

CATALOG INFORMATION

Dept and Nbr: ESL 373B            Title: ADVANCED PART 2  
Full Title: Advanced Academic Reading and Writing for ESL Students Part2  
Last Reviewed: 9/26/2022

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:**  
This course is the second half of an advanced-level academic reading and writing course. In this course students focus on the development of academic English skills with emphasis on reading comprehension, critical analysis, vocabulary development, essay writing, editing and revision techniques, and research. This course is designed for non-native speakers of English.

**Prerequisites/Corequisites:**  
Completion of the <a href='https://assessment.santarosa.edu/credit-esl-guided-self-placement' class='NormalSiteLink' target='\_New'>ESL Guided Self-Placement</a> or completion of ESL 373A

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This course is the second half of an advanced-level academic reading and writing course. In this course students focus on the development of academic English skills with emphasis on reading comprehension, critical analysis, vocabulary development, essay writing,

editing and revision techniques, and research. This course is designed for non-native speakers of English. (Grade or P/NP)

Prerequisites/Corequisites: Completion of the <a href='https://assessment.santarosa.edu/credit-esl-guided-self-placement' class='NormalSiteLink' target='\_New'> ESL Guided Self-Placement</a> or completion of ESL 373A

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 and to analyze unadapted selections of fiction and nonfiction.
2. Apply the writing process to produce extended essays that demonstrate level-appropriate organization and content, critical thinking, vocabulary, fluency, and grammatical accuracy.
3. Comprehend advanced reading passages by identifying organizational strategies, paraphrasing, summarizing, and synthesizing.
4. Access and evaluate information on the Internet and library databases and use appropriate and reliable source material to support writing, including using correct MLA format to cite sources.
5. Utilize metacognitive thinking skills in learning and studying processes.

### **Objectives:**

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

#### **Reading**

1. Employ level-appropriate critical reading skills such as making inferences, identifying point of view, and recognizing author bias.
2. Identify main ideas, supporting details, and organizational patterns.
3. Summarize and paraphrase unadapted fiction and nonfiction readings.
4. Use contextual clues, high-frequency affixes and roots, and the dictionary to determine the meaning, pronunciation, and connotation of new vocabulary.
5. Analyze works of fiction.

## Writing

1. Employ a multi-draft writing process to craft, edit, and revise extended essays with an introduction, a detailed thesis statement, well-developed supporting paragraphs, and a clear conclusion.
2. Recognize various audiences and purposes of writing to produce different genres of academic writing, including expository and argumentative modes.
3. Apply level-appropriate critical thinking skills to writing, editing, and revising.
4. Complete timed essays in response to an unadapted academic reading passage.
5. Write and edit sentences demonstrating level-appropriate knowledge of clause structure, academic vocabulary, fluency, and grammatical accuracy.
6. Write an essay that effectively incorporates source materials, documented in MLA style.

## Information Competency and Research

1. Utilize the Internet, library, and online databases for research.
2. Evaluate source material for reliability and validity.
3. Use online language development resources.
4. Avoid plagiarism and take responsibility for originality of their written work through use of online tools such as Turnitin.

## Metacognitive Skills

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

## Topics and Scope:

ESL 373B instructional time focuses equally on reading and writing.

### 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. Differences between fact and opinion
5. Critical evaluation of readings for point of view, bias, and validity
6. Inferencing skills
7. Annotating, note-taking, paraphrasing, and summarizing

#### B. Fiction Reading

1. Pre-reading skills to predict plot and theme
2. Critical reading of unadapted short stories, poetry, and/or novels (for elements such as point of view, setting, characterization, protagonist, antagonist, plot, climax, theme, symbolism, foreshadowing, and irony)
3. Analysis of figurative language such as simile, metaphor, hyperbole, and personification
4. Inferencing skills to determine author's meaning

#### C. Critical Analysis

1. Summarizing, synthesizing, comparing, and contrasting information from one or more sources
2. Analysis and use of reading material to support writing

