ESL 781 Course Outline as of Fall 2019

CATALOG INFORMATION

Dept and Nbr: ESL 781 Title: TRANSITIONAL
Full Title: Transitional Reading/Writing/Grammar for NC ESL Students
Last Reviewed: 10/8/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	9.00	17.5	Lecture Scheduled	157.50
Minimum	0	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	9.00		Contact Total	157.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 315.00 Total Student Learning Hours: 472.50

Title 5 Category:	Non-Credit
Grading:	Non-Credit Course
Repeatability:	27 - Exempt From Repeat Provisions
Also Listed As:	
Formerly:	

Catalog Description:
A low-intermediate reading, writing, and grammar course that focuses on the development of academic reading and writing skills. Particular emphasis on campus resources and programs needed for academic success. Reading instruction will focus on comprehension, critical thinking, vocabulary and rate. Writing instruction will include paragraph structure, an introduction to multi-paragraph writing, and grammar in context. Designed to prepare non-native speakers of English for the ESL credit pathway.

Prerequisites/Corequisites:

Recommended Preparation:
Qualifying Test Score on ESL Placement Test; OR Course Completion of ESL 715

Limits on Enrollment:

Schedule of Classes Information:
Description: A low-intermediate reading, writing, and grammar course that focuses on the development of academic reading and writing skills. Particular emphasis on campus resources and programs needed for academic success. Reading instruction will focus on comprehension,

critical thinking, vocabulary and rate. Writing instruction will include paragraph structure, an introduction to multi-paragraph writing, and grammar in context. Designed to prepare non-native speakers of English for the ESL credit pathway. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Qualifying Test Score on ESL Placement Test; OR Course Completion of ESL 715
Limits on Enrollment:
Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	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 fiction and nonfiction
2. Apply the writing process to produce organized paragraphs that reflect critical thinking, incorporate academic content and demonstrate grammatical control at a level appropriate for this course
3. Comprehend low intermediate reading passages by identifying organizational strategies, summarizing and using main ideas and details to support writing assignments
4. Word-process paragraphs and access information on the Internet
5. Utilize metacognitive thinking skills in learning and studying processes
6. Utilize SRJC resources and services to realize academic goals

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

Reading:
1. Employ level-appropriate critical reading skills
2. Distinguish main idea from supporting details or examples in low intermediate reading passages
3. Summarize short selections of fiction and non-fiction
4. Use basic affixes and roots and the dictionary to determine the meaning and pronunciation of new vocabulary
5. Analyze works of fiction

6. Increase reading speed and comprehension

Writing:
1. Employ the writing process to produce multi-draft paragraphs that consist of a clear topic sentence, supporting details and a concluding sentence on relevant topics covered in class
2. Recognize and produce different genres of academic writing, such as descriptive/narrative, compare/contrast and expository modes
3. Utilize level-appropriate critical thinking skills in developing and supporting a topic sentence
4. Complete in-class, timed paragraphs in response to a reading
5. Edit papers for specific grammar points
6. Integrate academic language into paragraphs
7. Demonstrate some sentence variety in writing
8. Demonstrate level-appropriate control of sentence structure and boundaries
9. Demonstrate level-appropriate control of verb tenses, spelling and punctuation

Information Competency and Research:
1. Access information on the Internet
2. Use the computer effectively as a communication, writing, research, and language development tool
3. Avoid plagiarism

Metacognitive skills:
1. Develop awareness of thinking processes while reading and writing
2. Take responsibility for their own learning

Transitional (Matriculation Skills):
1. Navigate and use a variety of SRJC resources, programs and services
2. Demonstrate academic study skills needed for success in credit ESL courses
3. Articulate academic goals and steps needed to achieve them

Topics and Scope:

ESL 781 instructional time focuses on these three areas equally: reading, writing, and explicit grammar instruction.

I. Reading
- A. Nonfiction Reading
  1. Pre-reading skills to survey, predict, skim, and scan
  2. Main ideas and supporting details in adapted reading selections
  3. Rhetorical styles and organizational patterns
  4. Transition words and phrases
  5. Fact and opinion
  6. Basic inference skills
  7. Annotating, note-taking, and summarizing
- B. Fiction Reading
  1. Pre-reading skills to predict plot
  2. Elements of fiction in short stories (for elements such as setting, protagonist, antagonist, and theme)
  3. Descriptive and sensory language
- C. Critical Analysis
  1. Identification of different perspectives on selected issues

2. Comparing and contrasting information from one or more sources

D. Academic Vocabulary Study
1. Basic roots and affixes to determine correct word forms
2. Synonyms and antonyms
3. Dictionary use to determine meaning and usage based on reading context
4. Explicit study of targeted academic vocabulary

II. Writing

A. Guided pre-writing and writing techniques
1. Journal writing
2. Brainstorming
3. Organizing techniques such as clustering and sequencing of general ideas and details

B. Drafting
1. Topic sentence
2. Supporting ideas and examples
3. Concluding sentence
4. MLA style formatting (heading, page numbers, title, etc.)

