

# ESL M11: ACADEMIC READING AND WRITING I

**Originator**

dguevara

**Co-Contributor(s)**
**Name(s)**

Sims, Sydney (ssims)

**College**

Moorpark College

**Attach Support Documentation (as needed)**

AB705 Initial Guidance for ESL.pdf

**Discipline (CB01A)**

ESL - English as a Second Language (ESL)

**Course Number (CB01B)**

M11

**Course Title (CB02)**

Academic Reading and Writing I

**Banner/Short Title**

Academic Read/Write I

**Credit Type**

Credit

**Honors**

No

**Start Term**

Fall 2023

**Catalog Course Description**

Develops greater proficiency in reading comprehension and written communication for non-native speakers. Analyzes pre-college level articles from a variety of academic disciplines. Develops English proficiency and fluency by writing and rewriting thesis-based paragraphs and multi-paragraph compositions.

**Additional Catalog Notes**

This course can be taken for credit (ESL M11) or noncredit (ESL M911).

**Taxonomy of Programs (TOP) Code (CB03)**

4930.87 - English as a Second Language–Integrated

**Course Credit Status (CB04)**

C (Credit - Not Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

B - The Course is a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

B - Two levels below transfer

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

87.5

**Maximum Contact/In-Class Lecture Hours**

87.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

87.5

**Total Maximum Contact/In-Class Hours**

87.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

175

**Maximum Outside-of-Class Hours**

175

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

260

**Total Maximum Student Learning Hours**

260

**Minimum Units (CB07)**

5

**Maximum Units (CB06)**

5

**Prerequisites**

Placement as determined by the college's multiple measures assessment process.

**Advisories on Recommended Preparation**

ESL M904 or equivalent

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

Placement as determined by the college's multiple measures assessment process.

**Requisite Description**

Other (specify)

**Specify Other Requisite Description**

Students need to have some level of reading and writing knowledge to be successful in the course.

**Level of Scrutiny/Justification**

Required communication/computation skill

**Requisite Type**

Recommended Preparation

**Requisite**

ESL M904 or equivalent

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | write paragraphs and short essays on various topics using a variety of verb tenses, sentence structures, and academic vocabulary. |
| 2 | read and identify the main ideas in pre-college level non-fiction articles from a variety of academic disciplines.                |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | interpret reading material written at the pre-college level: begin to read analytically to recognize the main idea, understand the sequencing of material, and begin to recognize author's development of support. |
| 2 | integrate basic academic vocabulary in written compositions and be able to use structural and context clues to decode new words.   |
| 3 | write organized paragraphs and short essays with main ideas, supporting details, and conclusions.  |
| 4 | demonstrate the correct grammatical use of a variety of verb tenses, modal verbs, and connecting words/phrases.  |
| 5 | read, comprehend, and analyze an abridged fiction book.  |

**Course Content****Lecture/Course Content**

25% Grammar:

1. Writing complexity
  1. Correctly use simple, compound, and complex sentences
  1. Review and reinforce past, present, and future tense (statements and questions)
    1. Simple present vs. present progressive tense
    2. Simple past tense: regular and irregular
    3. Present perfect vs. simple past tense
    4. Future: present progressive, will, be going to, simple present
  1. Review and reinforce other grammar forms (statements and questions)
    1. Modal verbs and other auxiliary verbs
    2. Phrasal verbs
    3. "Used to" and "would" for past habits

30% Writing:

1. Academic writing skills
  1. Generate and construct ideas for academic writing:
    - a. brainstorming
    - b. outlining
    - c. drafting
    - d. revising

2. Use appropriate rhetorical techniques (comparison/contrast, description, process) to organize ideas
  3. Use transition words and phrases to strengthen paragraph flow
  4. Edit and revise written work based on self, peer, tutor, or instructor feedback
  5. Format written compositions in accordance with MLA conventions
  6. Integrate quotations and paraphrased material from assigned course readings
  7. Understand the American/Western perspective on citing sources and avoiding plagiarism
1. Mechanics
    1. Identify and learn to correct run-on sentences, fragments, and comma splices
    1. Use appropriate punctuation in writing: commas, semicolons, quotation marks, question marks, and periods
    2. Use correct capitalization for proper nouns, titles of written works, quotations, and beginning of sentences
    3. Edit spelling errors based on feedback from word processing software
  1. Paragraphs
    - a. Write 1-page paragraphs with clear topic sentences, supporting details, and conclusions in response to written prompts
  2. Essays
    - a. Write thesis-driven essays with specific supporting details and conclusions
    - b. Incorporate quotations and paraphrases from assigned course readings in accordance with MLA conventions

