



ESL 108 - ESL College Composition and Reading Course Outline

Approval Date: 03/12/2020

Effective Date: 08/16/2021

SECTION A

Unique ID Number CCC000308226

Discipline(s) ESL

Division Language and Developmental Studies

Subject Area English as a Second Language

Subject Code ESL

Course Number 108

Course Title ESL College Composition and Reading

TOP Code/SAM Code 4930.87 - English as a Second Language?Integrated / E - Non-Occupational

Rationale for adding this course to the curriculum This is a course revision to integrate reading into the advanced ESL course to raise outcomes and objectives to feed directly into English 120 in compliance with AB 705, as well as to bring it in line with other integrated ESL reading, writing and grammar courses in the program.

Units 5

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 90.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 180.00

Total Contact Hours 90

Total Student Hours 270

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education On-Campus

Mode of Instruction Hybrid

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog This course provides an integrated approach to reading and writing for highly

Description advanced English-language learners to prepare them for transfer-level English. Students will engage in college level work; practice critical reading, writing, and thinking skills; and improve their vocabulary and study skills. Students will also actively engage with their peers, read and interact with a variety of college-level texts, and complete both formal and informal writing assignments connected to these readings. The course will also cover grammar concepts and revision and editing methods specific to English-language learners.

**Schedule
Description**

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- ESL 85
- Appropriate placement

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Compose a 500-600 word unified, coherent, well-supported and grammatically correct essay that has an introduction, body paragraphs and conclusion and is reasonably free from errors.
- Formulate an effective thesis, as well as convincing arguments to support the thesis.
- Think, read and write critically in English.
- Demonstrate ability to summarize, paraphrase, and critically read and discuss a variety of advanced level texts, including full-length works of fiction, non-fiction and textbook selections.

2. Course Objectives: Upon completion of this course, the student will be able to:

- Write expository essays of 500-600 words that have an introduction, a focused thesis, well-developed and supported body paragraphs and a conclusion.
- Demonstrate in writing a variety of rhetorical and stylistic conventions of English language essays with effective support of ideas.
- Revise and edit to achieve clarity of ideas and correctness of grammar, including correcting punctuation and mechanics, sentence boundaries, fragments, comma splices, run-on sentences, subject/verb agreement, verb tenses and spelling errors

- D. Achieve unity and coherence in written essays that use the following correctly and relatively free of error: conjunctions and sentence connectors; transitional devices; synonyms and pronouns; and sentence variety.
- E. Develop a unique voice in writing.
- F. Apply the steps of the writing process, including generating ideas, drafting, and revising in response to peer and instructor feedback.
- G. Demonstrate an integration of critical thinking, reading, and writing.
- H. Cite, quote, and paraphrase outside sources.
- I. Analyze and critique fiction and nonfiction college-level texts for central ideas and basic organizational structures, and integrate them meaningfully into formal essays.
- J. Apply reading and pre-reading strategies and techniques to read, comprehend and recall college-level texts.
- K. Recognize and identify assumptions, purpose, and implications in a text.
- L. Use reading strategies to improve writing and vocabulary development.
- M. Identify campus resources for college success.
- N.

3. Course Content

- A. Writing Skills & Strategies
 - a. Prewriting techniques
 - b. Idea generation (i.e. brainstorming)
 - c. Drafting, revising, and editing
 - d. Creating outlines
 - e. Paragraph development
 - f. Choosing and narrowing a topic
 - g. Topic sentences
 - h. Supporting details
 - i. Moving from the general to the specific
 - j. Peer review
- B. Essay structure and development
 - a. Thesis statements
 - b. Topic sentences
 - c. Paragraph development (e.g. details, evidence)
 - d. Transitions
 - e. Introduction, body, conclusion
 - f. Unity and coherence
 - g. Appropriate citation, quotation, and paraphrasing of outside sources
 - h. Direct and indirect quotations
 - i. Avoiding plagiarism
- C. Essay and paragraph organization
 - a. Sentence variety
 - b. Conjunctions and sentence connectors
 - c. Transitional phrases and sentences
 - d. Synonyms and pronouns
- D. Advanced grammar and mechanics skills & strategies:
 - a. Coordination and subordination
 - b. Avoiding sentence fragments, run on sentences, and comma splices
 - c. Verb tenses and verb forms
 - d. Subject /verb agreement
 - e. Plural word endings
 - f. Count vs. non-count nouns

- g. Articles and determiners
- h. Punctuation, capitalization, and spelling
- i. Syntax
- E. Reading Skills & Strategies
 - a. Skimming and Scanning
 - b. Methods for textual comprehension (e.g. annotation, graphic organization, reading responses)
 - c. Summary and summary response
 - d. Identifying figurative language (e.g. metaphors, similes, analogies) and varieties of tone (e.g. irony, humor)
 - e. Identifying main and supporting ideas
 - f. Identifying thesis statements and topic sentences
 - g. Drawing inferences
 - h. Recognizing patterns of development in essays
 - i. Analysis and critique of a full length work of fiction or non-fiction
 - j. Using contextual clues and dictionary skills to expand vocabulary
 - k.

4. Methods of Instruction:

Activity: In-class and homework writing assignments.

Discussion: Students will participate in pair, group, or whole class discussions (written or oral) to analyze and critique written texts and reading assignments.

Individualized Instruction: Students are directed to Success Centers for individualized support with specific, identified skill needs.

Lecture: Students will engage a variety of instructional modes, including lectures, discussion and collaborative group work. Multi-media tools, including recordings, podcasts, film, and documentaries may be encountered. Delivery of content will be balanced with hands-on practice of writing and response.

Other: Lecture: Teacher leads discussion to introduce new material. Group work: Students actively participate in groups to complete classroom exercises and activities. Peer Review: Students review and critique each other's writing. Practical: Students practice and apply material learned through a variety of exercises and activities.

Online Adaptation: Activity, Directed Study, Discussion, Group Work, Lecture

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Grammar, vocabulary, reading and in-class essay exams.

Quizzes -- Grammar, vocabulary, and reading comprehension quizzes.

Papers -- Papers, such as response essays, compare contrast essays, thesis driven argument essays, literary analysis or response essays, written at home or in class to prepare students for transfer level English. Low stakes writing such as journaling, free-writing, and reading responses.

Final Exam -- In-class essay final exam.

Additional assessment information:

Grade will be based upon:

1. Four compositions and other writings as assigned.
2. Grammar quizzes
3. Vocabulary quizzes
4. Journal activities
5. In-class essay final exam

Example: Do the assigned reading in *The Giver* and prepare a presentation in which you summarize the main events. Then, discuss and analyze how one of the following themes are present in the reading (family, freedom, or sacrifice). Use quotations from the book to support your analysis.

Example: Write a 3-5 page narrative essay describing an important moment in your life when you learned something about yourself or life. Review the readings we have done in class and be sure to use good description, showing language and figurative language in key moments of your narrative. Your essay should follow the model of the "five paragraph essays" we have analyzed in class. The introductory paragraph must introduce your topic and contain your thesis statement. Each of the three body paragraphs must have a clear topic sentence that focuses on one point of the thesis. The fifth paragraph is your conclusion.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

In addition to reading all selections from assigned texts, students will read a full length work of fiction or non-fiction.

Example: Do the assigned reading in *The Giver* and prepare a presentation in which you summarize the main events. Then, discuss and analyze how one of the following themes are present in the reading (family, freedom, or sacrifice). Use quotations from the book to support your analysis.

Example: Read and annotate the article, "Have Smartphones Destroyed a Generation?" by Joan M. Twenge. Identify main points; mark and differentiate information that has empirical support and information that is personal or subjective.

B. Writing Assignments

Students will write four essays which range from 300-600 words, a critique of a full-length work of fiction or non-fiction, and they will maintain a journal.

Example: Think of an important decision that you have made and discuss either your reasons for making this decision or the consequences of it in a five paragraph essay. You need to have three reasons or three consequences. Your essay should follow the model of the "five paragraph essays" we have analyzed in class. The introductory paragraph must introduce your topic and contain your thesis statement. Each of the three body paragraphs must have a clear topic sentence that focuses on one point of the thesis. The fifth paragraph is your conclusion.

Example: Write a 3-5 page essay with a clear, arguable thesis that takes a stand on the effect of smartphones. Use paraphrases and quotations from the articles we have read to support your thesis and ideas.

Example: Write a book review of *The Namesake* (Jhumpa Lahiri) which contains a summary of the story, a discussion of one of the major themes of the novel that has been discussed in class, and a personal assessment of the novel. The summary of the novel must introduce the main characters, describe the setting, and explain the major elements of the plot.

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Azar, B. S., and Stacey A. Hagen
Title: Understanding and Using English Grammar
Publisher: Pearson Education ESL
Date of Publication: 2016
Edition: 5th

Book #2:

Author: Lane, J. and Ellen Lange
Title: Writing Clearly: Grammar for Editing
Publisher: Heinle ELT
Date of Publication: 2011
Edition: 3rd

Book #3:

Author: Lowry, Lois
Title: The Giver
Publisher: HMH Books for Young Readers
Date of Publication: 1993
Edition: 1st

Book #4:

Author: Lahiri, J.
Title: The Namesake
Publisher: Mariner Books
Date of Publication: 2007
Edition:

Book #5:

Author: Meyers, A.
Title: Longman Academic Writing Series 5: Essays to Research Papers
Publisher: Pearson Education ESL
Date of Publication: 2013
Edition: 1st

B. Other required materials/supplies.