

ESL 0850S - ESL SUPPORT FOR ENGL C1000 ACADEMIC READING AND WRITING

Catalog Description

Corequisite: Concurrent enrollment in ENGL C1000

Hours: 36 lecture

Description: Prepares and supports Multi-lingual and English Learners (ELLs) enrolled in ENGL C1000. Students will develop their grammar and academic reading writing skills through activities, self-editing, plus reading and short writing assignments, focusing on issues specific to ELLs. (noncredit)

Course Student Learning Outcomes

- CSLO #1: Critically reason and comprehend college-level texts written in English.
- CSLO #2: Revise multiple-paragraph essays for coherence and clarity using aspects of language specific to language learners.
- CSLO #3: Develop essential communication skills and confidence for academic success, enhancing engagement and ownership in the language learning journey, thereby empowering effective communicators

Effective Term

Fall 2025

Course Type

Noncredit

Contact Hours

36

Outside of Class Hours

72

Total Student Learning Hours

108

Course Objectives

1. Identify and practice cross-cultural communication strategies that respect linguistic diversity to create an inclusive environment where all voices are equally valued
2. Demonstrate autonomy and choice by selecting discussion topics, setting personal language goals, and reflecting on progress.
3. Compare US academic expectations of original thought and wording in contrast to the expectations of students' primary cultures
4. Develop strategies to attain a basic understanding of college-level readings.
5. Critically analyze college-level readings.

6. Develop college-level vocabulary and collocations.

7. Develop academic writing skills to summarize, respond to, and reflect on college-level readings.

8. Integrate primary and secondary sources into an essay through paraphrasing, summarizing and quoting utilizing appropriate MLA and/or APA format and guidelines.

9. Incorporate feedback from instructors and tutors effectively when revising writing assignments.

10. Revise writing so that it demonstrates awareness of genre and audience, and employ accurate English grammar, idiomatic usage, academic vocabulary, and spelling while emphasizing clarity over correctness.

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 discussion board posts should be no more than a 2-minute video OR a minimum of 250 words. Collegiate Camaraderie & Connections are encouraged with a minimum of least two replies to colleagues. A strong response will follow the 3CQ method, including a comment on a colleague's post, a compliment on their work, and a connection to the student's own work/experience/perspective and a final ask a question to further the discussion. Students will be guided with tips for using genre specific and socially inclusive language cues
- Other
 - Example: A "pass" in ESL 850S will not based on an instructor's judgment about the quality of writing or other work; instead, students earn a Pass based entirely on what they do—on their conscientious effort, participation, and completion of required tasks. Students are guaranteed to pass ESL 850S if they meet the following requirements: complete all rough draft workshops, provide thoughtful peer feedback, and meet criteria for most complete most "elements of composition" practice activities and meet criteria for most complete most discussion board posts and peer replies and meet criteria for most attend at least one Zoom session with the instructor attend at least one Zoom tutoring session with the PASS Peer to introduce yourself and get to know each other attend at least one session with either the writing center, the 24/7 tutoring service on Canvas, or our PASS Peer for help with anything related to Engl C1000 or ESL 850S make substantive revisions when the assignment is to revise (focusing on global concerns and "re-seeing" the essay rather than local concerns like grammar) complete all 850S class assignments, including writing practice assignments, reflections, and grammar modules Meet your own personal goal for the semester

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will present a video lecture introducing the culturally academic expectation for coherence in a well-developed paragraph, supported by a text-based overview of various devices for adding coherence to a paper such as transition words, chain and fork type sentence structure, demonstrative pronouns, parallel structure, and correlative expressions. Additionally, the instructor will give them peer review guidance with student samples modeling kind yet critical feedback as well as feedback that does not follow this etiquette. After watching the lecture, reading a chapter from *They Say/I Say* about transitions and connecting the parts, and after reviewing the handout on cohesion, students will read two other student essays in a guided peer review that uses the handout on coherence as a reference to determine whether they have used these devices in their writing from their ENGL C1000 course. Next, they will submit a reflection paragraph that explains what information from the lecture on cohesion was new, what they plan to change in their essay, whether this information was useful to them, and share about their experience with peer review. Responses can be either a paragraph with a minimum of 250 words or video of no more than 2 minutes.

Distance Learning

1. The instructor will record a video with screen captioning while reading several sections of a reading passage, modeling a “read aloud” instructional practice of the text designed to identify references, idioms, and nuanced expressions with the goal to deepen understanding and appreciation of the work, additionally enabling cultural literacy which might otherwise hinder students from interpreting advanced texts. Students will respond to several guiding questions in a response of either a paragraph with a minimum of 250 words or video of no more than 2 minutes and respond to two or more of the classmates.

Typical Out of Class Assignments

Reading Assignments

Read two articles (Imagine Online School in a Language You Don’t Understand by Rikha Sharma Rani & Learning Environments Research by Sharmaine Gek Teng Ong & Gwendoline Choon Lang Quek). Consider the following questions then choose an option for response: What do these two articles have in common? What do you think Ms. Torres and Ms. Alomari should do? How will you stay engaged in your online classes this semester? Option 1: 500-word written response to the article (pick a significant theme or character to analyze). Option 2: Do a vlog (video blog) or host a podcast. The episode must be at least ten minutes discussing a major theme or character in the article. Option 3: Create a photography collection with at least 20 photos (you must take the photos) centered around a theme in the article. Write a 200-word explanation of why you chose the theme and how it relates to your life.

Writing, Problem Solving or Performance

Students will write a Literacy Narrative which includes a story about a life-defining moment, reflecting on a significant experience that explores their relationship with reading and writing in general and how these subjects have shaped their life. Because this is a relatively short assignment (350 words), it would be best to focus on a single event or experience (or a few closely related experiences). The instructor will offer their own literacy narrative along with 1 or 2 student samples as a means of building trust and getting to know students according to their individual needs.

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

Required Materials

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