ESL 46  

ESL Composition and Reading 4  

5 Units  

Prerequisite: Satisfactory completion of with a minimum grade of C or better Placement in ESL 45 through assessment process or satisfactory completion of ESL 40 and ESL 44 or equivalent course.

Practice in writing academic essays and analysis of authentic reading for students at the higher intermediate level of ESL. Significant homework may be assigned to a lab.

Field trips might be required. (A-F or P/NP - Student choice) Lecture

II. LEARNING CONTEXT  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT  

1. Required Content:
   
   a. Intensive and extensive reading comprehension and speed (m.c.)
   
   b. Vocabulary development, including continued instruction on word forms, word parts, and other aspects of vocabulary learning (e.g., collocations, multiple word meanings, grammatical features of words, etc.)
   
   c. Pre-reading and reading skills in addition to the use of reference materials
   
   d. Review of paragraph development, unity, and coherence
   
   e. Common organizational strategies and methods of development in writing
   
   f. Review of intermediate level sentence structure patterns (as needed), review of capitalization, punctuation, and spelling
   
   g. Introduction to 5-paragraph essays in different modes (e.g., expository, cause-effect, compare-contrast, opinion, etc.)
   
   h. Review and expansion of transitions and cohesive devices (e.g., coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs)
   
   i. Strategies for editing common errors in writing (e.g., verb tense shift, comma splices, run-ons, fragments, articles, modifiers, pronoun reference and agreement, word forms, etc.)
   
   j. Continued instruction and practice using a word processor

2. Recommended Content:

   a. Comparison between a written and film rendition of a story (m.c.)
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of with a minimum grade of C or better Placement in ESL 45 through assessment process or satisfactory completion of ESL 40 and ESL 44 or equivalent course.

2. **Requisite Skills**
   
   *Before entering the course, the student will be able to:*
   
   a. Read material with a reading vocabulary of at least 2000 words
   b. Write statements and questions in present and past tenses (simple and progressive), future with "will" and "going to."
   c. Write statements and questions in present and past perfect tenses (simple and progressive)
   d. Make sentences using passive voice in simple present and past tenses
   e. Write sentences using modal auxiliaries in present tenses
   f. Write using conditional and wish statements in all present and past tenses
   g. Write using reported speech statements and questions in both present and past tenses
   h. Write using a variety of sentence types (e.g., simple, compound, complex).
   i. Write well-developed paragraphs in multiple rhetorical modes showing clear topic sentences, unity, and level-appropriate cohesive devices
   j. Make efficient use of word processors

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Assign written and oral reading comprehension and vocabulary exercises
2. Facilitate small-group, large-group, and class discussions, including use of asynchronous online discussion boards
3. Assign structured exercises in paragraph and essay writing
4. Assign controlled writing exercises (e.g., practice with combining sentences)
5. Facilitate use of the college's Writing Center as a resource on multi-draft essay assignments
6. Train students how to use interactive technologies
7. Assign written or oral exercises on reading to develop comprehension, vocabulary, and drawing of inferences
E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
a. Weekly intensive and extensive reading assignments and exercises to develop reading skills, vocabulary inferencing skills, and reading speed
   
b. Weekly guided composition exercises including combining sentences; repairing sentences (e.g., sentences fragments, run-on sentences); as well as creating compound and complex sentences
   
c. Weekly writing exercises (single paragraphs)
   
d. Bi-monthly journal/response assignments to readings and material discussed in class
   
e. Four to five multi-draft assignments of increasing length and complexity in development of abstract ideas
   
f. Bi-monthly quizzes about material covered in class
   
g. Bi-monthly examinations on reading and composition skills (e.g., in-class writing assignments)

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   
a. Editing: Look at the passages below. They are taken from your written compositions. Find and correct errors (articles, word forms, word choice, and subject-verb agreement). Also make comments about the order of ideas and whether they appear in a logical order. Mark the page, and discuss your answers with a partner.
   
