

1. TITLE:

ESOL 840: English for Speakers of Other Languages IV

6 units, 9 hours per week, with 1 hour by arrangement

Prerequisite: none

Recommendation: Satisfactory completion of ESOL 830, or 831 and 832, or 863 and 873, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.

2. COURSE CLASSIFICATION:

Course not applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

For high-intermediate students who have studied the grammatical structures, reading skills and elements of paragraph writing in ESOL 830, or 831 and 832, or 861 and 871. Emphasis is on thematic reading, discussion, and writing from paragraphs to essays, supplemented by exercises in proofreading.

Schedule of Classes Description:

This course is for high-intermediate learners who have studied the grammatical structures, reading skills, and elements of paragraph writing in ESOL 830, or 831 and 832, or 861 and 871. Emphasis is on thematic reading, discussion, and writing from paragraph to essays, supplemented by exercises in proofreading. Plus one hr/wk by arrangement.

4. COURSE JUSTIFICATION:

This is the fourth in a series of core courses offering English as a Second Language instruction. Successful completion of this course is required prior to entrance into ESOL 400.

5. STUDENT LEARNING OUTCOMES (SLO'S):

ESOL 840 is a 4-skills class comprising instruction and practice in writing, reading, speaking, and listening comprehension.

Upon completion of ESOL 840, students will be able to

- I. Writing
 - a. In a scaffolded, in-class process, write an essay demonstrating attention to response to the prompt, organization, development, and support.
 - b. Demonstrate 70% control over most grammar structures using high- and low-frequency words and awareness of audience.
- II. Reading
 - a. Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions
- III. Speaking
 - a. Summarize orally and clarify information received from a variety of sources, demonstrating competent oral intelligibility.
 - b. Persuade someone to a particular point of view and use appropriate conversational techniques.
- IV. Listening
 - a. Identify vital information from complex lectures and media and record that information in writing in an organized method for later retrieval.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

I a. In a scaffolded, in-class process, write an essay demonstrating attention to response to the prompt, organization, development, and support.

- Read a prompt critically for directive words and compose an appropriate response.
- Develop an idea with a thesis, paragraphs with topic sentences and support, and sufficient details.
- Use effective transitions in writing.
- Use appropriate writing and paragraphing conventions such as punctuation, mechanics, margins, indentation, and formatting.

I b. Demonstrate 70% control over most grammar structures using high- and low-frequency words and awareness of audience.

- Discriminate between grammar structures and use them for the most effective presentation of ideas, to a level of 70% control or better.
- Employ editing strategies to modify own work according to standard English grammar, to a level of 70% control or better.
- Choose specific language with the intent to have an impact on the reader.
- Be aware of differences in structure between native tongue and English, and adjust own writing accordingly, to a level of 70% control or better.

II a. Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions.

- Apply strategies such as prereading, annotation, journaling, and discussion to further comprehension of text.
- Discriminate between comprehension at the decoding level and comprehension at the conceptual level (read for meaning).
- Demonstrate ability to use and act upon information gained in academic text.
- Show ability to extend through reader response, analysis, and summary.

III a. Summarize orally and clarify information received from a variety of sources, demonstrating competent oral intelligibility.

- Participate actively in a debate on information gathered from sources.
- Deliver an oral presentation as a part of a learning, writing, or reading process.
- Be able to ask and answer questions regarding topics in the class in an intelligible manner.

III b. Persuade someone to a particular point of view and use appropriate conversational techniques.

- Participate actively in a debate on information gathered from sources.
- Use persuasive language (modals, imperatives, cause-and-effect language, description) to convince someone to adopt a point of view.

IV a. Identify vital information from complex lectures and media and record that information in writing in an organized method for later retrieval.

- Take notes and be able to construct meaning from those notes.
- Use notes in class to facilitate comprehension of a topic given aurally.

7. COURSE CONTENT:

A. Reading

1. Continued word attack skills, vocabulary, and idiom acquisition
2. Thematic materials for reading comprehension and critical thinking

3. Oral expression of ideas in an interactive setting and in a presentation
4. Predicting (pre-reading)
5. Applying what has been read to new situations, expressing reactions and group problem solving
6. Word origins, nuances, relationships between word choice and cultural attitudes
7. Reviewing basic skills such as skimming, scanning and vocabulary analysis
8. Guessing meaning from context and coping with technical terms, idioms, slang, abbreviations, and archaic words.
9. Advanced reading skills (making and supporting inferences, separating fact from opinion, identifying and evaluating points of view, applying what has been read, summarizing and paraphrasing, reading critically, finding support for or against ideas and opinions, comparing interpretations, and reading charts, tables, and graphs)
10. Some minimal attention to reading rate and its relation to comprehension and critical thinking.

