

CATALOG INFORMATION

Dept and Nbr: ESL 371A      Title: INTERMEDIATE PART 1  
Full Title: Intermediate Reading/Writing/Grammar for ESL Students Part 1  
Last Reviewed: 5/9/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.50	Lecture Scheduled	4.50	17.5	Lecture Scheduled	78.75
Minimum	4.50	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.50		Contact Total	78.75
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 157.50

Total Student Learning Hours: 236.25

Title 5 Category: AA Degree Non-Applicable  
Grading: Grade or P/NP  
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:

**Catalog Description:**  
The first half of an intermediate reading, writing, and grammar course focusing on the development of academic reading skills with particular focus on comprehension, critical thinking, vocabulary and rate. Paragraph structure, including writing, revising, and editing. Emphasis on tenses and the development of varied sentence structure. Review of high beginning grammar and punctuation. Designed for non-native speakers of English.

**Prerequisites/Corequisites:**  
Qualifying Test Score on ESL Placement Test; OR Course Completion of ESL 312, ESL 781 or ESL 781B

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: The first half of an intermediate reading, writing, and grammar course focusing on the development of academic reading skills with particular focus on comprehension, critical thinking, vocabulary and rate. Paragraph structure, including writing, revising, and editing.

Emphasis on tenses and the development of varied sentence structure. Review of high beginning grammar and punctuation. Designed for non-native speakers of English. (Grade or P/NP)

Prerequisites/Corequisites: Qualifying Test Score on ESL Placement Test; OR Course

Completion of ESL 312, ESL 781 or ESL 781B

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Apply critical thinking skills to respond to adapted selections of nonfiction
2. Apply the writing process to produce paragraphs that demonstrate level-appropriate organization and content, critical thinking, vocabulary and fluency, and grammatical accuracy
3. Comprehend intermediate reading passages by identifying organizational strategies, paraphrasing and summarizing, and using main ideas and details to support writing assignments
4. Word-process paragraphs and access information on the Internet
5. Utilize meta-cognitive thinking skills in learning and studying processes

### **Objectives:**

Upon completion of this course, students will be able to:

Reading:

1. Employ level-appropriate critical reading skills
2. Distinguish main ideas from supporting details or examples in intermediate reading passages
3. Summarize paragraph-length selections of nonfiction
4. Use contextual clues, high-frequency affixes and roots, and the dictionary to determine the meaning, pronunciation, and connotation of new vocabulary
5. Read with increased speed and comprehension

Writing:

1. Employ a multi-draft writing process to produce paragraphs with a clear topic sentence, supporting sentences, and an appropriate concluding sentence

2. Recognize and produce different genres of academic writing, such as descriptive/narrative and expository modes
3. Utilize level-appropriate critical thinking skills in developing and supporting a topic sentence or thesis
4. Complete in-class, timed paragraphs in response to an intermediate reading passage
5. Edit papers for targeted grammatical structures
6. Integrate academic vocabulary into paragraphs.
7. Demonstrate sentence variety in writing: simple and compound sentences
8. Exhibit control of sentence boundaries
9. Employ level-appropriate control of punctuation, spelling and verb tenses

#### Information Competency and Research:

1. Access information on the Internet
2. Use the computer effectively as a writing, research, and language development tool
3. Use an online thesaurus and dictionary
4. Understand and avoid plagiarism

#### Metacognitive skills:

1. Demonstrate awareness of thinking processes while reading and writing
2. Take responsibility for their own learning

#### Topics and Scope:

ESL 371A instructional time focuses equally on these areas: reading, writing, and explicit grammar instruction.

