

ESL A052: ADVANCED ACADEMIC READING AND WRITING 1

Item	Value
Curriculum Committee Approval Date	12/04/2024
Top Code	493087 - English as a Second Language - Integrated
Units	4.5 Total Units
Hours	99 Total Hours (Lecture Hours 72; Lab Hours 27)
Total Outside of Class Hours	0
Course Credit Status	Credit: Non-Degree Applicable (C)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

This course is the first in a series of advanced integrated ESL skills courses designed to improve the academic reading, writing, grammar, and interpersonal communication skills of non-native speakers. Integrates college-level reading, writing, and critical thinking skills. Emphasis on summary skills, short responses to college-level readings, and clear/concise expression of ideas and opinions. Individual attention given to the structure and usage problems of ESL students by using unsimplified readings, conferencing, computer applications, and self-revisions. Students will write approximately 6,000 instructor-evaluated words, including a variety of weekly in-class writing assignments. NOT DEGREE APPLICABLE. Not Transferable. ADVISORY: Appropriate placement. Students should complete the guided self-placement form before the first semester enrolling in an ESL course to determine which ESL course they should enroll in. This can be found at https://occssp.formstack.com/forms/esl_selfplacement (https://occssp.formstack.com/forms/esl_selfplacement/).

Course Level Student Learning Outcome(s)

1. Students will be able to produce a well-organized paragraph supporting a clear topic sentence and supporting that thesis with appropriate development and logical rhetorical organization with 70% grammatical accuracy in response to a new reading such as an article in Time magazine and the Los Angeles Times in an in-class writing task at the end of the semester.
2. Students will demonstrate knowledge of advanced grammatical and sentence structures (adverbial clauses, adjective clauses, subordinating clauses, coordinating conjunctions, and conditionals) by constructing the targeted grammatical structures in written form: in written exercises, specific sentence completions, paragraphs, and other responses.

Course Objectives

- I Writing
 - I. 1. Show skill with summary, statement of main ideas, identification of supporting detail and point of view, and expression of opinion in response to short unsimplified articles and editorials.
 - I. 2. Use the wide variety of sentence structures studied throughout the course with grammatical accuracy.
- II Reading
 - II. 1. Demonstrate good comprehension of unsimplified articles and editorials, such as Reader's Digest, Time, Newsweek, and Forbes, by A) answering factual and inferential questions based on such texts; B) participating in class and small-group discussions that focus on information, inference, and/or opinion; C) answering sentence completion activities; D) writing summaries.
- III Grammar
 - III. 1. Demonstrate good control of English syntax and conventions by discussing, expanding, and using the following: A) direct quotation, B) all 12 verb tenses, C) various types of clauses, D) compound-complex sentences, E) various types of conditionals, F) paired conjunctions and advanced parallel structures, G) gerunds and infinitives as subjects and objects, H) a wide variety of transition words in initial, medial, and final positions, I) correct punctuation.

Lecture Content

Reading Respond to a reading through summaries, responses, sentence completions, and short essays Western rhetorical modes and their logic, organization, and language (problem/solution, compare/contrast, cause/effect, etc.) Expository essay content Comparing and contrasting single-paragraph writings to three-paragraph essays Introductory paragraph: single-sentence thesis statement (no hook necessary) One or more body paragraphs with topic sentences and two or three supporting points Concluding paragraph: single-sentence restatement of thesis (no comment necessary) Appropriate use of academic point of view, recognize formal vs. informal registers Avoiding the use of 2nd person and appropriate use of 1st person Avoiding plagiarism Understanding American academic expectations of original thought and wording relative to the writing process Comparing American expectations and those of educational institutions in other cultures Writing Paragraph Essentials Controlling idea as part of a clear topic sentence Developing supporting ideas Unity and Coherence The student will show skill with summary, statement of main ideas, identification of supporting detail and point of view, and expression of opinion in response to short unsimplified articles and editorials. The student will appropriately be able to use the wide variety of sentence structures studied with grammatical accuracy Grammar Primary Focus comfortable writing and speaking of all 12 verb tenses compound-complex sentences (embedded clauses) advanced adverb clauses advanced noun clauses (embedded questions) advanced adjective clauses

