusing on grammatical correctness and content. Online and course management system competencies

Reading Assignments

Reading Assignments Students will spend a minimum of three hours per week on reading assignments. Readings on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.) and theoretical models and research sources required for essays and research papers. A.

2. Readings from intercultural theories, such as Critical Race Theory, Collective Cultural Theories, Individualistic Cultural Theories, Rosenthal and Jacobson Self-Fulfilling Prophecy," Sapir-Whorf Hypothesis, and Hofstede's theories on indulgent versus restrained cultures.

Writing Assignments

Students will spend a minimum of four hours per week on writing assignments: 1. Written responses (summaries, paraphrases, sentence completions, and opinions) of college-level articles, editorials, and critiques 2. Demonstration of knowledge of essay structure by integrating and synthesizing information from articles: Introduction, well-developed body paragraphs, and conclusion. 3. Editing own writing for errors. 4. Students will write a minimum of 3 essays of 1,000-1,500 words each, based on cultural topics, including: - problem/solution, cause/effect, and a research paper that contains no fewer than three sources - at least one in-class essay that includes a synthesis of sources, introduction with a well formulated thesis statement, 3 body paragraphs, and a conclusion in approximately 150 minutes

Out-of-class Assignments

Students will spend approximately three hours a week completing additional assignments that support their progress in the areas covered. They may include written responses, such as summaries, opinions, essays, and research papers on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.) and theoretical models.

Demonstration of Critical Thinking

Students will read a variety of college-level texts and articles, some of which will be related to a cultural aspect. They will analyze the main ideas and summarize them in written form and in group and individual presentations.

Required Writing, Problem Solving, Skills Demonstration

The students will respond with their own opinions and empirical observations about the article and support their view with relevant examples and reasons in summary responses and essays with 70% accuracy in content, grammar, and sentence structure.

Eligible Disciplines

ESL: Master's 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 bachelor's 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 master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Gregg, J. . Communication and Culture, ed. Custom, 2019 Rationale: This course provides challenging readings with enough scaffolding for ESL students. 2. Required Folse, K. . Great Writing 4: Great Essays, 5th ed. Boston: Cengage/Natinal Geographic, 2019 Rationale: This text offers essay instruction along with grammar information.

Other Resources

1. Instructor provided readings from current publications including the Los Angeles Times, Time Magazine, Newsweek Magazine, and/or the New York Times 2. A. Sample Readings: <https://www.theatlantic.com/>

science/archive/2021/08/female-hummingbirds-look-like-males/619893/
<https://www.latimes.com/opinion/story/2020-03-15/op-ed-for-scientists-good-research-is-not-enough-we-have-to-tell-our-stories> <https://www.latimes.com/world/asia/la-fg-koreas-hockey-language-2018-story.html> <https://www.newsweek.com/school-gender-equality-game-causes-outrage-italy-313499> <https://www.latimes.com/opinion/la-xpm-2013-feb-24-la-oe-tobin-preschool-20130224-story.html>