

ESL 100 Course Outline as of Spring 2006**CATALOG INFORMATION**

Dept and Nbr: ESL 100 Title: ESL COLL READ WRITE
 Full Title: ESL College Reading and Writing
 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 | 14 | 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:

This AA/AS degree-applicable course is designed to aid non-native English learners 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 200R (or ESL 319R) and Course Completion of ESL 200W (or ESL 318 or ENGL 318) OR Course Completion of ESL 320R and Course Completion of ESL 320W OR Course Completion of ESL 200W (or ESL 318 or ENGL 318) and Course Completion of ESL 320R OR Course Completion of ESL 320W and Course Completion of ESL 200R (or ESL 319R)

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

Description: This AA/AS degree-applicable course is designed to aid non-native English learners in developing skills to the level required for success in English 1A and other transfer-level

courses. (Grade Only)

Prerequisites/Corequisites: Course Completion of ESL 200R (or ESL 319R) and Course Completion of ESL 200W (or ESL 318 or ENGL 318) OR Course Completion of ESL 320R and Course Completion of ESL 320W OR Course Completion of ESL 200W (or ESL 318 or ENGL 318) and Course Completion of ESL 320R OR Course Completion of ESL 320W and Course Completion of ESL 200R (or ESL 319R)

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 | 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

Outcomes and Objectives:

This course is a reflection of English 100, however it goes beyond the scope of English 100 by "sheltering" the language for second language learners through the use of slowed speech, redundancy, visual aids and greater attention to specific grammar structures and vocabulary.

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

READING

1. Identify and judge the use of stylistic features in readings.
2. Analyze and evaluate the use of causal analysis, persuasion, and argumentation in readings.
3. Summarize readings of various lengths and complexity.
4. Analyze readings for implied meaning, irony, satire, assumptions, and biases.
5. Discuss cultural biases and compare them to second language students' assumptions and values.
6. Identify logical fallacies in arguments.
7. Synthesize meaning, using a variety of comprehension techniques, discussion, and pre-writing strategies.
8. Demonstrate an advanced knowledge of roots and affixes.

WRITING

1. Write a minimum of 4,000 words of prose.

2. Write at least three analytical essays with clear, complex theses; adequate development and organization, and effective points of view and style.
3. Write essays developed through causal analysis, persuasion, and argumentation.
4. Write essays or papers that effectively incorporate source materials and document them 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. Write critical papers in response to challenging readings.
9. Consider and refute opposing points of view in essays or other writings.

Topics and Scope:

Focuses 40% on reading and 60% on writing.

I. READING

A. Stylistic analysis of Language

- a. Standard and non-standard English
- b. Technical language and jargon
- c. Cliches and euphemisms
- d. Idioms
- e. Figurative language
- f. Second language syntax

B. Rhetorical strategies

1. Causal analysis
2. Persuasion
3. Argumentation

C. Interpretive analysis

1. Assumptions, values and beliefs
 - a. Academic expectations in US higher education
 - b. Cultural assumptions and mores
2. Bias
3. Inference and implication
4. Satire
5. Irony

D. Critical analysis

1. Identifying logical fallacies in arguments
2. Considering and refuting opposing viewpoints
3. Evaluating and responding to an author's ideas
4. 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. Vocabulary study

1. Roots and affixes in context of readings
2. Guessing meaning through contextual clues

3. Recognition of word forms (nouns, adjectives, adverbs, etc.)
in reading
4. Redundancy: repetition of new vocabulary for second
language learners

II. WRITING

- A. Formulating and refining a thesis
- B. Choosing an effective point of view
 1. Addressing communicative competence
 2. Understanding cultural perspectives of the audience
- C. Using language that is appropriate, exact, concrete and specific
- D. Rhetorical strategies
 1. Causal analysis
 2. Persuasion
 3. Argumentation
- E. Achieving an effective style
 1. Avoiding wordiness, unnecessary repetition, and jargon
 2. Simplifying phrases, clauses, and sentences
 3. Linking ideas with appropriate transitions
 4. Creating sentence variety; providing familiarity with English
sentence patterns
 5. Using advanced clause structure and verb tenses
 6. Use of correct word forms in writing
 7. Achieving second language fluency
- F. Revising and proofreading
 1. Recognizing specific second language errors
 2. Correcting errors
 - a. Subject-verb agreement
 - b. Use of plurals
 - c. Capitalization
 - d. Punctuation
 - e. Clause structure
- G. Working with source materials and research findings
 1. Recording and organizing research findings
 2. Integrating source material and research findings effectively
into original writings
 3. Using on-line resources, such as InfoTrac
 4. Avoiding plagiarism
 5. Documenting in MLA style
- H. Techniques for effective in-class writing

Assignment:

The following are representative assignments; actual assignments vary from class to class:

READING

Reading assignments of various lengths and complexity provide topics for analysis and discussion, and serve as models for writing topics, style, and structure. Some classes include a full-length work of fiction or nonfiction, but all classes should contain non-fiction readings from a variety of academic disciplines.

