EMLS 372 Course Outline as of Fall 2024

CATALOG INFORMATION

Dept and Nbr: EMLS 372 Title: EMLS HIGH-INTERMEDIATE
Full Title: High-Intermediate Reading/Writing/Grammar for Multiling Ss
Last Reviewed: 5/9/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	9.00	Lecture Scheduled	9.00	17.5	Lecture Scheduled	157.50
Minimum	9.00	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:	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:	ESL 372

Catalog Description:
In this high-intermediate reading, writing, and grammar course, students focus on the development of academic reading skills with particular focus on comprehension, vocabulary and rate, and the basic essay process, including writing, revising, and editing. There will be an emphasis on complex clause structures and review of intermediate grammar structures and punctuation. This course is designed for multilingual students.

Prerequisites/Corequisites:
Completion of the ESL Guided Self-Placement or completion of one of the following courses: EMLS 371 (ESL 371), EMLS 371B (ESL 371B), ESL 314

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: In this high-intermediate reading, writing, and grammar course, students focus on the development of academic reading skills with particular focus on comprehension, vocabulary

and rate, and the basic essay process, including writing, revising, and editing. There will be an emphasis on complex clause structures and review of intermediate grammar structures and punctuation. This course is designed for multilingual students. (Grade or P/NP)
Prerequisites/Corequisites: Completion of the ESL Guided Self-Placement or completion of one of the following courses: EMLS 371 (ESL 371), EMLS 371B (ESL 371B), ESL 314
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 unadapted selections of fiction and nonfiction
2. Apply the writing process to produce essays that demonstrate level-appropriate organization and content, critical thinking, vocabulary and fluency, and grammatical accuracy
3. Comprehend high-intermediate reading passages by identifying organizational strategies, paraphrasing and summarizing, and using main ideas and details to support writing assignments
4. Word-process essays and access information on the Internet and library databases to support their writing
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 high-intermediate reading passages.
3. Summarize and paraphrase multi-paragraph 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 essays with an introduction, a detailed thesis statement, well-developed supporting paragraphs, and an appropriate conclusion.
2. Recognize and produce different genres of academic writing, including descriptive/narrative, expository, and argumentative modes.
3. Utilize level-appropriate critical thinking skills in developing and supporting a thesis.
4. Complete timed essay(s) in response to a high-intermediate reading passage.
5. Edit papers for targeted grammatical structures.
6. Integrate academic vocabulary into essays.
7. Demonstrate sentence variety in writing: simple, compound, and complex (adjective, adverb, noun, and conditional clauses).
8. Exhibit control of sentence boundaries.
9. Employ level-appropriate control of punctuation, spelling and verb tenses.

Information Competency and Research
1. Utilize basic research skills.
2. Use the computer effectively as a writing, research, and language development tool.
3. Use an online thesaurus and dictionary.
4. Avoid plagiarism through use of online tools such as Turnitin.
5. Document in MLA form using Internet resources and library databases.

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

Topics and Scope:

ESL 372 instructional time focuses 40% on reading, 40% on writing, and 20% on 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, paraphrasing, and summarizing
B. Fiction Reading
1. Pre-reading skills to predict plot and theme
2. Critical reading of short stories, poetry and/or a short novels (for elements such as point-of-view, setting, protagonist, antagonist, conflict, plot, climax, theme, symbolism, and foreshadowing)
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. 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. Pre-writing
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, critical thinking, development, and academic vocabulary.
D. MLA formatting and style
E. Strategies for timed writing
F. Grammar (taught in the context of writing)
1. Adverbial clauses
2. Noun clauses, including direct and indirect speech
3. Conditional clauses
4. Recognition and correction of run-ons, fragments and comma splices
5. Simple, compound, complex, and compound-complex sentences
6. Editing and proofreading of essays 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
B. Online citation resources such as NoodleTools for MLA format
C. The computer as a writing, editing, and language development tool
D. Thesaurus, dictionary, online 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 Assignments:

Reading assignments of various lengths and complexity provide topics for analysis and discussion. Representative assignments may include:
1. Reading comprehension and vocabulary exercises (weekly)
2. Summarizing and paraphrasing activities (4-6)
3. Discussing and analyzing readings (weekly)

Writing Assignments:
Written assignments will result in a minimum of 3,000 words. Representative assignments may include:
1. Written homework, such as:
   A. Vocabulary exercises
   B. Journals
   C. Summaries
   D. Reading responses
   E. Grammar exercises (including technology-enhanced activities)
2. At least one multi-draft descriptive /narrative or expository essays (500-word minimum)
3. At least one multi-draft research essay that effectively incorporates source material documented in MLA style (750-word minimum)
4. Essays
5. Common assessment portfolio

Problem Solving Assignments, such as:
1. Critical reading
2. Essay revision
3. Research using the Internet and library databases

Examination Assignments, such as:
1. Quizzes (4-6)
2. Exams (2-3)
3. Timed essay exam

Other Assignments:
Additional activities and assignments may include the following:
1. Attendance & participation
2. Oral presentations
3. Collaboration such as participation in peer editing sessions to explore and refine the process of drafting, revision, and proofreading
4. ESL 770 attendance (tutorial hours)

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.

Writing Assignments	Writing 50 - 60%

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

Problem Solving Assignments	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.

Examination Assignments	Exams 25 - 30%

Other: 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 3: Reading, Writing, and Critical Thinking Student Book and Online Workbook. 2nd ed. Blass, Laurie. Cengage Learning. 2018.
Q Skills for Success 4 Reading and Writing Student Book with access card to online practice. 2nd ed. Norloff, Charl. Oxford University Press. 2015 (classic).
Northstar 3: Reading & Writing with Student Book with access code to MyEnglishLab. 5th ed. Barton, Laurie. Pearson. 2019.

Grammar Reference Texts:
Understanding and Using English Grammar Student Book with online resources. Azar, Betty & Stacy A. Hagen. Pearson. 2016 (classic).
Top 20: Great Grammar for Great Writing. 2nd Ed. Folse, Keith. Cengage Learning. 2008 (classic).

Fiction:
Lilies of the Field, Barret, William. Grand Central Publishing. (classic)
The Old Man and the Sea, Hemingway, Ernest. Charles Scribner's Sons. (classic)
Living Up the Street, Soto, Gary. Laurel-Leaf Books. (classic)
Woman Hollering Creek, Cisneros, Sandra. Random House. (classic)

Instructor prepared materials