#### I. Reading

##### A. Nonfiction Reading

1. Pre-reading skills to survey, predict, skim and scan
2. Identification of main ideas and supporting details
3. Analysis of organizational patterns and rhetorical forms
4. Recognition of transition words and phrases
5. Differences between fact and opinion
6. Inferencing skills
7. Annotating, note taking, and summarizing

##### B. Critical Analysis

1. Summarizing, synthesizing, comparing, and contrasting information from one or more sources
2. Identifying and responding to different perspectives on selected issues

##### C. Academic Vocabulary Study

1. Inference of meaning through contextual clues
2. Use of a dictionary to determine meaning, usage, and pronunciation
3. Recognition of high frequency roots and affixes to determine correct word forms
4. Explicit study of targeted academic vocabulary

#### II. Writing

##### A. Pre-writing

1. Brainstorming
2. Journal writing
3. Clustering
4. Outlining

##### B. Drafting

1. Topic sentences
2. Supporting sentences
3. Concluding sentences
4. MLA style formatting (heading, page numbers, title, etc.)
- C. Revision of paragraphs for coherence, critical thinking, development, and academic vocabulary
- D. Strategies for timed writing
- E. Grammar (taught in the context of writing)
  1. Review of past tenses
  2. Present perfect and present perfect progressive tenses
  3. Past perfect and past perfect progressive tenses
  4. Passive voice, including participial adjectives
  5. Recognition and correction of run-ons, fragments and comma splices
  6. Simple and compound sentences
  7. Editing and proofreading of paragraphs for grammatical problems
    - a. Subject-verb agreement
    - b. Verbs, including perfect tenses
    - c. Punctuation: capitalization, quotation marks, apostrophes, commas, semicolons, and colons
    - d. Word form and usage

### III. Information Competency and Research

- A. Use of the Internet to find information
- B. The computer as a writing, editing, and language development tool
- C. Online language development resources
- D. Thesaurus and online dictionary
- E. Understanding of plagiarism

### IV. Metacognitive Skills

- A. Strategies to keep track of thinking processes while reading and writing (i.e., "metacognitive bookmark")
- B. Techniques to encourage students to take responsibility for their own learning (i.e., double and/or triple entry journals, "metacognitive reading log template")

### **Assignment:**

The following represent the types of assignments that will be included and assessed:

#### Reading

Reading assignments of various lengths and complexity provide topics for analysis and discussion. Assignments will include the following:

1. Reading comprehension and vocabulary exercises (weekly)
2. Summarizing activities (2-3)
3. Discussing and analyzing readings (weekly)
4. Exams and quizzes (1-2 exams, 2-3 quizzes)
5. Metacognitive reading logs, double/triple entry reading journals (weekly)

#### Writing

Written assignments will result in a minimum of 1,250 words. Assignments will include the following:

1. Journals, summaries, and responses to assigned readings
2. At least three multi-draft paragraphs of 200-250 words (About  $\frac{3}{4}$  to 1 page)

3. Vocabulary, writing, and grammar exercises, including technology-enhanced activities
4. At least two in-class paragraph exams
5. Common assessment portfolio

Additional activities and assignments may include the following:

1. Oral presentations
2. Participation in peer editing sessions to explore and refine the process of drafting, revision, and proofreading
3. ESL 770 (tutorial) attendance

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, paragraphs, journals, analysis of readings, and common assessment portfolio

Writing  
40 - 50%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Paragraph revision, sentence combining, vocabulary, online exercises, and reading comprehension activities

Problem solving  
15 - 25%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, true/false, matching items, completion, quizzes, and in-class paragraph exams

Exams  
30 - 40%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation, collaboration, oral presentations, timed reading charts, tutorial hours (ESL 770)/instructor office hours

Other Category  
5 - 10%

### Representative Textbooks and Materials:

Integrated Reading/Writing Texts:

Pathways 2: Reading, Writing, and Critical Thinking Student Book and Online Workbook, Blass, Laurie. Cengage Learning: 2013.

Q Skills for Success 3 Reading and Writing Student Book with access card to online practice, Ward, Colin. Oxford University Press: 2011.

Northstar 3: Reading & Writing 4th Edition Student Book with access code to MyEnglishLab, Barton, Laurie. Pearson: 2015.

Grammar Reference Texts:

Fundamentals of English Grammar 4th Edition Student Book with online student access, Azar, Betty. Pearson Longman: 2011.

Top 20: Great Grammar for Great Writing 2nd Edition, Folse, Keith. Cengage Learning: 2008 (classic).

Fiction Texts:

Selected short stories

Instructor prepared materials