

Skyline College
Official Course Outline

Date: March 19, 2007

A. TITLE:

ESOL 861: High-Beginning ESL Reading & Writing
4 units, 4 hours per week, with 1 hour by arrangement

Prerequisite: none

Recommendation: Appropriate skill level of ESOL 810, or 811, as indicated by ESL placement test and other measures as necessary.

B. COURSE CLASSIFICATION:

Credit course NOT applicable to the Associate degree.

C. COURSE DESCRIPTIONS:

Catalog Description:

Development of reading and writing skills at the high-beginning level of English acquisition. Reading strategies, fluency, vocabulary, comprehension, and sentence and short paragraph writing. ESOL 861, when taken with ESOL 851 and ESOL 871, is equivalent to ESOL 810.

Schedule of Classes Description:

Development of reading and writing skills at the high-beginning level of English acquisition. Reading strategies, fluency, vocabulary, comprehension, and sentence and short paragraph writing.

D. COURSE JUSTIFICATION:

The first in a series of reading and writing courses for English language learners, this course instructs students in reading fluency, vocabulary, writing conventions, and academic skills necessary for success at the pre-intermediate level.

E. STUDENT LEARNING OUTCOMES (SLO'S):

By the completion of this course, students will be able to:

- A. Employ strategies such as predicting, previewing, skimming and scanning to modified texts written in the first 1500 core words of everyday English.
- B. Demonstrate skill in chunking, using textual cues, and using knowledge of word families to increase reading rate and comprehension.
- C. Use new vocabulary in writing, reading, and discussion.
- D. Write clear simple sentences in the affirmative, negative, and question with correct word order.
- E. Write short descriptions, narratives, and explanations showing attention to common writing conventions.

F. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- A. Employ strategies such as predicting, previewing, skimming and scanning to modified texts written in the first 1500 core words of everyday English.
 - a. Use discussion, pictures, and schematic knowledge to predict content in readings.
 - b. Locate information in short passages.
- B. Demonstrate skill in chunking, using textual cues, and using knowledge of word families to increase reading rate and comprehension.
 - a. Use jigsaw readings, timed readings, cloze readings, and other exercises to develop reading fluency.
 - b. Demonstrate awareness of affixes denoting parts of speech and apply awareness to comprehending text.
- C. Use new vocabulary in writing, reading, and discussion.
 - a. Demonstrate skills in dictionary use.
 - b. Use a vocabulary log or other system of retaining and reusing newly acquired words.
- D. Write clear simple sentences in the affirmative, negative, and question with correct word order.
 - a. Engage in pre-writing and post-writing activities connected to text.
 - b. Study the elements of the simple sentence, the compound sentence, and complex sentences using simple adverb clauses.
 - c. Write various responses to text including personal response, narrative, description, and explanation.

- E. Write short descriptions, narratives, and explanations showing attention to common writing conventions.
- Demonstrate ability to write at the simple sentence level.
 - Demonstrate ability to connect ideas into a short text with a main idea.
 - Write various responses to text including personal response, narrative, description, and explanation.
 - Attend to common writing conventions such as punctuation, indentation, paragraphing and margins, titles, and logical order at an introductory level.

7. COURSE CONTENT:

Content may include the following:

- Strategies for vocabulary acquisition, retention, and use
- Chunking, use of parts of speech, and use of word families
- Introduction to identification of topic, main idea, and support
- Reading of graded short novels and stories
- Supportive research using the internet and other sources to broaden and deepen reading comprehension and writing
- Elements of the simple and compound sentence, and introduction to the complex sentence
- Introduction to writing and paragraphing conventions
- Introduction to narrative and description

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Vocabulary, comprehension, and simple sentence and paragraph construction are primary to this course. Activities that increase self-confidence in reading are highly recommended. Contrastive analysis of English vocabulary, prose styles, and writing conventions with that of students' own first language is useful and beneficial. Instruction methods may include:

- accompanying pre-reading discussions or expansion activities with other media (film, song, art, etc.)
- use of scaffolding, graphic organizers, and templates to aid the understanding of texts and writing conventions
- writing activities that include academic as well as personal expression
- use of language logs to record writing errors and to inform correction of them
- use of vocabulary journals to record and analyze vocabulary and aid in its retention
- searches of internet texts to broaden understanding and increase exposure to the language

9. ASSIGNMENTS:

Assignments can include:

- paragraphs or letters
- modified readings such as from an ESL text
- simple authentic readings
- writing journals
- internet research
- library visits and reading leveled library books
- vocabulary analysis
- language logs

10. EVALUATION OF STUDENT PERFORMANCE:

Students receive either a letter grade or credit/no credit based upon satisfactory completion at the level of 70% or better on all assignments and participatory activities.

11. RECOMMENDED or REQUIRED TEXT(S):

One reading and writing text, or two texts that together address reading and writing, are necessary for this course. A vocabulary text or dictionary/workbook package is advised. Some suggestions are the following:

Reading and Writing (combined) texts:

Broukal (2004). Weaving it Together 1: Connecting Reading & Writing. 2nd ed. Thomson/Heinle: Boston. 0-8384-4797-X. (Tape/CD/instructor's manual available)

Maher & Haugnes. (2003). NorthStar Reading & Writing Basic/Low Intermediate. 2nd ed. Pearson Ed./Longman: Boston. 0-201-75569-6.

Sokmen/Mackey (1998) Kaleidoscope 1: Reading & Writing. Thomson/Heinle: Boston. 978-0-395-85880-6.

Writing texts (to be combined with a reading text):

Blanton. (2001). Composition Practice 1. 3rd ed. Thomson/Heinle: Boston. 0-8384-1993-3.

Pavlik & Keenan Segal (2006) Interactions 1 Writing, 4th ed. McGraw-Hill: New York.

Pike-Baky. (2000). Tapestry Writing 1. Thomson/Heinle: Boston. 0-83840033-7.

Reading texts (to be combined with a writing text):

Butler. (2003). Password 1: A Reading & Vocabulary Text. 1st ed. Pearson Education/Longman: Boston. 0-13-110125-0.

Guleff, Sokolik, & Lowther. (2000). Tapestry Reading 1. Thomson/Heinle: Boston. 0-838-40568-1.

Kern & Hartman (2006) Interactions 1 Reading, 4th ed. McGraw-Hill: New York.

Wholey. (2007). Reading Matters 1. 2nd ed. Thomson/Heinle: Boston. 0-618-47512-5

Dictionaries/Vocabulary options:

Heinle Picture Dictionary (Text/Beginning Workbook package). (2007). 978-1-4240-9826-2.

Longman Dictionary of American English. (2007). with CD ROM: 978-0-13-170344-5. also add student workbook 978-0-13-182425-6.