

Skyline College
Official Course Outline

Date: March 19, 2007

1. TITLE:

ESOL 863: Intermediate ESL Reading & Writing

4 units, 4 lecture hours and 1 hour by arrangement per week

Prerequisite: none

Recommendation: Satisfactory completion of ESOL 820, or both ESOL 821 and 822, ESOL 862, or appropriate skill level as indicated by ESL placement test and other measures as necessary. Students are strongly advised to enroll concurrently in ESOL 853 (listening & speaking) and ESOL 873 (grammar).

2. COURSE CLASSIFICATION:

Credit course not applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Development of reading and writing skills at the intermediate level of English acquisition. Reading strategies, fluency, vocabulary, comprehension, and paragraph writing. ESOL 863, when taken with ESOL 853 and ESOL 873, is equivalent to ESOL 830.

Schedule of Classes Description:

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

4. COURSE JUSTIFICATION:

The third 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 high-intermediate level. This course is a segment of the existing ESOL 830 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.

5. 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 6000 core words of everyday English.
- B. Apply reading and language skills to comprehending texts of increasing grammatical complexity on familiar and unfamiliar topics
- C. Demonstrate ability to use new vocabulary in writing, reading, and discussion.
- D. Compose unified paragraphs with rich sentence variety and depth of expression.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- A. Employ strategies such as predicting, previewing, skimming and scanning to modified texts written in the first 6000 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. Apply reading and language skills to comprehending texts of increasing grammatical complexity on familiar and unfamiliar topics
 - a. Identify main idea, support, and textual references in text.
 - b. Effectively guess vocabulary in context to facilitate reading speed and efficiency
 - c. Use prediction, skimming and scanning, and active questioning to increase comprehension of abstract and unfamiliar texts
 - d. Demonstrate comprehension of text in exercises, discussions, quizzes, and tests.
- C. Demonstrate ability to 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. Compose unified paragraphs with rich sentence variety and depth of expression.
- a. Understand and demonstrate proficiency in writing topic sentences, support, concluding sentences, and transitions in paragraph writing.
 - b. Recognize rhetorical functions of transitional words and phrases and use them with accuracy.
 - c. Write letters, memos, responses, and short compositions using simple rhetorical modes on concrete, abstract, familiar, and unfamiliar topics.
 - d. Demonstrate ability to connect ideas into composition containing a main idea and support.
 - e. Attend to common writing conventions such as punctuation, indentation, paragraphing and margins, titles, sufficient detail, reasoning, and logical order.
 - f. Explore and use language particular to various academic, professional, and personal communication purposes.

7. COURSE CONTENT:

The content of this course comprises a little review and focuses intensely on the mastery of intermediate grammar structures including the following:

- Strategies for vocabulary acquisition, retention, and use
- Guessing vocabulary from context
- Topic sentences, supporting details, concluding and transitional sentences
- Identification of main idea, support, inference, fact versus opinion, analysis, and tone
- Reading of news and commentary items, opinion pieces, novels and stories
- Supportive research using the internet and other sources to broaden and deepen reading comprehension and writing
- Elements of the paragraph and its relationship to the sentence and to the essay
- Various simple rhetorical modes that can include narrative, process, expository, description, and analysis

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Vocabulary, comprehension, 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, professional, and 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:

Each grammar structure taught in the course should be demonstrated effectively by the student in speaking and in writing. Assignments can include:

- sentence and paragraph editing
- professional writing such as letters, memos, and requests
- academic writing such as paragraphs and short compositions on a central theme
- modified readings such as those from an ESL text
- 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
- Paragraph assignments to gauge ability to compose effective academic paragraphs
- Occasional extended compositions to demonstrate ability to connect ideas and explain points

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. Some suggestions are the following (see combination suggestions as well):

English & Monahan English. (2003). NorthStar Reading & Writing High-Intermediate. 2nd ed. Pearson Ed./Longman: Boston. 0201755734.

Fellag, L. (2000). Tapestry Reading 3. Thomson/Heinle: Boston. 0838400507.

Folse, et al. (2003). Blueprints 1: Composition Skills for Academic Writing. Thomson/Heinle: Boston. 0-618-14409-9.

Hogue & Oshima (2007) Introduction to Academic Writing 3rd ed. Pearson Ed./Longman: Boston. 0131933957

Mikulecky & Jeffries (2005). Reading Power 3rd ed. Pearson Ed/Longman: Boston. 0-13-130548-4.

Pike-Baky & Blass (2002). Mosaic 1 Reading 4th ed. McGraw-Hill: New York.

Pike-Baky & Blass (2002) Mosaic 1 Writing 4th ed. McGraw-Hill: New York.

Weidauer, M. (2000). Tapestry Writing 3. Thomson/Heinle: Boston. 0838400426.

Wholey & Henein. (2007). Reading Matters 3. 2nd ed. Thomson/Heinle: Boston. 0618475141

Combination suggestions:

Tapestry Reading 3 AND Tapestry Writing 3

Blueprints 1 AND Reading Matters 3

Blueprints 1 AND Reading Power

Introduction to Academic Writing AND Reading Matters 3

Mosaic 1 Reading AND Mosaic 1 Writing

NorthStar Reading & Writing High-Intermediate (solo)