#### D. 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. Prewriting

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

### B. Drafting

1. Thesis statement
2. Topic sentences
3. Body paragraphs
4. Conclusion

### C. Revision of essays for coherence, fluency, critical thinking, logical development of ideas, and academic vocabulary

### D. MLA formatting and style

### E. Strategies for timed writing

### F. Grammar (with an emphasis on self-editing)

1. Recognition and correction of run-ons, fragments, and comma splices
2. Simple, compound, complex, and compound-complex sentences
3. Editing and proofreading for grammatical problems
  - a. Subject-verb agreement
  - b. Verbs (including perfect tenses and passive voice)
  - c. Reported speech
  - d. Conditional forms
  - e. Punctuation: capitalization, quotation marks, apostrophes, commas, semicolons, and colons
  - f. Word form and usage
  - g. Parallel structure

## III. Information Competency and Research

### A. Use of the Internet and library databases to find information and research sources and to determine their reliability, validity, and credibility

### B. Online citation resources such as NoodleTools for MLA format

### C. Online language development tools

### D. Thesaurus, dictionary, on-line databases, etc.

### E. Online tools such as Turnitin to help students avoid plagiarism and take ownership of their research and writing

## 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:

### Reading

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

1. Reading comprehension and vocabulary exercises (weekly)
2. Summarizing, paraphrasing, and synthesizing activities (4-6)

### 3. Discussing and analyzing readings (weekly)

#### Writing

Written assignments will result in a minimum of 1,750 words. Assignments include:

1. Written homework, such as
  - A. vocabulary exercises
  - B. summaries, paraphrases, synthesizing
  - C. journals
  - D. reading responses
  - E. grammar exercises (including technology-enhanced activities)
2. At least one multi-draft analytical essay in response to course readings or to supplementary materials (500-word minimum)
3. At least one multi-draft research essay that effectively incorporates source material documented in MLA style (750-word minimum)
4. At least one timed essay exam
5. Common assessment portfolio

Problem Solving Assignments, such as:

1. Critical reading, such as analyzing, discussing, and synthesizing readings, metacognitive reading logs, and/or reading journals (weekly)
2. Essay revision
3. Research using the Internet and online databases to support writing

Examination Assignments, such as:

1. Quizzes and/or exams (2-6)
2. Timed essay exam(s)

Additional activities and assignments may include the following:

1. Attendance & participation
2. Oral presentations
3. Collaboration such as participation in peer-reviews, group project(s)
4. 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 Assignments
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Writing 50 - 60%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Problem Solving Assignments
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Problem solving 10 - 20%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Examination Assignments	Exams 25 - 30%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Other Assignments	Other Category 0 - 10%

### **Representative Textbooks and Materials:**

#### Integrated Reading/Writing Texts:

Pathways 4: Reading, Writing, and Critical Thinking with online practice. 2nd ed. Blass, Laurie. Heinle Cengage. 2018

Q:Skills for Success 5: Reading and Writing with online practice. 3rd ed. Caplan, Nigel and Douglas, Scott. Oxford University Press. 2020

NorthStar 5: Reading & Writing with MyEnglishLab. 4th ed. Cohen, Robert. Pearson. 2017 (classic)

#### Grammar Reference Texts:

Pocket Keys for Writers. 5th ed. Raimes, Ann. Cengage. 2016 (classic)

Grammar Troublespots. 3rd ed. Raimes, Ann. Cambridge. 2004 (classic)

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

#### Fiction:

House Made of Dawn. Momaday, N. Scott. Harper Perennial Modern Classics. 2018 (classic)

A Thousand Splendid Suns. Hosseini, Khalid. Riverhead Books. 2007 (classic)

The Absolutely True Diary of a Part-time Indian. Alexie, Sherman. Little, Brown and Company. 2009 (classic)

Like Water for Chocolate. Esquivel, Laura. Doubleday. 1992 (classic)

Instructor prepared materials