# COURSE SYLLABUS

**Course Title:** ESL: Writing & Reading III  
**Date submitted:** Spring 2014  
**(AAC: 14-25)**

**Department:** Humanities  
**Curriculum:** ESL

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### Course Code: (eg. ACC 101)
- **Course Code:** ESL*133

### Course Type:
- **Course Type:** L

### Elective Type:
- **Elective Type:** G

### Credit Hours:
- **Credit Hours:** 3

### Developmental:
- **Developmental:** No

### Lecture:
- **Lecture:** 3

### Clinical:
- **Clinical:** 0

### Lab:
- **Lab:** 0

### Studio:
- **Studio:** 0

### Other:
- **Other:** 0

### TOTAL:
- **TOTAL:** 3

### Class Maximum:
- **Class Maximum:** 21

### Semesters Offered:
- **Semesters Offered:** F/S/Su

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### Prerequisites:
- C- or better in ESL: Writing & Reading II (ESL*123) or appropriate placement test score

### Corequisites:
- ESL: Grammar III (ESL*125) recommended but not required

### Other Requirements:
- None

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### Catalog Course Description:
This is the intermediate level of writing and reading in the ESL program or the third level in the sequence. The reading section emphasizes skills and knowledge that will help students develop their reading comprehension, including their ability to infer vocabulary meaning through various clues. The writing section focuses on practicing a variety of complex sentences, producing well organized paragraphs, and developing compositions. It also reinforces the use of intermediate-level grammatical structures through the writing activities and continues to exercise correct spelling, punctuation and capitalization.

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### Topical Outline:

**A. Vocabulary Expansion**
- High frequency
- Meaning through context
- Word forms

**B. Reading Comprehension**
- Main ideas/skimming
- Implications/inferences
- Details/scanning
C. Using a monolingual dictionary
D. Conversation practice as related to readings

II. Writing
A. Writing Sentences
   1. Simple sentences - position of parts of speech practice
   2. Compound sentences: various connectors
   3. Complex sentences: various connectors
B. Paragraphs
   1. Main idea sentence
   2. Support
C. Expanding paragraph into short compositions
D. Editing practice
E. Mechanical elements: capitalization, spelling, and punctuation

Outcomes:
Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

Upon successful completion of this course, the student will be able to do the following:

COURSE:
1. Learn to differentiate between main ideas, details and make inferences in readings of an intermediate level of difficulty (vocabulary and grammar-wise);
2. Expand and use high frequency vocabulary;
3. Begin to infer meaning through context;
4. Begin to recognize lexical items in their different word forms and usage;
5. Practice using a monolingual dictionary;
6. Continue building sentence variety especially in using complex sentences;
7. Begin to demonstrate development of ideas in paragraphs and/or compositions;
8. Consolidate the usage of beginning/intermediate-level grammar through their writing;

PROGRAM: (Numbering reflects Program Outcomes as they appear in the college catalog)

GENERAL EDUCATION: (Numbering reflects General Education Outcomes as they appear in the college catalog)

11. Written Communication (embedded) - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.
   Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.
   Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.

Evaluation:
List how the above outcomes will be assessed.

Assessment will be based on the following criteria:
Reading will be evaluated through quizzes and exams.
Writing will be evaluation through writing based portfolios and tests.
### Instructional Resources:

List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.

- Language Lab, tape recorders, VCR's, overhead projectors, CD players

### Textbook(s)

Refer to current academic year printout.