- advanced participial adjectives direct quotations past modals past conditionals gerunds as both subjects and objects get passive Overview and Expand the following as necessary: meaning and use of all 12 verb tenses basic adjective clauses, adverb clauses, and noun clauses basic modals basic conditionals simple sentences, compound sentences, and complex sentences basic transition words and phrases passive voice parallel structures word choice idiomatic wording Cultural Component Develop knowledge of the concept of culture, by learning about the American culture

through readings, lectures, and writing assignments. Develop cultural competence in American and multi-cultural contexts by exploring, comparing, and contrasting voice, tone, and meaning by examining the various rhetorical modes and systems of logic used in American writing and writing from other countries. Develop understanding of a variety of American cultural perspectives through class discussions, individual presentations, and group presentations. Develop background American historical and cultural knowledge, as well as knowledge of other historical and cultural influences through readings and discussions. Contribute to students own cultural perspectives through classroom discussions and writing assignments to contemporary American social and educational issues in comparison with similar issues in the students' countries of origin and empirical observations and research. Study Skills Component Time management (school, work, extracurricular activities, etc.) Note taking skills Textbook and notebook organization American college campus expectations and responsibilities Available student services (tutoring, DPSS, advising, etc.) English-English dictionary use (emphasis on semantics) Test strategies Test preparation (outlining main ideas from content reading in order to study more effectively) Test taking (time management) Oral Communication Component Listening Comprehension for lectures, note-taking, and homework assignments Comprehending multimedia presentations such as TED Talks Comprehending classroom small group discussions Interpersonal Communication Understand the conventions of small group discussion and interaction Use appropriate language and behavior, including cross-cultural factors Use of English to accomplish given academic tasks 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, reading comprehension, and writing skills.

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

Instructional Techniques

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Reading Assignments

Students will spend a minimum of three hours per week on reading: textbooks and periodicals (Reader's Digest, Time, Newsweek, and Forbes), especially in relation to a cultural aspect.

Writing Assignments

Students will spend a minimum of three hours a week on writing one of the following: sentence completion exercise, a summary/response or a basic essay with four or more paragraphs, including a thesis statement, with supporting paragraphs (body and conclusion) on various assignments, including on a cultural aspect.

Out-of-class Assignments

Students will spend a minimum of three hours per week working on assignments such as the following: Vocabulary study. Choose ten words or idioms from an assigned article to study their meanings in context and practice using them in original sentences. Sentence combination. Learn to combine 8-10 pairs of simple basic sentences into compound sentences using coordinating conjunctions or conjunctive adverbs and/or complex sentences using relative pronouns, Wh-words, or subordinating conjunctions. Outside reading summary: Write a six-to-seven-sentence paragraph summarizing the main ideas of an article related to a cultural aspect. Additionally, students will write a short report on academic and professional goals.

Read assigned articles related to class texts and other articles from periodicals.

Demonstration of Critical Thinking

The student will demonstrate critical thinking through written and oral responses, particularly in relation to a cultural aspect, based on research and personal and empirical observations.

Required Writing, Problem Solving, Skills Demonstration

The student will demonstrate problem solving skills through written and oral responses, particularly in relation to a cultural aspect, based on research and personal and empirical observations. Additionally, the student will demonstrate the skills through individual and group work, discussion, and presentations in class.

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 Azar, Betty. Understanding and Using English Grammar, 5th ed. Upper Saddle River: Prentice Hall, 2017 2. Required Folse, Kenneth. Great Writing 3: From Great Paragraphs to Great Essays (3rd ed), 3rd ed. Boston : Cengage Learning, 2019 3. Required Blanton, L. . Multicultural Workshop 3, 2018 ed. San Diego: Cognella Publishing, 2019

Periodicals Resources

1. Various. Reader's Digest, Volume 2019 2. Various. Time Magazine, Volume 2019 3. Various. Los Angeles Times, Volume 2019 4. Various. Newsweek, Volume 2019 5. Various. Forbes, Volume 2019