#### 30% Reading:

1. Pre-reading strategies
  - a. Understand a text through pre-reading strategies:
    - i. Survey titles and subtitles
    - ii. Survey graphs and charts
    - iii. Predict content based on titles, subtitles, and topic sentences
    - iv. Scaffolding to activate background knowledge
2. Comprehension skills
  - a. Recognize the structure and organization of a text including its rhetorical style
  - b. Understand the main idea of a text and identify supporting details
  - c. Infer information not explicitly given in a text
  - d. Identify the author's point of view
  - e. Use visuals such as graphs, charts, and pictures to interpret information
3. Reading strategies
  - a. Annotate a text (i.e. highlighting, underlining, circling, and writing marginal notes)
  - b. Scan a text to locate specific information
  - c. Skim a text to understand the main idea
  - d. Use context clues to infer the meaning of unfamiliar vocabulary
  - e. Identify correct pronoun referents in a text
  - f. Understand text organization by locating transition phrases:
    - i. Comparison/contrast
    - ii. Cause/effect
    - iii. Examples
    - iv. Time sequence

#### 15% Vocabulary:

1. Academic vocabulary development
  - a. Use context clues to infer the meaning of unfamiliar vocabulary
  - b. Understand and use common academic collocations in writing and speaking
  - c. Identify Latin and Greek roots to understand common academic vocabulary
  - d. Use a learner's dictionary to locate word definitions
  - e. Identify common phrasal verbs used in informal writing

#### Laboratory or Activity Content

N/A

#### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Journals  
Objective exams  
Quizzes  
Written compositions  
Written homework

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Class activities  
Class discussions  
Distance Education  
Instructor-guided interpretation and analysis  
Internet research  
Lecture  
Readings

**Describe specific examples of the methods the instructor will use:**

In addition to lectures and discussions, the instructor will use online presentations (PowerPoint, Google Slides, etc.), video presentations (films, documentaries, instructional), group activities, and classroom demonstrations to explain course content. Also, the instructor will facilitate peer reviews, journal writing activities, and brainstorming sessions.

## Representative Course Assignments

### Writing Assignments

respond to short-answer quizzes.  
complete homework in text: fill-in/brief sentences.  
write 1-page paragraphs with clear topic sentences, supporting details, and conclusions in response to written prompts  
Students will write thesis-driven essays with specific supporting details and conclusions

### Critical Thinking Assignments

analyze assigned texts and formulate an informed opinion about the topic.  
participate in class-wide debates and discussions about issues/topics from assigned texts.

### Reading Assignments

read and comprehend 2-3-page non-fiction articles written on a variety of academic disciplines  
read and comprehend one abridged ESL fiction book

## Outside Assignments

### Representative Outside Assignments

complete grammar homework.  
write paragraphs and multi-paragraph essays on a variety of topics (food traditions, natural disasters, names)  
read assigned articles and one book-length work

## Articulation

### Comparable Courses within the VCCCD

ESL R086 - Academic Reading and Composition  
ESL V06RW - Academic Reading and Writing I

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Fullerton College	ESL 83F	High-Intermediate Reading and Writing	5
Riverside City College	ESL 48	Intermediate American College English	5

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Description

Williams, Jessica. *Making Connections 1*. 2nd ed., Cambridge University Press, 2013.

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### Resource Type

Textbook

### Classic Textbook

No

### Description

Fuchs, Marjorie, et al. *Focus on Grammar 3*. 5th ed., Pearson, 2016.

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### Resource Type

Textbook

### Classic Textbook

No

### Description

Barton, Laurie, and Carolyn Dupaquier. *NorthStar Reading and Writing 3*. 5th ed., Pearson, 2019.

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## Library Resources

### Assignments requiring library resources

Write an essay integrating research from Library resources. Attend an informational session about how to find reputable online sources to integrate in essays and other written compositions.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Select one volume, from the Library's collection of abridged classics for ESL students, and write a brief report on the novel. Students will write at least two (2) essays integrating online sources. To prepare for these assignments, students will attend an informational session organized by a librarian.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing.
Video Conferencing	Instructor will hold regularly-scheduled online office hours.
Other DE (e.g., recorded lectures)	Recorded lectures on the elements of grammar, writing, reading and listening.
E-mail	Individual interaction between instructor and student.
Synchronous Dialog (e.g., online chat)	Instant messaging.

### Primary Minimum Qualification

ESL

## Review and Approval Dates

### Department Chair

10/21/2022

### Dean

11/17/2022

### Technical Review

12/01/2022

### Curriculum Committee

12/06/2022

### DTRW-I

01/12/2023

### Curriculum Committee

MM/DD/YYYY

### Board

02/14/2023

### CCCCO

MM/DD/YYYY

### DOE/accreditation approval date

MM/DD/YYYY