

ESL M13: ACADEMIC READING AND WRITING III

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)

M13

Course Title (CB02)

Academic Reading and Writing III

Banner/Short Title

Academic Read/Write III

Credit Type

Credit

Honors

No

Start Term

Fall 2023

Catalog Course Description

Provides instruction and practice in critical and analytical writing with an emphasis on language structure and vocabulary development for non-native speakers of English. Emphasizes critical analysis and appreciation of culturally diverse readings, integrating ideas from readings into writing assignments, and refining the academic language fluency of non-native speakers of English. Integrates research, synthesis, documentation, and advanced language skills in academic writing covering culturally diverse reading content.

Additional Catalog Notes

This course can be taken for credit (ESL M13) or noncredit (ESL M913).

Taxonomy of Programs (TOP) Code (CB03)

4930.87 - English as a Second Language–Integrated

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

N - The Course is Not 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)

Y - Not Applicable

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 M12 or equivalent

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

ESL M12 or equivalent

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

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

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

- | | |
|---|--|
| 1 | analyze, interpret, and summarize authentic, college-level texts from various academic genres and disciplines. |
| 2 | write multiple-draft, source-based essays of at least 1200 words on various topics of historical, philosophical, and cultural importance 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 | read, analyze, and evaluate culturally diverse academic texts for content, context, and text structure with consideration of author's intent. |
| 2 | synthesize knowledge of their own cultural backgrounds with their knowledge of American and other cultures through discussions, diverse readings, and writing assignments. |
| 3 | integrate high-advanced grammar and vocabulary appropriate to a variety of academic genres to express complex ideas with clarity. |
| 4 | compose well-developed essays which integrate supporting evidence from personal experiences, cultural knowledge, credible online sources, and academic articles. |
| 5 | identify, select, and integrate credible academic sources to support assignments and research projects using MLA citation format. |
| 6 | interpret academic texts to determine and evaluate authorial stance, bias, and rhetorical strategies used in expository writing. |

Course Content**Lecture/Course Content****25% Reading analysis**

1. Critical reading analysis
 - a. Pre-read: scaffold to activate background knowledge and cultural references, preview, skim, predict, and formulate questions
 - b. Identify and summarize the contributions of people from varying ethnic and cultural groups throughout readings
 - c. Analyze the development of themes/ideas, including cultural references and perspectives
 - d. Annotate: effectively interact with a text to create personal connections using metacognitive strategies
2. Application of questioning strategies to identify inferences, conclusions, and relationships between ideas in a text
 - a. Recognize the structure and organization of a text including its stance on a topic
 - b. Distinguish between strong and weak types of supporting evidence
 - c. Compare ideas among three or more readings
 - d. Use background knowledge to make inferences and challenge ideas in a reading
3. Recognition of complex textual clues to comprehend meaning and identify patterns of organization
 - a. Pronoun references and other determiners
 - b. Use of synonyms and near-synonyms
 - c. Examination of language structures in different academic genres
 - d. Amplification words ("for example," "specifically," "such as")

- e. Concession words ("accepting the data," "granted that," "of course")
 - f. Restatement words ("again," "in other words", "that is," "i.e.")
4. Vocabulary and word analysis for reading comprehension
 - a. Contextual clues to understand new vocabulary
 - b. English word roots and affixes
 - c. Academic words from various genres and corpus lists such as the Academic Word List
 - d. Nuances and attitudes expressed by reporting verbs
 5. Comparing Western/US academic conventions and those of students' countries of origin
 - a. Deepen an advanced understanding of both Western and non-Western cultures through comparative analysis of academic practices (e.g. intellectual property, citation styles, hedging)
 - b. Compare/contrast the contributions of varying groups in light of discrimination and other societal forces
 - c. Analyze the development of themes/ideas, including cultural references and perspectives
 - d. Examine and compare contemporary American social and educational issues with similar issues in the students' countries of origin

25% Writing:

1. Analysis of academic genres, including research papers, expository essays, summary and response, and reports
2. Identify the appropriate method of development for the assignment, i.e. Western logic, organization, language, and rhetorical modes such as division/classification, cause/effect, and compare/contrast
3. Use of a variety of rhetorical organizational structures
 - a. Clear, limited, and unified thesis statements that express writer's view
 - b. Logical sequence of ideas
 - c. Paragraph and non-formulaic essay structure
 - d. Integration of clear, logical, factual, well-ordered support
 - e. Effective non-formulaic conclusions
4. Reinforcement of the writing process
 - a. Pre-writing strategies
 - b. Constructing a first draft
 - c. Editing and proofreading as the final step in the process
5. Summary and paraphrase
 - a. Avoiding plagiarism
 - b. Clear reformulation of ideas, using appropriate vocabulary and sentence structure
6. Response and argumentation
 - a. Argumentation models and logical fallacies
 - b. Development and expression of student's opinion, logically supported arguments, including counter-arguments and refutation
7. Accuracy and editing skills
 - a. Appropriate resources for independent revision of written work (e.g. learners' dictionaries, online dictionaries, tutoring services)
 - b. Proofreading and revision strategies
 - c. Use of instructor, WRTC tutor, and peer comments, markings, and correction symbols as tools for improved accuracy
 - d. Analyze own writing to identify personal error patterns and apply analysis and knowledge of the language to correcting own writing
 - e. Self-correct lexical, morphological, syntactical, and mechanical errors, particularly common to ESL students
8. Grammar, sentence structure
 - a. Control of language structures and forms required for academic English at one level below transfer
 - i. Nouns and noun phrases in academic genres
 - ii. The English verb system in academic genres
 1. Problematic verb tenses needed to distinguish time frames, such as complex perfect and perfect progressive tenses and shifts between tenses
 2. Use of verb structures such as conditionals and modals to differentiate fact from hypothesis and opinion
 3. Modal verbs to express concepts such as
 4. Passive voice to express objectivity or describe processes
 5. Problematic verb forms such as gerunds and infinitives as the subjects and objects of clauses and prepositions
 - iii. Complex sentence structure
 1. Sentence combination using transitions, subordination and coordination to express relationships such as concession and contrast between multiple complex ideas
 2. Word order choice and the use of devices such as fronting and cleft sentences to foreground information
 3. Noun clauses as used to report, summarize or paraphrase other sources, replacing nouns as subjects, objects, and objects of prepositions to express a broader range of meaning
 4. Text cohesion and coherence through the use of

- a. Pronouns and articles
- b. Transitional phrases
- c. Conjunctive adverbs
5. Punctuation including accurate incorporation of quotations
6. Sentence structure

20% Culture analysis

1. North American academic culture
 - a. Rhetorical patterns
 - b. Language of attribution
 - c. Logic systems and patterns of reasoning
 - d. Background knowledge of reading/writing topics
 - i. Historical events
 - ii. Cultural currents and events
2. Multi-cultural contexts
 - a. Variety in North American cultures
 - b. Cultural differences in different regions of North America
 - c. Differences in language and behavior among various social groups
3. Current social and educational issues in North America and other global regions
 - a. Cultural perspectives on topics
 - b. Identification of cultural bias
4. Develop and demonstrate deeper cultural competence in American and multi-cultural contexts
5. Analyze and appreciate diverse cultural perspectives
6. Examine historical and cultural events and contexts influencing writers and texts with diverse perspectives
7. Contribute their own cultural perspectives through discussions and writing

15% Vocabulary:

Academic vocabulary development

1. Academic and subject-specific vocabulary
 - a. Lexical density as a characteristic of academic discourse
 - b. Analysis of collocations with key academic terms such as *have a negative impact on + NP*, *have serious consequences for + NP*
 - c. Denotation as opposed to connotation related to objectivity or bias in writing
 - i. Antonyms
 - ii. Synonyms
 - iii. Near-Synonyms
 - d. Figurative language and metaphor
 - e. Word families, affixation and choice of correct word form
2. Strategic use of monolingual English dictionaries
 - a. Dictionary use to find collocations and vocabulary-specific grammar patterns, including preposition usage
 - b. Brief and extended definition of key terms as a characteristic feature of academic discourse
 - c. Strategies for comprehension of idiomatic and/or culture-specific language

15% Academic sources and citation formats

1. Incorporation of Sources
 - a. Understand and apply American academic expectations of original thought and wording in contrast to the expectations of students' own cultures
 - b. Begin to incorporate templated references from assigned readings
2. Library research and general internet searches
 - a. Databases
 - b. Evaluation of source material for currency and credibility
3. Integration of source material
 - a. Relevant supporting evidence for writing assignments
 - b. Language to integrate source materials
 - i. Citation and embedding of paraphrase and quotation
 - ii. Appropriate reporting language, especially verbs
 - iii. MLA and APA formats
 - c. Avoiding plagiarism

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
Oral presentations
Quizzes
Written homework

Instructional Methodology

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

Audio-visual presentations
Class discussions
Collaborative group work
Computer-aided presentations
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Lecture and practice on the writing process using scaffolding strategies for writing essays using the process approach (generating, drafting, revising, editing)

Instructor-led grammar exercises focused on meaning and accuracy integrating the use of advanced grammatical structures for effective writing.