B. Writing

1. Elements of a well-organized English paragraph, culminating in those of an essay
2. Ways of data gathering, data interpretation, and thought organization (narration, description, enumeration, comparison and contrast, definition, cause and effect). Topics are chosen not only to give a variety in theme structure and style, but also to provide a context for cultural understanding
3. Proofreading: special focus is given to common structural and punctuation errors made by non-native writers (in sentence boundaries, transition devices, agreement, articles, coordination, and subordination)

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, assigned reading and writing, class participation. Reading is a minimum of one model essay per topic. Oral work is in small group discussion and whole class presentation. Writing is a minimum of one paragraph or essay for each topic, plus exercises in structure and punctuation, and a final exam. Oral work is done in class. Reading and writing assignments are given in class and as homework. Students will demonstrate critical thinking skills in recognizing, analyzing, and evaluating concepts and ways of organization and presentation in their reading as well as in their oral and written work.

9. ASSIGNMENTS:

A. Typical beginning unit:

1. Read a complex article or series of articles on a current or relevant topic.
2. Examine vocabulary and language use in article.
3. Discuss grammar structures used in the article.
4. Participate in group discussion and/or debate on the topic.
5. Give oral presentations on a particular topic.
6. Employ the writing process to draft a paragraph responding to or giving examples of the topic in the article.
7. Engage in a group peer editing process to evaluate and improve own writing.
8. Create multiple drafts focusing on content, development, paragraph structure, and support.
9. Apply editing techniques and knowledge from grammar instruction to own writing.
10. Receive instruction in appropriate presentation and formatting techniques.

B. Typical middle unit:

1. As a regular occurrence in class, read a novel or piece of nonfiction in continuing portions.
2. Examine vocabulary and language use in the novel.
3. Participate in group discussion and/or debate on the story.

4. Be responsible for vocabulary via regular quizzes.
5. Examine author's role in the text, point of view, purpose, and intended effect on reader.

C. Typical ending unit

1. Read an excerpt of academic text on an academic topic.
2. Discern between levels of interpretation of the reading, e.g. literal level versus philosophical level.
3. Examine author's role in the text, point of view, purpose, and intended effect on reader.
4. Discriminate between author's words and author's sources cited in a text.
5. Use appropriate citation techniques to discriminate between own writing and writing gathered from sources.
6. Give an oral presentation discussing an aspect of researched material.

10. EVALUATION OF STUDENT PERFORMANCE:

Credit/no credit or letter grade option. A grade of C or better means eligibility to enroll in ESOL 400 or its equivalent. A grade of credit is equivalent to a C letter grade.

11. RECOMMENDED or REQUIRED TEXT(S):

Writing texts:

Nuttall, G. (2005). College Writing 3. Houghton Mifflin: Boston.

Blass & Pikey (2005). Mosaic 2 Writing. 4th ed. McGraw-Hill: New York.

Reading texts:

Avery/Fellag (2005). College Reading 3. Houghton Mifflin: Boston.

Wegmann, B. & Knezevic, M. (2005) Mosaic 2 Reading. 4th ed. McGraw-Hill: New York.

Reading/Writing integrated texts:

Cohen, R. & Miller, J. (2004). Northstar Advanced. Longman: White Plains.

Grammar texts:

Azar, B. (1999). Understanding & Using English Grammar. 3rd ed. Prentice Hall Regents: Upper Saddle River.

Frodesen, J. & Eyring, J. (2000). Grammar Dimensions 4. Platinum ed. Larsen-Freeman, D., series ed. Thomson/Heinle: Boston.

Werner P. & Nelson, J. (2005) Mosaic 2 Grammar. 4th ed. McGraw-Hill: New York.

Editing texts:

Lane, J. & Lange, E. (1999). Writing Clearly: An Editing Guide. 2nd ed. Thomson/Heinle: Boston.

Folse, K., Solomon, E., & Smith-Palinkas, B. (2004) Top 20: Great Grammar for Great Writing. Houghton Mifflin: Boston.