

ESL M12: ACADEMIC READING AND WRITING II

Originator

dguevara

Co-Contributor(s)
Name(s)

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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)

M12

Course Title (CB02)

Academic Reading and Writing II

Banner/Short Title

Academic Read/Write II

Credit Type

Credit

Honors

No

Start Term

Fall 2023

Catalog Course Description

Focuses on development of intermediate-level academic reading and writing skills for non-native speakers of English. Develops greater proficiency in reading interpretation, complex grammatical forms, academic vocabulary, and written expression in preparation for college-level coursework.

Additional Catalog Notes

This course can be taken for credit (ESL M12) or noncredit (ESL M912).

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)

A - One level 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 M11 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 M11 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 | read and identify the main ideas and supporting details in pre-college level non-fiction articles from a variety of academic disciplines. |
| 2 | write paragraphs and 3-5-paragraph essays on various topics using a variety of verb tenses, sentence structures, and academic vocabulary. |

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

- | | |
|---|---|
| 1 | interpret reading material written at the pre-college level: read analytically to recognize the main idea, supporting details, and text organization. |
| 2 | demonstrate comprehension of intermediate-level academic vocabulary and utilize strategies for vocabulary expansion (e.g. word forms, prefixes, roots, and suffixes). |
| 3 | write organized essays with introduction, body, and conclusion paragraphs. |
| 4 | demonstrate the correct grammatical use of a variety of verb tenses, adverb clauses, and transition words/phrases. |
| 5 | read, comprehend, and analyze a short fiction book. |

Course Content**Lecture/Course Content**

25% Grammar:

1. Writing complexity
 1. Correctly use compound-complex sentences
 2. Correctly noun clauses as subjects and objects in a sentence
1. Review and reinforce past, present, and future tense (statements and questions)
 1. Use past simple to share supporting anecdotes in written compositions
 2. Use present simple to present matters of fact in written compositions
1. Review and reinforce other grammar forms (statements and questions)
 1. Modal verbs and other auxiliary verbs
 2. modals used in hedging
 3. modals used in polite requests
 4. gerunds and infinitives
1. Verb use
 - a. Agreement with subject
 - b. Reference
 - c. Case

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 (summary-response, classification, cause/effect) to organize ideas
3. Use transition words and phrases to strengthen essay flow
4. Edit and revise written work based on self, peer, tutor, or instructor feedback
5. Format written compositions in accordance with MLA conventions, including a Works Cited page
6. Integrate quotations and paraphrased material from assigned course readings and other web-based sources
7. Understand the American/Western perspective on citing sources and avoiding plagiarism, including accidental plagiarism
 - a. Mechanics
1. Use appropriate punctuation in writing: colons, apostrophes, colons, parentheses, and brackets
2. Italicize words correctly (e.g. titles of creative works, foreign words, for emphasis)
 - a. Essays
3. Write 2-4 page thesis-driven essays with introduction paragraphs, body paragraphs which include specific supporting details, and concluding paragraphs
4. Incorporate quotations and paraphrases from assigned course readings and web-based sources in accordance with MLA conventions

30% Reading:

1. Reinforce pre-reading strategies from ESL M11
 - 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
2. Comprehension skills
 - a. Recognize the structure and organization of a text including its rhetorical style
 - b. Distinguish between fact and opinion
 - c. Compare ideas between readings
 - d. Use background knowledge to make inferences and draw conclusions
3. Reinforce reading strategies from ESL M11
 - a. Annotate a text (i.e. highlighting, underlining, circling, and writing 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
4. Reading strategies
 - a. Understand text organization by locating transition phrases:
 - i. Qualifiers (if, although, unless, etc.)
 - ii. Emphasizing words (above all, most important, indeed)
 - iii. Summarizing words (for these reasons, in brief, to sum up)
 - b. Understand the author's purpose (to inform, to persuade, to challenge)
 - c. Understand the author's point of view/stance on a topic

15% Vocabulary:

1. Academic vocabulary development
 - a. Identify word forms (nominal, verbal, adjectival)
 - b. Understand and use intermediate-level academic collocations in writing and speaking
 - c. Identify Latin and Greek roots to understand intermediate-level academic vocabulary

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
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

Students will write reflections on weekly readings in journals.

Students will complete short-answer exams covering grammar, vocabulary, and reading concepts.

Students will compose verbal and written responses to brief on-line videos, YouTube, TED Talks.

Students will write multi-paragraph essays that contain the writing elements of thesis, topic sentences, transitions, and concrete details.

Critical Thinking Assignments

Students will write objective summaries and subjective interpretations of brief short stories and articles.

Students will participate in class discussions on assigned readings, connecting ideas to their own experiences and cultures.

Reading Assignments

Students will read and comprehend 3-4-page non-fiction articles written on a variety of academic disciplines

Students will read and comprehend one short fiction book

Outside Assignments

Representative Outside Assignments

Students will complete essays using the writing process (pre-write, create thesis, organize, outline, write, proofread) in class and perfected outside of class.

Students will complete assigned readings from text with follow-up exercises, including making inferences and critical thinking applications.

Articulation

Comparable Courses within the VCCCD

ESL V05RW - Academic Reading and Writing II
ESL R086 - Academic Reading and Composition

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Fullerton College	ESL 184F	Low Advanced Academic English	5
Riverside City College	ESL 49	High-Intermediate American College English	5

Textbooks and Lab Manuals**Resource Type**

Textbook

Classic Textbook

No

Description

McEntire, Jo, and Jessica Williams. *Making Connections 3: Skills and Strategies for Academic Reading*. 2nd ed., Cambridge University Press, 2013.

Resource Type

Textbook

Classic Textbook

No

Description

Fuchs, Marjorie, and Margaret Bonner. *Focus on Grammar 4*. 5th ed., Pearson, 2016.

Resource Type

Textbook

Description

English, Andrew, and Laura English. *Northstar 4: Reading and Writing*. 4th ed., Pearson, 2019.

Resource Type

Textbook

Description

Vargo, Mari. *Pathways 3: Reading, Writing, and Critical Thinking*. 2nd ed., Heinle ELT, 2018

Library Resources**Assignments requiring library resources**

Attend a general instruction session on using the Library print and online resources.

Students will read an abridged ESL book from the Library's collection of abridged classics for ESL students.

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 read for comprehension.

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

12/6/2022

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