b. Journal Assignment: After reading the first two chapters in a novel, respond to the following questions. 1) Why do you think the main character chose to make such a controversial decision in chapter 3? 2) How would you react in the same situation? 3) How could he have handled the situation differently?
   
c. Multi-Draft Writing Assignment: Write a well-organized, well-developed five-paragraph essay on the following topic: Describe the aspects of your culture that contrast the most with the American way of life. For each aspect, explain how you can adapt your behavior and perspective to succeed and feel comfortable in the United States. First, brainstorm your ideas by using a clustering, listing, or free-writing technique. Then, create a well-organized outline from your ideas. When you write your paragraph, be sure to include a) a title, b) an introductory paragraph with a thesis statement, c) three body paragraphs (each with a topic sentences as well as details and examples), d) appropriate transition words, and e) a concluding paragraph. After you finish, proofread your draft, make any necessary changes, and turn the essay in to your instructor. With the help of your instructor's written feedback, revise your essay, and re-submit it (with the first draft attached).
   
d. Reading Assignment: Look at the following article. Use the words in bold and italics to make predictions about what you will read. Read the article. What are its major points? What do you think the writer wants the reader to learn?
   
e. Vocabulary: The vocabulary words below are found in Chapter 4 of your textbook. Using your knowledge of each word, prefixes, and suffixes, write the part of speech next to each word. Then use the word correctly in each sentence. With the help of a dictionary, write additional noun, adjective, adverb, and/or verb forms of the word.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


5. **Other**: Graded readers (Penguin: Level 5)
6. **Other**: Literature and other authentic reading materials
7. **Other**: Flash drives (or any digital storage device)
8. **Other**: Newspapers and news magazines

### III. DESIRED LEARNING

#### A. COURSE GOAL

*As a result of satisfactory completion of this course, the student should be prepared to:*

write well-developed, correctly formatted paragraphs, including summary and response, and short essays with clear organization and coherence demonstrating vocabulary knowledge and sentence-level competency at the high-intermediate level; use and compose simple, compound, and complex sentences as shown on written assignments and exams; and read and discuss authentic texts demonstrating knowledge of vocabulary and reading strategies at the high-intermediate level.

#### B. STUDENT LEARNING GOALS

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Use monolingual dictionaries and other reference works with increased efficiency
   
   b. Use level-appropriate pre-reading and reading strategies such as skimming, scanning, and prediction
   
   c. Read material that requires a vocabulary of approximately 2,500 words with increasing speed and comprehension, demonstrating ability to
      1. concisely summarize the main ideas of a reading text
      2. describe the writer's main idea or attitude
      3. draw inferences from and respond critically and subjectively to assigned readings
      4. recognize common organizational patterns
      5. infer meaning of new vocabulary from context
      6. identify word forms in a variety of contexts (m.c.)
      7. recognize fact vs. opinion
      8. annotate reading material
   
   d. Given a structured multiple-draft assignment appropriate to students at the higher intermediate level, write basic academic essays demonstrating clear organization, coherence, and substantial development of abstract ideas
   
   e. Use a word processor as a writing and rewriting tool, editing text and using electronic writing aids such as spelling or grammar checkers
   
   f. Follow conventions of spelling, punctuation, and capitalization with increasing accuracy
   
   g. Demonstrate a proficiency in the use of a variety of sentence types (e.g. simple, compound, complex) including the use of conjunctive adverbs and subordinating conjunctions
   
   h. Use a variety of self-editing techniques to address errors such as
      1. subject-verb agreement
      2. articles
      3. pronoun reference and agreement
4. fragments, run-ons, and comma splices
5. singular plural nouns
6. punctuation
7. word forms
8. verb tense and forms

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Examinations and quizzes including in-class writing assignments
   2. Evaluation of individual compositions and other writing exercises
   3. Individual conferences
   4. Performance on homework and class exercises

B. SUMMATIVE ASSESSMENT
   1. Final exam and composition