Instructor-led analysis and practice of academic vocabulary drawn from course readings across the curriculum, including a focus on collocations, register, connotation, and word families.

Whole class and small group discussion of readings on cultural context, implications, and applications in the world.

Guest speakers to present perspectives on current social issues relevant to students. Students will practice active listening and note-taking and preparation for question and answer sessions.

Representative Course Assignments

Writing Assignments

Students will produce at least five formal out-of-class writing assignments using various rhetorical modes, including: narration, summary-response, classification, cause/effect, and argument.

Students will complete a variety of informal writing assignments based on assigned reading materials, such as outlines, annotated bibliographies, and summaries.

Students will produce at least two formal timed writing exams.

Critical Thinking Assignments

Students will critically analyze culturally relevant topics and take a position and/or apply a concept (of near college-level complexity and abstraction), integrating student's ideas with those of other scholars and writers.

Students will summarize and critique at least two arguments from an assigned reading. The critique must integrate ideas from other readings, students' cultural backgrounds, and/or class discussions.

Students will critically analyze education systems in the US and compare it to their own countries of origin in a classification essay assignment. The essay will feature supporting evidence from students' own cultural experiences as well as assigned readings.

Students will analyze the impact of discrimination and the contributions of people from diverse backgrounds.

Reading Assignments

Students will utilize reading strategies from all stages of the reading process (pre-, during, and post-), such as outlining reading passages and chapters to show critical understanding of readings, drawing inferences, and recognizing and articulating inductive and deductive arguments. Students will analyze the development of themes/ideas, including cultural references and perspectives.

Students will read and evaluate at least 12 nonfiction essays or articles from a variety of academic disciplines, with an emphasis on topics reflective or relevant to North American and multicultural contexts.

Students will read one-full length non-fiction book over the course of the semester, to be used as a basis for exercise work in reading skills, strategies, and cultural competence, as a basis for in-class discussion.

Outside Assignments

Representative Outside Assignments

Students will read one-full length non-fiction book over the course of the semester, to be used as a basis for exercise work in reading skills, strategies, and cultural competence, as a basis for in-class discussion.

Students will compose outlines and essay drafts integrating ideas from culturally diverse readings, class discussions, and personal cultural experiences.

Students will utilize library databases to identify sources for essay assignments. Students will integrate sources into papers (in-text citations and works cited page) using MLA format.

Students will revise and edit essay drafts and other writing assignments based on peer, instructor, and tutor feedback.

Articulation

Comparable Courses within the VCCCD

ESL R100 - College Writing Preparation for Non-Native Speakers

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Fullerton College	ESL 190F	Advanced Accelerated English	5
Riverside City College	ESL 50	Advanced Writing and Grammar	5

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Proposed

Date Proposed:

12/15/2023

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3B: Humanities**

Proposed

Date Proposed:

12/15/2023

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

No

DescriptionWilliams, Jessica, and Pamela Vittorio. *Making Connections 4: Skills and Strategies for Academic Reading*. Rev. ed., Cambridge University Press, 2017.**Resource Type**

Textbook

Classic Textbook

No

DescriptionNazario, Sonia. *Enrique's Journey*. Random House, 2007.**Resource Type**

Textbook

Classic Textbook

No

DescriptionSkloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Crown Publishing, 2011.**Resource Type**

Textbook

Classic Textbook

No

DescriptionAlexie, Sherman. *Flight*. Grove Press, Black Cat, 2007.**Resource Type**

Other Instructional Materials

DescriptionSanchez, Erika. *I'm Not Your Perfect Mexican Daughter*. Ember, 2019.**Library Resources****Assignments requiring library resources**

Class instruction session demonstrating the use of the Internet and the Library's online subscription databases for research in preparation of essay assignments.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Attend Library instructional session and utilize the databases to analyze the impact of discrimination and the contributions of people from diverse backgrounds.

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.

E-mail

Individual interaction between instructor and student.

Other DE (e.g., recorded lectures)

Recorded lectures on the elements of grammar, writing, reading and listening.

Synchronous Dialog (e.g., online chat)
Video Conferencing

Instant messaging.
Instructor will hold regularly-scheduled online office hours.

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

03/07/2023

Board

03/14/2023

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY