

ESL 0530C - INTERMEDIATE-HIGH INTEGRATED WRITING, READING, AND GRAMMAR

Catalog Description

Prerequisite: Placement by ESL matriculation assessment process or completion of ESL 520C with grade of "C" or better, or completion of ESL 820C with grade of "Pass", and concurrent enrollment in or completion with grade of "C" or better in ESL 530S or completion with grade of "Pass" in ESL 830S

Advisory: Concurrent enrollment in ESL 5300 or 8300 and ESL 532G or ESL 832G

Hours: 90 lecture

Description: Intermediate-high level integrated skills course for non-native speakers of English focusing on written production for college and career. Emphasis on comprehension and analysis of level-appropriate authentic materials with genre-based and essay style writing, vocabulary and grammar. (not degree applicable)

Course Student Learning Outcomes

- CSLO #1: Analyze intermediate-high level texts employing a variety of reading skills.
- CSLO #2: Compose essays and genre-based writing in response to content and directions.
- CSLO #3: Differentiate intermediate-high level grammar and vocabulary for meaning in texts and utilize in compositions with intended meaning.

Effective Term

Fall 2022

Course Type

Credit - Nondegree-applicable

Contact Hours

90

Outside of Class Hours

180

Total Student Learning Hours

270

Course Objectives

Content will be taught with authentic language that focuses on U.S. culture and history and intermediate-high level situations and functions for college and career. Through integrated skills study and practice, students will:

1. analyze a variety of authentic non-fiction texts and some fiction (20,000 – 30,000 words) using intensive and extensive reading skills and effective reading habits including annotation;
2. differentiate and select for writing intermediate-high level vocabulary including most used 1000 AWL;

3. construct essays in response to course reading material or prompts with focused thesis statements supported by paragraphs which include topic sentences with controlling ideas and support utilizing rhetorical patterns as appropriate;
4. develop genre-based writing and paragraphs utilizing a variety of sentence patterns (simple, compound, complex) with mainly accurate English sentence structure, word order, word choice, and punctuation in response to course material and/or discussion;
5. investigate supporting evidence for class assignments by applying technology and research skills;
6. apply intermediate-high level grammar in writing;
7. analyze writing and apply self-editing skills to sentences, paragraphs, genre-based writing, and essays;
8. comprehend, formulate and express ideas in class and group discussions;
9. construct meaning from written and oral directions to complete tasks;
10. utilize LMS and technology to interact with classmates and instructor and complete course tasks; and
11. assemble a portfolio that demonstrates competence in intermediate-high level writing.

General Education Information

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

Articulation Information

- Not Transferable

Methods of Evaluation

- Essay Examinations
 - Example: 5-paragraph argumentative essay timed-writing on a topic the class has read about and discussed (e.g., In Sign of the Beaver, how does the relationship between Attean and Matt represent the conflict between white settlers and Native Americans) and is evaluated using a standard rubric.
- Objective Examinations
 - Example: On a quiz on Sign of the Beaver, students will answer comprehension questions about a chapter (e.g., Why did Matt make notches on the stick his father had given him?). Evaluation is based on accuracy of answers.
- Reports
 - Example: Students write a business letter in response to a prompt. (e.g., Write a letter company you would like to work for. Your purpose is to find out what kind of experience and skills are required for the position you want.) Evaluation is based on standard rubric.
- Skill Demonstrations
 - Example: Students analyze unknown vocabulary by using word order, parts of speech, punctuation, and context to make an informed guess of definition. (e.g., Read the following sentence. What part of speech is "dumbfounded?" Based on the content, what is a good guess of the meaning of this word? "Matt was dumbfounded. It was the first sign the Indian had given of—well, of what exactly? He had not sounded friendly.") Evaluation is based on accuracy of answers.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Using the doc camera, the instructor shows a summary of an article students have previously read for homework. Instructor elicits from students key features of the summary: substantially shorter than original, includes thesis and main points, uses similar, but not identical language. Instructor reminds students that good summarizing is a strategy for avoiding plagiarism. Instructor provides a short article for students to summarize asking them to work in groups to identify 3 key points using just a few words for each. After writing these on the board, teacher models taking a few words and writing a sentence using a new vocabulary and structure for one of the key points. Instructor directs students to work in groups to do the same with the next two points.
2. The instructor will provide a definition and purpose for annotation and show an example of a short, annotated paragraph using a document camera. The instructor will then model annotating a page from the text by showing the text on the document camera and talking aloud to share with the class the thought process of an active reader as she makes comments, writes questions, and circles key vocabulary. Instructor will then direct students to read the next section on their own and make at least five of their own annotations using instructor-provided guidelines.

