

Skyline College
Official Course Outline

Date: March 19, 2007

1. TITLE:

ESOL 864: High-Intermediate ESL Reading & Writing
4 units, 4 lecture hours and 1 hour by arrangement per week

Prerequisite: none

Recommendation: Satisfactory completion of ESOL 830, or both ESOL 831 and 832, ESOL 863, or appropriate skill level as indicated by ESL placement test and other measures as necessary. Students are strongly advised to enroll concurrently in ESOL 854 (listening & speaking) and ESOL 874 (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 high-intermediate level of English acquisition. Reading strategies, fluency, vocabulary, comprehension, paragraph and essay writing. ESOL 864, when taken with ESOL 854 and ESOL 874, is equivalent to ESOL 840.

Schedule of Classes Description:

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

4. COURSE JUSTIFICATION:

The fourth 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 advanced level. This course is one segment of the existing ESOL 840 course and it responds to the needs of students who cannot attend intensive courses and 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 unmodified texts written in standard American English.
- B. Demonstrate critical thinking in text comprehension and subsequent discussion and elaboration.
- C. Demonstrate ability to use new vocabulary in writing, reading, and discussion.
- D. Compose essays with unified theme, strong paragraphs, and effective sentence construction.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- A. Employ strategies such as predicting, previewing, skimming and scanning to unmodified texts written in standard American 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. Demonstrate critical thinking in text comprehension and subsequent discussion and elaboration
 - a. Analyze and explicate text in discussion and writing.
 - b. Use inferences, cultural references, and cues to increase comprehension.
 - c. Use prediction, skimming and scanning, and active reading strategies to increase comprehension of abstract and unfamiliar texts.
 - d. Demonstrate comprehension of text in exercises, discussions, quizzes, and tests.
 - e. Expand on ideas from text through discussion, response, and essay.
- 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 essays with unified theme, strong paragraphs, and effective sentence construction.
- a. Understand and demonstrate proficiency in writing theses, connected support paragraphs, transitions and rhetorical devices, and other common conventions of essay writing.
 - b. Compose message with awareness of audience.
 - c. Write reports, responses, and essays using various rhetorical modes on concrete, abstract, familiar, and unfamiliar topics while showing attention to common writing conventions.
 - d. Attend to common writing conventions such as punctuation, indentation, paragraphing and margins, titles, sufficient support, detail, reasoning, and logical order.
 - e. Explore and use language particular to various academic and professional 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 and professional 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:

- paragraph editing and peer review of essays
- professional writing such as reports, research, or surveys
- academic essays
- readings 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 review ability to compose effective academic paragraphs
- Full-length compositions graded on ability to express ideas in standard English
- Library activities to measure skill in research

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):

Blass & Pike-Baky (2002). Mosaic 2 Writing 4th ed. McGraw-Hill: New York. 0-07-246911-0.

Folse, et al. (2003). Blueprints 2: Composition Skills for Academic Writing. Thomson/Heinle: Boston. 0-618-14410-2.

Mikulecky & Jeffries (2005). More Reading Power 2nd. Pearson Ed/Longman: Boston. 0-13-061199-9.

Miller & Cohen. (2003). NorthStar Reading & Writing Advanced. 2nd ed. Pearson Ed./Longman: Boston. 0201755750.

Oshima & Hogue (2007) Writing Academic English 3rd ed. Pearson Ed./Longman: Boston. 0131523597

Sokolik, M. (2000). Tapestry Reading 4. Thomson/Heinle: Boston. 0838400604.

Sokolik, M. (2000). Tapestry Writing 4. Thomson/Heinle: Boston. 0838400450.

Wegmann & Knezevic (2002). Mosaic 2 Reading 4th ed. McGraw-Hill: New York. 0-07-232964-5.

Wholey, M. (2007). Reading Matters 4. 2nd ed. Thomson/Heinle: Boston. 061847515X.

Combination suggestions:

Tapestry Reading 4 AND Tapestry Writing 4

Blueprints 2 AND Reading Matters 4

Blueprints 2 AND More Reading Power

Writing Academic English AND Reading Matters 4

Mosaic 2 Reading AND Mosaic 2 Writing

NorthStar Reading & Writing Advanced (solo)