ESL 371B Course Outline as of Fall 2023

CATALOG INFORMATION

Dept and Nbr: ESL 371B Title: INTERMEDIATE PART 2
Full Title: Intermediate Reading/Writing/Grammar for ESL Students Part 2
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:
In the second half of this intermediate reading, writing, and grammar course, students focus on the development of pre-academic reading skills with particular concentration on comprehension, critical thinking, vocabulary, paragraph writing process, and introduction to essays, including writing, revising, and editing. There will be an emphasis on verb tenses, the development of varied sentence structures, and a review of low intermediate grammar and punctuation. This course is designed for non-native speakers of English.

Prerequisites/Corequisites:
Completion of the ESL Guided Self-Placement or completion of ESL 371A

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: In the second half of this intermediate reading, writing, and grammar course,

students focus on the development of pre-academic reading skills with particular concentration on comprehension, critical thinking, vocabulary, paragraph writing process, and introduction to essays, including writing, revising, and editing. There will be an emphasis on verb tenses, the development of varied sentence structures, and a review of low intermediate grammar and punctuation. This course is designed for non-native speakers of English. (Grade or P/NP)
Prerequisites/Corequisites: Completion of the ESL Guided Self-Placement or completion of ESL 371A
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:
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 paragraphs and short essays 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 essays and access information on the Internet.
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.
2. Distinguish main ideas from supporting details or examples in intermediate reading passages.
3. Summarize paragraph-length selections of fiction and nonfiction.
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 produce an essay with an introduction, a thesis statement, supporting sentences/paragraphs, and an appropriate conclusion.
2. Recognize and produce different genres of academic writing, such as expository and argumentative modes.
3. Utilize level-appropriate critical thinking skills in developing and supporting a topic sentence or thesis statement.
4. Complete a timed paragraph writing exam in response to an intermediate reading passage.
5. Edit sentences, paragraphs, and essays for targeted grammatical structures.
6. Integrate academic vocabulary into paragraphs and essays.
7. Demonstrate sentence variety, such as simple, compound, and complex sentences (using adjective clauses) in writing.
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 371B instructional time focuses on these areas equally: 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. Fiction Reading
  1. Pre-reading skills to predict plot and theme
  2. Critical reading of level-appropriate short stories or novel (for elements such as point of view, setting, protagonist, antagonist, conflict, plot, climax, theme, and symbolism)
  3. Analysis of sensory and figurative language such as simile and metaphor
  4. Inferencing skills to determine author's meaning
- C. Critical Analysis
  1. Summarizing, synthesizing, comparing, and contrasting information from one or more sources
  2. Identifying and responding to different perspectives on selected issues
- 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. Pre-writing
1. Brainstorming
2. Journal writing
3. Clustering
4. Outlining
B. Drafting
1. Thesis statement
2. Topic sentences
3. Body paragraphs
4. Conclusion
5. MLA style formatting (heading, page numbers, title, etc.)
C. Revision of paragraphs and essays for coherence, critical thinking, development, and academic vocabulary
D. Strategies for timed writing
E. Grammar (taught in the context of writing)
1. Gerunds and infinitives
2. Past modals
3. Adjective clauses
4. Recognition and correction of run-ons, fragments, and comma splices
5. Simple, compound, and complex sentences
6. Editing and proofreading of paragraphs and essays for grammatical problems
a. Subject-verb agreement
b. Verbs, including perfect tenses and passive voice
c. Punctuation: capitalization, quotation marks, apostrophes, commas, semicolons, and colons
d. Word form and usage
e. Parallel structure

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. Use of online tools such as Turnitin to increase awareness 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:

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

1. Reading comprehension and vocabulary exercises (weekly) and summarizing activities (2-3)
2. Critical reading, such as discussing and analyzing readings, metacognitive reading logs, and/or reading journals (weekly)
3. Basic research activities using the Internet and online databases to support writing (1-2)

Writing Assignments:
Written assignments will result in a minimum of 1,250 words.
1. Written homework such as journals, summaries, reading responses, and vocabulary, writing, and grammar exercises (including technology-enhanced activities)
2. At least one multi-draft expository/argumentative essay (350-word minimum)
3. Common assessment portfolio

Examination Assignments:
1. Exam(s) (1-2), with at least one timed paragraph exam
2. Quizzes (2-3)

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, paragraph(s), essay(s), common assessment portfolio	Writing 40 - 50%

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

Critical reading, paragraph/essay revision, basic research using the Internet and library databases	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.

Exam(s), timed paragraph exam(s), quizzes	Exams 30 - 40%

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

Participation, oral presentations, tutorial hours (ESL 770) attendance	Other Category 0 - 10%

Representative Textbooks and Materials:
Integrated Reading/Writing Texts:
Pathways 2: Reading, Writing, and Critical Thinking Student Book and Online Workbook. 2nd ed. Blass, Laurie. Cengage Learning. 2018
Q Skills for Success 3: Reading and Writing Student Book with iQ online practice. 3rd ed. Ward, Colin. Oxford University Press. 2019
Northstar 2: Reading & Writing Student Book with access code to MyEnglishLab. 5th ed. Barton, Laurie. Pearson. 2019

Grammar Reference Texts:
Fundamentals of English Grammar. Student Book with online student access. 5th ed. Azar, Betty and Hagen, Stacy. Pearson. 2020
Top 20: Great Grammar for Great Writing. 2nd ed. Folse, Keith. Cengage Learning. 2008 (classic)

Fiction Texts:
House on Mango Street. Cisneros, Sandra. Vintage. 1991 (classic)
The Circuit. Jimenez, Francisco. University of New Mexico Press. 1997 (classic)
Parrot in the Oven: Mi Vida. Martinez, Victor. Harper Collins. 2004 (classic)
A Jar of Dreams. 2nd ed. Uchida, Yoshiko. Aladdin. 1993 (classic)
A Long Walk to Water. Park, Linda Sue. HMH Books. 2011 (classic)

Instructor-prepared materials