Distance Learning

1. In an online platform (LMS) page, instructor will provide notes accompanied by an instructional video about the format and essential parts of an essay, including the important parts of the essay and discussion of placement and aspects of an effective thesis statement, topic sentences in the body paragraphs, and transitions. Students will follow up by reading textbook information about persuasive essay introduction, body, and conclusion. The instructor will then provide sample persuasive essays that need improved topic sentences and added development along with an assignment to identify the topic sentences that need improvement and the places within the body paragraphs where development and details are needed. Students will add development, marking the places where they are adding their new sentences to the essay. Students will also make improvements to the topic sentences. When they have finished, students will submit the revisions to the sample essays by uploading the file to the LMS assignment. The instructor will comment on the additions and revisions and provide feedback to students in the comments section and through annotation of the assignment in the LMS. Students and instructor will discuss this assignment and instructor will respond to questions about it in a follow up class conferencing session with the course which will be recorded and available for any students who cannot attend the synchronous session.
2. During a synchronous online class conferencing session (which will be recorded with a copy of that recorded session available for students unable to attend), the instructor will read the first two pages of the introduction to the course non-fiction text and will ask students questions and point out important points to note from the pages in

order to peak interest in the text and prepare students for reading it on their own. Students and instructor will discuss the questions that the instructor poses during the conferencing session. The instructor will assign reading the introduction and first chapter of the text to students and will provide students reading comprehension/group discussion questions along with vocabulary to log for each chapter. Instructor will remind students to annotate as they read and to make notes in response to the questions about the text. Instructor will assign reading group discussion boards where students will post their answers to the questions about the chapters and discuss with one another. Instructor will respond to general group discussion board questions or confusion directly in the discussion board and will respond to individuals through feedback in the grading section. Students will also log the new vocabulary words in their notebooks/vocabulary logs, making sure to find the meaning that matches the context of the original text sentence. The instructor will provide practice quizzes in the LMS for students to practice using the new vocabulary in context.

Typical Out of Class Assignments Reading Assignments

1. Preview, read, and annotate chapter of non-fiction text (Warriors Don't Cry – abridged version by Melba Pattillo Beals) and then develop 4 types of questions (here, there, inside/outside, and outside) questions for group discussion.
2. Read about two different careers from within the same interest area using one of the programs in Career Connections (e.g. Career Coach). Analyze and identify key features and responsibilities of each.

Writing, Problem Solving or Performance

1. Compose a 5-paragraph argumentative essay which includes a thesis that responds to prompt based on course text.
2. Compose a multi-paragraph report which compares and contrasts two career choices based on research using at least two separate sources.
3. Paraphrase short factual texts of one to five sentences in length (e.g., paraphrase factual statements about refugees listed on a research-based site)

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

1. Assemble a portfolio of semester work evidencing attainment of course student learning outcomes.

Required Materials

- Longman Dictionary of American English
 - Author: Pearson
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Sign of the Beaver
 - Author: Spear
 - Publisher: Houghton Mifflin Harcourt
 - Publication Date: 1983
 - Text Edition: 1st

- Classic Textbook?:
- OER Link:
- OER:
- The Native American Struggle in United States History
 - Author: McCormack
 - Publisher: Enslow Publishing
 - Publication Date: 2015
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Warriors Don't Cry
 - Author: Melba Pattillo Beals
 - Publisher: Simon Pulse
 - Publication Date: 2007
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- Outcasts United (adapted for young people)
 - Author: St. John, Warren
 - Publisher: Ember
 - Publication Date: 2012
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

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

Course packet of instructor-created handouts.