C. Revising Paragraphs
1. Revision of paragraphs using guided questions for coherence and development
2. Transitions and other strategies for linking ideas

D. Strategies for timed writing

E. Grammar (taught in the context of writing)
1. Expanded application of basic grammatical structures
a. Present and future tenses
b. Comparative and superlative adjectives
c. Parts of speech and word forms
d. Question formation
e. Correct use of pronouns
2. Introduction to and application of low-intermediate grammatical structures
a. Past tenses
b. Simple modals and related expressions
c. Simple, compound and some complex sentences
d. Word order, sentence structure and sentence boundaries
3. Peer- and self-editing of paragraphs for grammatical problems
a. Subject-verb agreement
b. Verbs, including present, past, future
c. Punctuation: capitalization, quotation marks, apostrophes, periods and commas
d. Word form and usage
e. Basic parallel structure

III. Information Competency and Research

A. Word-processing skills

B. Basic email and internet search skills

C. Basic understanding and usage of a website

D. Online language development resources

E. Awareness of plagiarism

IV. Metacognitive Skills

A. Strategies to monitor thinking processes while reading and writing
(eg., “metacognitive bookmark”)

B. Techniques to encourage students to take responsibility for their own learning
(eg., double and/or triple entry journals, “metacognitive reading log template”)

V. Transitional Skills

A. Study skills, including note-taking and language learning strategies

B. Academic and professional goals and making an educational plan

C. Navigating the college system
1. Counseling and financial aid services
2. Resources and opportunities at SRJC

Assignment:

A. READING
1. Reading comprehension and vocabulary exercises (weekly)
2. Summarizing activities (4-6)
3. Discussing and analyzing readings (weekly)
4. Basic research activities using the internet (4-6)
5. Exams and quizzes (2-3 exams, 4-6 quizzes)

B. WRITING
Written assignments will result in a minimum of 2,000 words.
1. Journals, summaries, and responses to assigned readings
2. At least 5 multi-draft paragraphs (personal narrative, descriptive, and expository paragraphs) of 150-200 words (about 1/2 to 3/4 page)
3. Targeted practice of different steps of the writing process (from pre-writing through editing)
4. Vocabulary, grammar, and writing exercises, including computer-based activities
5. At least 2 in-class paragraph exams
6. Common assessment portfolio

C. TRANSITIONAL SKILLS
1. Generating and researching questions concerning resources, programs and services at SRJC
2. Debriefing information gleaned from campus tours, research, and guest speakers
3. Articulating academic goals in writing
4. Meet with a counselor to develop an educational plan
5. Oral presentations

Other representative assignments may include:
1. Metacognitive reading logs, double/triple entry reading journals (Reading Apprenticeship practices) (weekly)
2. Timed reading chart
3. Group assignment

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, 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.

Exams, 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, transitional skill work	Other Category 5 - 10%

Representative Textbooks and Materials:
Integrated Reading/Writing Texts:
Northstar Reading and Writing 2 with MyEnglishLab. 4th ed. Haugnes, Natasha and Maher, Beth. 2015
Pathways 1: Reading, Writing, and Critical Thinking Student Book and Online Workbook. Vargo, Mari and Blass, Laurie. Cengage Learning. 2013 (classic)
Q Skills for Success 2 Reading and Writing Student Book with access card to online practice. Bixby, Jennifer and McVeigh, Joe. Oxford University Press. 2011 (classic)

Grammar Reference Texts:
Fundamentals of English Grammar 4th Edition Student Book with online student access. 4th ed. Azar, Betty and Hagen, Stacy. Pearson Education. 2011 (classic)

Fiction:
Flor's Journey to Independence. Vaille, Barbara and QuinnWilliams, Jennifer. University of Michigan Press. 2005 (classic)
How Tia Lola Came to Stay. Alvarez, Julia. Yearling. 2002 (classic)
The Pool Party. Soto, Gary. Yearling. 1995 (classic)

Orientation to College:
What Every ESL Student Should Know: A Guide to College and University Academic Success. Flores, Kathy Ochoa. University of Michigan Press. 2008 (classic)

Instructor prepared materials