I. Description of Course:

1. Department/Course: ESL - 983RW
2. Title: Reading and Writing, Level III
3. Cross Reference: 
4. Units: 
   - Lec Hrs: 5
   - Lab Hrs:
   - Tot Hrs: 90.00
5. Repeatability: Yes Times: Unlimited. Per 55002(c)(4)
6. Grade Options: Letter Grade, May Petition for Pass/No Pass (GC)
7. Degree/Applicability: 
   - Non Credit (N)
8. General Education: 
9. Field Trips: Not Required
10. Requisites: 
    - Prerequisite 
    - ESL 982RW Reading and Writing, Level II or appropriate score on ESL Placement Test

12. Catalog Description:

   This noncredit course is designed to develop reading, writing, and grammar skills in American English, with an emphasis on the academic English skills that are necessary for higher levels of college study. The course is part of the third level of the ESL sequence, and it is open to students whose native language is not English. Not applicable to associate degree.

13. Class Schedule Description:

   Development of reading, writing, and grammar skills, with a focus on academic American English, Level III. Not applicable to associate degree. Noncredit course.

14. Counselor Information:

   This is a non-transferable, non-associate degree applicable, noncredit course designed for non-native speakers of English who have tested into the course by means of the ESL placement test or have completed ESL 182RW and wish to further improve their reading and writing skills.

II. Student Learning Outcomes

The student will:

1. Distinguish between main ideas and details in texts appropriate for students at this level of English proficiency (predominantly authentic texts, written for native English speakers, 2-4 pages in length, high intermediate to low advanced, on general and academic topics).
2. Analyze and make inferences based on reading texts described above.
3. Summarize and respond to assigned reading materials in comprehensible and coherent written English.
4. Write coherent and organized paragraphs/short essays of approximately 250 words based on reading materials and other topics appropriate for students at this level of English proficiency.
5. Use the grammar covered in ESL 181RW, 182RW, and 183RW with increased accuracy and fluency.

III. Course Content:

A. Integrated Reading and Writing Skills:
   1. Identify and explain the main idea of a reading passage
   2. Summarize the main points of an article
   3. Outline and analyze supporting details and/or arguments in assigned readings
   4. Distinguish between general and specific supporting ideas and evidence
   5. Create topic sentences in response to assigned topics/questions on readings
   6. Select and use appropriate support for topic sentences
   7. Incorporate short quotations from a reading into one's own writing
   8. Paraphrase portions of texts studied
   9. Write paragraphs and/or short essays of the following types:
      a. Summary of and response to a reading passage
      b. Critique of a reading passage
      c. General exposition (generalization plus examples/support)
      d. Comparison/Contrast
      e. Cause and Effect
      f. Argument
      g. Other types, as appropriate for assigned readings or units of study

B. Vocabulary Skills:
   1. Infer vocabulary from context
   2. Compare multiple dictionary entries for a given vocabulary word and select the most appropriate one for a particular context.
   3. Expand vocabulary, including knowledge of various word forms, collocations, idioms, phrasal verbs through extensive reading on diverse topics and issues.
   4. Use new vocabulary, idioms, phrasal verbs in other original, grammatical, and appropriate contexts.
   5. Develop vocabulary through word analysis: study of prefixes, suffixes, roots, etc.

C. Grammar, integrated into reading and writing:
   1. Review elements of grammar from previous levels of ESL. Examples:
      a. Verb tenses, especially consistency and/or necessary shifts in an extended passage
      b. Modals, especially as used in various time frames
      c. Passive verbs, especially in combination with various tenses and modals
      d. Methods of sentence combining
   2. Analyze sentence structures to increase comprehension of complex sentences
   3. Introduce and practice constructing original sentences with the following structures:
      a. Adjective clauses (using who, whom, whose, which, that, where, when)
      b. Noun clauses (including reported speech)
      c. Adverbial clauses
      d. Parallel structures
      e. Transitional phrases
IV. Course Assignments:

A. Reading Assignments
   1. Intensive reading: expository articles for students at this level of proficiency, including persuasive arguments, personal narratives, news articles, editorials, and short stories.
   2. Extensive reading: authentic or simplified fiction, non-fiction, biography, children's literature, at a level appropriate for students' independent reading, as found in the ESL Collection at the Ohlone College Library.

B. Projects, Activities, and other Assignments
   1. Comprehension questions based on readings
   2. Vocabulary exercises based on readings
   3. Grammar exercises relevant to writing assignments
   4. Sentence exercises (for the development of greater sentence variety and grammatical accuracy)
   5. Peer review and editing sessions
   6. Debates based on readings, to stimulate thinking about writing topics
   7. Optional field trips to sites relevant to themes in reading and writing

C. Writing Assignments
   1. Paragraphs
   2. Multi-paragraph essays (comparison/contrast, cause/effect, analysis, argument, and other types as desired by the instructor)
   3. Research project, presented in a wiki
   4. Journal writing on various topics based on readings
   5. Summaries of assigned readings
   6. Responses to assigned readings
   7. Paraphrases

V. Methods of Evaluation:

A. In class timed paragraph/essay writing evaluated for coherent and organized paragraphs and proper use of grammar. (SLO 4,5)
B. Out of class paragraphs and essays evaluated for coherent ideas, organization and accuracy and fluency of grammar. (SLO 4,5)
C. Revision of paragraphs and essays evaluated for fluency and accuracy of grammar. (SLO 5)
D. Objective reading/vocabulary tests (SLO 1,2,3)
E. Grammar/editing quizzes (SLO 5)
F. Research project evaluated for effective extraction of main ideas and details from readings, ability to make inferences, summarize and respond in coherent English, and use of proper grammar. (SLO 1,2,3,4,5)
G. Portfolios of student work. (SLO 1,2,3,4,5)
H. A reading and writing test (a new reading, objective reading questions, and paragraph/essay writing test), which is given near the end of the semester and evaluated by other and/or multiple faculty members for English proficiency and fluency. (SLO 1,2,3,4,5)

VI. Methods of Instruction:
A. Lecture
B. Discussion
C. Audiovisual
D. Collaborative Learning
E. Distance Learning
F. Other

1. Several other approaches to teaching this course may be as follows: integrating it with ESL 183LS into a learning community, integrating it with a course in another discipline, or undertaking some kind of community or service-learning project as a class.

VII. Textbooks:

Recommended


Supplemental

VIII. Supplies:

Approval Date: 12/08/2015
CCC Number:
TOP Codes: 4930.87
C-ID Number: