

**Skyline College**  
**Official Course Outline**

**Date:** March 19, 2007

**I. TITLE:**

ESOL 862: Pre-Intermediate ESL Reading & Writing  
4 units, 4 lecture hours and 1 hour by arrangement per week

Prerequisite: none

Recommendation: Satisfactory completion of ESOL 810, or both ESOL 811 and 812, ESOL 861, or appropriate skill level as indicated by ESL placement test and other measures as necessary. Students are strongly advised to complete or enroll concurrently in ESOL 852 (listening & speaking) and ESOL 872 (grammar).

**II. COURSE CLASSIFICATION:**

Credit course not applicable to the Associate Degree.

**III. COURSE DESCRIPTIONS:**

**Catalog Description:**

Development of reading and writing skills at the pre-intermediate level of English acquisition. Reading strategies, fluency, vocabulary, comprehension, and short paragraph writing. ESOL 862, when taken with ESOL 852 and ESOL 872, is equivalent to ESOL 820.

**Schedule of Classes Description:**

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

**IV. COURSE JUSTIFICATION:**

The second 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 intermediate level. This course is one segment of the existing ESOL 820 and responds to the needs of students who cannot attend an intensive course or who desire single-skill work as opposed to integrated-skill work.

**V. 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 2700 core words of everyday English.
- B. Employ strategies such as using textual cues and knowledge of word families and language structure to comprehend texts of increasing grammatical complexity on familiar topics
- C. Use new vocabulary in writing, reading, and discussion.
- D. Demonstrate ability to use standard conventions of English writing at a level appropriate to pre-intermediate English acquisition.

**VI. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

- A. Employ strategies such as predicting, previewing, skimming and scanning to modified texts written in the first 2700 core words of everyday English.
  - a. Use discussion, pictures, and schematic knowledge to predict content in readings.
  - b. Use jigsaw readings, timed readings, cloze readings, and other exercises to develop reading fluency.
  - c. Demonstrate comprehension of text in exercises, discussions, quizzes, and tests.
- B. Employ strategies such as using textual cues and knowledge of word families and language structure to comprehend texts of increasing grammatical complexity on familiar topics.
  - a. Demonstrate awareness of affixes denoting parts of speech and apply awareness to comprehending text.
  - b. Use knowledge of grammar and language behaviors to predict meaning and respond to text.
  - c. Read and expand upon texts from sources including newspapers, magazines, short books and excerpts from novels, and selections from the internet.
  - d. Be able to discriminate between academic, professional, and personal styles of writing.
- C. Use new vocabulary in writing, reading, and discussion.

- a. Use vocabulary logs, journals, word lists, or other methods of dedicating focus to the learning of vocabulary.
  - b. Use response writing to practice language learned through reading.
  - c. Expand upon readings with group discussion, debate, or projects.
- D. Demonstrate ability to use standard conventions of English writing at a level appropriate to pre-intermediate English acquisition.
- a. Write clear compound and complex sentences using connectors, transitional devices, new vocabulary, and correct word order.
  - b. Engage in pre-writing and post-writing activities including letters, memos, descriptions and narratives on concrete and familiar topics.
  - c. Attend to common writing conventions such as punctuation, indentation, paragraphing and margins, titles, transitional devices, and logical order.
  - d. Demonstrate ability to connect ideas into composition containing a main idea and support.
  - e. Explore and use language particular to various academic, professional, and personal communication purposes.

## **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 newspaper articles, magazine articles, 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:

- professional writing such as letters, memos, and requests
- academic writing such as paragraphs and short compositions on a central theme
- 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:**

Typical methods of evaluation may include the following:

- Reading comprehension activities to gauge accuracy of reading comprehension
- Vocabulary quizzes to measure attainment of vocabulary
- Written responses to text to measure progress in text-based writing
- Editing exercises to demonstrate knowledge of grammar and writing conventions
- Group projects to demonstrate depth of understanding of texts and ability to discuss text in an academic setting
- Short compositions graded on ability to express ideas in standard English

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 dictionary workbook or vocabulary supplement is advised. Some suggestions are the following:

##### **Reading and writing texts (combined):**

Broukal. (2004). Weaving It Together 2: Connecting Reading & Writing. Thomson/Heinle: Boston. 0-8384-4808-9.

Dupaquier-Sardinas & Barton. (2003). NorthStar Reading & Writing Intermediate. 2<sup>nd</sup> ed. Pearson Ed./Longman: Boston. 0201755718.

Sokmen/Mackey (1998) Kaleidoscope 2: Reading & Writing. Thomson/Heinle: Boston. 978-0-395-85881-3.

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

Blanton. (2001). Composition Practice 3. 3<sup>rd</sup> ed. Thomson/Heinle: Boston. 0838419992.

Keenan Segal & Pavlik (2006) Interactions 2 Writing, 4<sup>th</sup> ed. McGraw-Hill: New York.

Pike-Baky & Blass. (2000). Tapestry Writing 2. Thomson/Heinle: Boston. 0838400388.

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

Butler, L. (2003). Password 2: A Reading & Vocabulary Text. 1<sup>st</sup> ed. Pearson Education/Longman: Boston. 0-13-048467-9.

Kern & Wegmann (2006) Interactions 2 Reading 4<sup>th</sup> ed. McGraw-Hill: New York.

Mikulecky & Jeffries (2005). Basic Reading Power 2<sup>nd</sup> ed. Pearson Ed/Longman: Boston. 0-13-130549-2.

Ryall, M. (2000). Tapestry Reading 2. Thomson/Heinle: Boston. 0838400566.

Wholey. (2007). Reading Matters 2. 2<sup>nd</sup> ed. Thomson/Heinle: Boston. 0618475133

##### **Dictionaries/Vocabulary Supplements:**

Heinle Picture Dictionary (Text/Intermediate Workbook package). (2007). 978-1-4240-9827-9.

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