

ESL 0820C - INTERMEDIATE INTEGRATED WRITING, READING, AND GRAMMAR

Catalog Description

Prerequisite: Placement by ESL matriculation assessment process or completion of ESL 510C with grade of "C" or better or completion of ESL 810C with grade of "Pass" and completion with grade of "C" or better or concurrent enrollment in ESL 520S or completion with grade of "Pass" or concurrent enrollment in ESL 820S

Advisory: Concurrent enrollment in ESL 5200 or 8200 and ESL 522G or ESL 822G

Hours: 90 lecture

Description: Intermediate level integrated skills course for non-native speakers of English focusing on written production for college, vocational, and community success. Emphasis on comprehension and analysis of level-appropriate authentic materials and written responses using focused multi-paragraph writing and level-appropriate vocabulary and grammar. (pass/no pass grading) (noncredit)

Course Student Learning Outcomes

- CSLO #1: Analyze level-appropriate texts (utilizing reading skills) and compose multi-draft focused paragraphs in response to content and directions.
- CSLO #2: Apply level-appropriate dictionary skills to infer meaning, compose assignments, and expand active vocabulary.
- CSLO #3: Differentiate level-appropriate grammar to analyze meaning in texts and develop appropriate written responses.

Effective Term

Fall 2022

Course Type

Noncredit

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-level situations and functions for college, career and community. Through integrated skills study and practice at Intermediate Level, students will:

1. Analyze a variety of authentic and some adapted fiction and non-fiction texts (170 - 220 pages) for comprehension, identification of main idea, details, fact/opinion, cause/effect, inferences, basic literary components

- (e.g., character, plot, point of view, setting, etc.) and source credibility using intensive and extensive reading skills and effective reading habits;
2. Use information in an English language dictionary to locate a word, determine word form, distinguish target meaning for text usage, and locate intermediate-level collocations and thesaurus information;
 3. Define and use 2500 most-used English words and construct meaning of vocabulary, including AWL vocabulary, found in course texts using context clues (e.g., word form, sentence structure, meaning of surrounding words, synonyms, antonyms, signal words, and embedded definitions), word analysis (e.g., affixes) and dictionaries;
 4. Construct short 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 (process, description, narrative, compare/contrast, cause/effect, argument) as appropriate.
 5. Develop paragraphs utilizing a variety of sentence patterns (simple, compound, complex) with comprehensible English sentence structure, word order, word choice, and punctuation (end punctuation, commas) in response to course material or discussion;
 6. Apply technology skills and research skills for finding, listing, and evaluating information for class projects;
 7. Recognize and use intermediate level grammar in writing and speech (e.g., verb tenses and forms, agreement, modifiers, conjunctions, determiners);
 8. Analyze writing using self-editing skills to organize and develop ideas in writing and locate and correct grammatical, lexical, mechanical, and structural issues;
 9. Comprehend, formulate and express ideas in class and group discussions;
 10. Construct meaning of written and oral directions to complete tasks; and
 11. Assemble a course portfolio that demonstrates competence in intermediate 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

- Classroom Discussions
 - Example: Students work in groups to discuss chapters or articles and respond to study questions. Instructor circulates to listen to group discussions, interact with students as needed, and check responses to study questions. This is evaluated with a simple rubric-participating or not participating.
- Essay Examinations
 - Example: In-class timed writing about a reading passage which is related to a topic the class has been reading and discussing such as "Is it important to have diversity in leadership?" This is evaluated using a standard rubric.
- Objective Examinations
 - Example: Course quiz on vocabulary strategies. Students would read a passage with new vocabulary. They would use context clues to write an approximate definitions. Sample question: Write

the meaning of the underlined word, and circle the context clues in the sentence. Kenji thought that it was unjust, or not fair, that girls could wear earrings in the school, but the boys could not.

- Skill Demonstrations
 - Example: 1. Students revise and edit their writing based on a rubric and/or other feedback (e.g., the second draft of the writing topic in #1) 2. Students use dictionary skills to select appropriate word form, meaning, and/or collocation.

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will show a passage from the text using a document camera and highlight challenging words. Instructor will demonstrate various types of context clue such as signal words, punctuation, grammar, and word order to make a good guess about the definitions. Instructor will ask student groups to use context clues to make a good guess about the definitions of new vocabulary words on a handout. Students will write these on the board and explain their rationale for their guesses. The class will analyze and compare each group's definitions and then look up the words in the dictionary and evaluate if these guesses were sufficient for understanding the reading passage.
2. The instructor will show an example of an essay with support for a position and encourage the class to find examples of the supporting ideas, details, and examples in the sample writing. Then the instructor will lead a discussion of a topic from the current reading and help direct student attention to the kinds of and examples of support in the text. The instructor will elicit pros and cons of two different positions related to a topic from the reading (e.g., pros/cons of mail-order brides) and will ask students to choose a position. Instructor will direct students to select major supporting points and include them in writing a multi-paragraph text supporting their position.

Distance Learning

1. Instructor will provide a video demonstration of how to annotate a reading passage using a symbol system and series of notes and questions to use as a strategy for active reading. Instructor will provide a sample in course packet and in the LMS. Students will practice this reading skill on a new reading passage provided by the instructor. They will then upload to LMS. Instructor will provide feedback using a standard rubric and audio or written comments.

Typical Out of Class Assignments

Reading Assignments

1. Preview and read fiction or non-fiction texts using dictionary and annotation skills, and then students develop comprehension and analysis questions for group discussion. 2. Read an article and compare the outcomes, situation, or challenges to those in a prior text. 3. Read multi-step assignment directions to analyze task and successfully complete it.

Writing, Problem Solving or Performance

1. Compose multi-paragraph focused responses that include a thesis statement to a prompt based on course texts. 2. Revise (develop, organize, grammar, and sentence structure) and self-edit writing based on instructor and/or peer feedback. 3. Compose a summary of a chapter or article, and write a response which includes a supported opinion or argument.

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

1. Assemble a portfolio of writing 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:
- Who Is Sonia Sotomayor?
 - Author: Stine, Megan
 - Publisher: Penguin Workshop
 - Publication Date: 2017
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

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