1. Identify and judge the effectiveness of figurative language in readings.

2. Evaluate an author's choice of language in an assigned reading.
3. Trace reasons or results underlying a reading developed through causal analysis.
4. Identify the use of logical, emotional, or ethical appeals in a persuasive reading.
5. Evaluate the quality of evidence presented in an argumentative essay.
6. Identify cultural assumptions and mores.
7. Study for quizzes on vocabulary words, common roots and affixes.

WRITING

Written assignments using exposition and argumentation comprise a significant number of essays and critical responses. Some instructors use writing workshops and individual conferences/tutorials to explore and refine the process of drafting, revision, and proofreading with attention to writing English fluently.

1. Maintain a journal for exploring observations, responding to assigned readings, and generating ideas for essays and other writings.
2. Write papers or essays (of approximately 1,000 words each) for which prewriting, drafting, conferencing with the instructor, and revision are required.
3. Write a persuasive essay (of approximately 1,000 words) in response to a course reading or to supplementary materials.
4. Write an argumentative essay (of approximately 1,000 words) that effectively incorporates source material documented in MLA style.
5. Complete exercises in sentence combining, and identification of noun, adjective, and adverb clauses.
6. Complete verb tense exercises focusing on American English usage.
7. Revise an essay or other writing for diction, voice, style, sentence structure, grammar, punctuation, and mechanics.
8. Write a work-related report or a proposal for a business or organization.
9. Produce a clearly organized, grammatically appropriate, in-class essay.

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.

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| Written homework, Essays, response papers, research papers, journals |
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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.

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| Essay revision, sentence combining, vocabulary |
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| Problem solving 10 - 15% |
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations
5 - 20%

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

Multiple choice, True/false, Matching items, Completion, Quizzes

Exams
5 - 20%

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

Attendance, participation

Other Category
0 - 10%

Representative Textbooks and Materials:

Readers:

HORIZONS: A READER OF EXPERIENCES, edited by Amy Johnson. Houghton Mifflin, 2004.

THE HARVEST GYPSIES, by John Steinbeck, Heyday Books, 2002.

THE RED PONY, by John Steinbeck, Penguin, 1993.

THINGS FALL APART, by Chinua Achebe. Anchor Books, 1994.

TORTILLA CURTAIN, by T. Boyle. Penguin Books, 1996.

THE KITCHEN GOD'S WIFE, by Amy Tan. Ivy Books, 1992.

AMERICA NOW, 4th ed., by Atwan, Bedford Publishing, 2001.

THE PROSE READER, 6th ed., by Flachmann and Flachman. Prentice-Hall, 1999.

Rhetoric:

THE MERCURY READER, by Kathleen Shine Cain, et al. Longman, 2003.

AT A GLANCE: PAIRED SOURCES, by Lee Brandon. Houghton Mifflin, 2003.

AT A GLANCE: ESSAYS, 3rd ed., by Lee Brandon. Houghton Mifflin, 2006.

PATTERNS PLUS: A SHORT PROSE READER WITH ARGUMENTATION, 8th ed., by Mary Lou Conlin. Houghton Mifflin, 2005.

Handbooks:

THE BRIEF ENGLISH HANDBOOK, 6th ed., by Dornan and Dawe. Longman, 2001.

RULES FOR WRITERS, 4th ed., by Diana Hacker. Bedford, 2000.

GRAMMAR TROUBLESPOTS, 3rd ed., by Ann Raimés. Cambridge University Press, 2004.

KEYS FOR WRITERS, 3rd ed., by Ann Raimés. Houghton Mifflin, 2001.

UNDERSTANDING AND USING ENGLISH GRAMMAR, by Betty Azar. Prentice Hall Regents, 1999.

GATEWAYS TO ACADEMIC WRITING, by Alan Meyers. Longman, 2005.

INSTRUCTOR-GENERATED MATERIALS.