

ESL 100 Course Outline as of Spring 2019**CATALOG INFORMATION**

Dept and Nbr: ESL 100

Title: ESL COLL READ WRITE

Full Title: College Reading and Writing for ESL Students

Last Reviewed: 9/24/2018

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 Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

An AA/AS degree-applicable course designed to aid non-native speakers of English in developing skills to the level required for success in English 1A and other transfer-level courses. Upon successful completion of this class, students will be eligible to take ENGL 1A.

Prerequisites/Corequisites:

Course Completion of ESL 373 OR ESL 373B OR ESL 320W

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

Description: An AA/AS degree-applicable course designed to aid non-native speakers of English in developing skills to the level required for success in English 1A and other transfer-level courses. Upon successful completion of this class, students will be eligible to take ENGL 1A. (Grade Only)

Prerequisites/Corequisites: Course Completion of ESL 373 OR ESL 373B OR ESL 320W

Recommended:

Limits on Enrollment:

Transfer Credit:

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
	A English Composition	Spring 2006	Fall 2009
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

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

1. Apply critical thinking skills to analyze readings of various lengths and complexity in terms of method of development, vocabulary use, style, implications, assumptions, and biases.
2. Summarize and synthesize ideas from more than one college-level reading.
3. Compose analytical and argumentative essays with a clear point of view and thesis.
4. Revise and proofread essays and other writings with particular attention to common second language errors such as verb usage, word forms, vocabulary choice, and sentence boundaries.
5. Read, analyze, and evaluate research source materials and document them in written assignments in MLA style.
6. Utilize metacognitive thinking skills in their learning and studying process.

Objectives:

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

Reading

1. Identify stylistic features in readings.
2. Analyze and evaluate the use of causal analysis, persuasion, and argumentation in readings.
3. Summarize unadapted nonfiction readings of various lengths and complexity.
4. Analyze readings for implied meaning, irony, satire, assumptions, and biases.
5. Synthesize meaning, using a variety of comprehension techniques to improve college-level reading skills.
6. Recognize cultural biases and compare them to their own assumptions and values.

Writing

1. Write analytical essays with clear, complex theses, adequate development and organization, and effective points of view and style.
2. Write out-of-class essays using an appropriate combination of rhetorical strategies, including

but not limited to exposition and persuasion/argumentation.

3. Compose clear and well-organized in-class writings in response to a reading or other assignment.
4. Write an essay that effectively incorporates source materials, documented in MLA style.
5. Link ideas with appropriate transitions.
6. Revise essays and other writings for organization, style, and tone.
7. Proofread, with particular attention to syntax, sentence structure, grammar, punctuation, mechanics, and other persistent second language errors.
8. Consider and respond to opposing points of view in essays or other writings.

Information Competency and Research

1. Utilize the Internet, library, and online databases to read, analyze, and evaluate research materials and document in MLA style.
2. Use online language development resources.
3. Refine and narrow a research topic.
4. Create and implement a research plan.
5. Avoid plagiarism and take responsibility for originality of their written work by using online tools such as Turnitin.

Metacognitive Skills

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

Topics and Scope:

ESL 100 focuses 50% on reading and 50% on writing.

I. Reading

A. Stylistic analysis of language

1. Technical language and jargon
2. Standard and non-standard English
3. Idioms
4. Figurative language

B. Rhetorical strategies

1. Causal analysis
2. Persuasion
3. Argumentation

C. Interpretive analysis

1. Cultural assumptions, values and beliefs
2. Bias
3. Inference and implication

D. Critical analysis

1. Identifying logical progression of arguments
2. Considering and responding to opposing viewpoints
3. Synthesizing meaning from one or more sources

E. Information competencies

1. Identifying and narrowing research topics
2. Formulating a research plan
3. Evaluating information for authority and other criteria
4. Compiling a working bibliography in MLA form

F. 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. Rhetoric

1. Formulating and refining a thesis
2. Choosing an effective point of view
3. Using appropriate and precise college-level academic language
4. Employing rhetorical strategies such as exposition and argumentation

B. Style

1. Using appropriate and concise diction
2. Linking ideas with appropriate transitions
3. Creating sentence variety

C. Revising, editing, and proofreading

1. Revising for thesis, organization, and development
2. Revising for effective use of vocabulary and sentence structure
3. Proofreading for grammar, punctuation, spelling, and formatting

III. Information Competency and Research

A. Evaluating the validity or credibility of primary and secondary source material

B. Organizing research findings

C. Integrating source material and research findings into original writings

D. Avoiding plagiarism by using online tools such as Turnitin

E. Documenting in MLA style

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

Weekly reading assignments of various lengths and complexity provide topics for analysis and discussion, and serve as models for writing topics, style, and structure. Classes may include full-length works of nonfiction or fiction. Assignments will include the following:

1. Identification of main ideas and supporting details in college-level nonfiction readings
2. Evaluation of an author's choice of language in an assigned reading
3. Explanation of the reasoning in causal analysis
4. Identification of rhetorical techniques used in a persuasive reading
5. Evaluation of the quality of evidence presented in an argumentative essay
6. Metacognitive reading logs, double/triple entry reading journals

Writing

Written assignments will result in a minimum of 4,500 words. Assignments will include the following:

1. Journals, summaries, and responses to assigned readings

2. At least one introductory essay (750-word minimum), which may be narrative/descriptive or expository
3. At least one analytical essay in response to course readings or to supplementary materials (1,000-word minimum)
4. At least one argumentative or persuasive essay that effectively incorporates source material documented in MLA style (1,200-word minimum)
5. Exercises in sentence combining that address grammatical structures and appropriate punctuation
6. Revision of all out-of-class essays for diction, style, sentence structure, grammar, punctuation, and mechanics
7. At least two essays, including the midterm and final
8. 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

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, summaries, essays, response papers, research papers, journals, and common assessment portfolios

Writing
50 - 60%

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

Essay revision, sentence combining, vocabulary, online exercises

Problem solving
10 - 20%

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 essay exams

Exams
20 - 30%

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

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

Other Category
10 - 20%

Representative Textbooks and Materials:

Rhetorics with Readings and Scaffolded Activities

Choices, 5th ed., Manglesdorf, Kate. Bedford St. Martins: 2013

Guidelines: A Cross-cultural Reading/Writing Text, 3rd ed., Spack, Ruth. Cambridge: 2008.

Leap: Learning English for Academic Purposes, Second Edition, Williams, Julia. Pearson: 2012

Readers

Mirror on America, 5th ed., Mims, Joan. Bedford St. Martins: 2012.

They Say, I Say, 2nd ed., Graff, Gerald. W.W, Norton: 2009.

40 Essays, 2nd ed., Aaron, Jane. Bedford St. Martins: 2012

Sample SRJC Reads Texts:

The Diving Bell and the Butterfly, Bauby, Jean-Dominique. Vintage: 1997.

Into the Wild, Krakauer, Jon. Random House: 1997.

The Namesake, Lahiri, Jhumpa. Houghton Mifflin, 2003.

The Distance Between Us, Grande, Reyna. Atria Books: 2012.

Instructor-generated Materials