

# ESL 0030C - ACADEMIC READING AND WRITING

## Catalog Description

Prerequisite: Placement by matriculation assessment process or completion of ESL 20C with grade of "C" or better

Advisory: Concurrent enrollment in ESL 25G and 25L

Hours: 90 lecture

Description: Essay organization, incorporation of academic sources, timed-writing, and revision editing. Emphasizes critical thinking skills and evaluation of academic texts for research purposes. Prepares students for ENGL 1A. (CSU, UC-with unit limitation)

## Course Student Learning Outcomes

- CSLO #1: Describe and discuss historical, ethnic, socio-cultural, and American academic influences that affect students with diverse cultural backgrounds.
- CSLO #2: Utilize research techniques and strategies for developing and narrowing a topic, breadth and depth reading comprehension.
- CSLO #3: Write well-organized, coherent college-level paragraphs, essays, and summaries, developed with appropriate support development including but not limited to research, definition of terms, facts, statistics, counter-argument(s), expert opinions, personal experience.

## Effective Term

Fall 2022

## Course Type

Credit - Degree-applicable

## Contact Hours

90

## Outside of Class Hours

180

## Total Student Learning Hours

270

## Course Objectives

1. Compose academic written discourse that incorporates multiple sources of research material as evidence for academic expository writing
2. Read and evaluate authentic academic text for purpose, validity, analysis of logical fallacies, and synthesis in written discourse
3. Develop research techniques and strategies for developing and narrowing a topic, breadth and depth reading comprehension; incorporation of summary, paraphrase, and quotations; MLA and source citation
4. Identify and expand usage of academic vocabulary including the most frequent words on the Academic Word List (Coxhead, 2000)
5. Access and participate in key campus support services compiled and assessed by a learner's portfolio

6. Demonstrate appropriate American classroom etiquette, course expectations, and socio-linguistic competence for academic situations

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Reading Skills
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Peer Review: Based on a guided worksheet, students will be directed to evaluate each other's draft essays in an LMS discussion board. If on-ground, face-to-face discussion will follow the worksheet enabling students to communicate and clarify the feedback. If synchronous, the Instructor will facilitate a recorded conference session identifying just-in-time teaching points (formative assessment) for full class review using the sample student on the projected to a shared screen. The instructor will post the recording for all students to view. Grade based on participation and quality of feedback.
- Essay Examinations
  - Example: Students write a one-page annotated bibliography with 2-5 sources from a common theme that they previously prepared with classmate and with instructor guidance respond to an instructor provided reading prompt. Students will write a critical essay response graded by the instructor according to a rubric.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Reading: An instructor will assign two academic texts on similar topics that cross disciplines, for example, one on wind and solar energy and one on sustainability. Students will evaluate the logic, clarity, and credibility of the texts. Students will cover discipline specific vocabulary and the instructor will guide students through a reading process for previewing and predicting; reading for fluency practice; then to annotate the text for purpose, thesis, main ideas, essential details, reasons, and examples. Additionally, the instructor will aid students in identification of the author's indirect language for style, intent, inferred meaning, possible bias, and offer cultural and schema reinforcement. Students will write academic summaries of each article to be used as cited reference and support in a research paper and/or expository essay. Writing: After an in-depth discussion of the articles, an intensive study of targeted vocabulary from the text (from the Academic Word List and the top 3,000 words), and a short lesson on cause and effect collocations (e.g., A contributes to

B, A is due to B, A develops from B), students will use process writing to develop a critical response essay stating and supporting his/her opinion on the effects of the use of natural resources. Students will be required to use direct quotations and indirect speech then document their sources according to MLA.

#### Distance Learning

1. Instructor will moderate an online discussion using examples that students previously submitted in an LMS assignment that followed clear steps for incorporation of sources using MLA in-text citation and appropriate reported speech. Additionally, students will respond to instructor-provided prompts, write lightly researched posts, then respond to two classmates in weekly online discussions.

## Typical Out of Class Assignments Reading Assignments

1. Read instructor-provided article, internet source material, or textbook selection and evaluate for genre, appropriateness, and logic / clarity of arguments as a source for a thesis statement. 2. Read model essays for a selected writing genre and/or used as an explanation of writing skills and strategies.

## Writing, Problem Solving or Performance

1. Write a brief and succinct academic summary that identifies essential referenced information including the author's main argument for use in an annotated bibliography. 2. Write a 2-3 page critical essay responding to an instructor selected theme (e.g., psychology of success, environmental issues, American cultural identity) using information from two previously instructor-approved sources to support a thesis.

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- Advance in Academic Writing
  - Author: Steve Marshal
  - Publisher: Pearson
  - Publication Date: 2017
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Freakonomics
  - Author: Levitt & Dubner
  - Publisher: Morrow
  - Publication Date: 2020
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:
- Educated
  - Author: Westover
  - Publisher: Thompson/Heinle
  - Publication Date: 2018
  - Text Edition: 3rd

- Classic Textbook?:
- OER Link:
- OER:
- Caste
  - Author: Isabel Wilkerson
  - Publisher: Random House
  - Publication Date: 2020
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- They Say I Say
  - Author: Graff & Birkenstein
  - Publisher: Norton
  - Publication Date: 2018
  - Text Edition: 4th
  - Classic Textbook?:
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**