

COURSE SYLLABUS

Course Title:	ESL: Writing & Reading IV		Date submitted:	Spring 2014 (AAC: 14-25)
Department:	Humanities			
Curriculum:	ESL			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ESL*143	Prerequisites:	
	Course Type:	L	C- or better in ESL: Writing & Reading III (ESL*133), placement test, or permission of Department Chair.	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio			
	Elective Type:	FL/G/HU/LAS		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	Credit Hours:	3	Corequisites:	
	Developmental: (yes/no)	No	None	
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
Studio:	0			
Contact Hours:	Other: 0			
	TOTAL: 3	Other Requirements:		
Class Maximum:	21	None		
Semesters Offered:	F/S			
Catalog Course Description:	Writing & Reading IV is the high-intermediate writing course in the ESL: Writing & Reading Series. It complements ESL: Grammar IV. The course integrates writing and reading. The writing focus introduces the stages of the writing process from pre-writing to composing to revising. The reading focus is on reading longer, more complex texts, improving comprehension, and building an academic vocabulary. Students write a variety of personal essays using common development modes such as narrative, descriptive, definition, classification and cause/effect. Students will begin to use thesis statements and topic sentences. Attention is given to grammatical problems commonly present in the writings of ESL students. This course prepares students for ESL: Writing & Reading V.			
Topical Outline: List course content in outline format.	Reading: I. Class reads a fiction novel together throughout the semester. Vocabulary exercises and discussions will be generated from the readings. Links will be made between the experiences of the character and the experiences of the students. (Book selection is made by teacher.) II. Class completes reading and exercises from reading textbook appropriate to this level (selected by the teacher). III. In the last month of the semester, students read a stylistically easy novel that is at least 100 pages,			

write a book report and give a short oral report about the book.

Writing:

I. Introduction to the Writing Process

- A. Pre-writing
- B. Organizational strategies
- C. Topic development

II. Focus on the parts of the essay

- A. Introduction,
- B. Body
- C. Conclusion.

III. Developing control of the essay's content

- A. Thesis statements
- B. Topic sentences.

III. Using of adequate support and examples appropriate to essay purpose.

IV. Rhetorical devices that help to build coherence

V. Punctuation to avoid fragments and run-on sentences

Library connection: Class will include at least one visit to the library with a librarian. Focus is using the library to support the reading goals of the classroom.

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

COURSE:

In Writing+Reading IV students will meet the following objectives:

Reading:

- 1. read easy fiction and non-fiction articles with some dictionary aid
- 2. expand active vocabulary
- 3. recognize and understand the various contexts which help to define vocabulary in readings
- 4. recognize connections between readings and writing;
- 5. recognize the rhetorical devices such as topic sentences and thesis statements in relevant readings;
- 6. read a level-appropriate book that is 100 pages or longer for a book report

Writing:

- 1. exhibit knowledge of the writing process in developing essays with introduction, body, and conclusion
- 2. write essays that show adequate development of the thesis statement in the body
- 3. write using compound and complex sentences
- 4. Write a book report

Evaluation of Reading:

- 1. content of readings will be evaluated through quizzes and exams;
- 2. independent reading will be evaluated through a book report that includes both a written and oral component

Evaluation of Writing:

- 1. Students will complete a minimum of three (3) major writing assignments utilizing all the steps of the writing process;
- 2. One of these writing assignments will be a book report based on student's independent reading;
- 3. Students will write two (2) in-class essays that model either evaluative essays or essay exam situations;
- 4. Students will write an in-class essay at the end of the semester in lieu of a final exam.

Outcomes:

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

	<p>Upon successful completion of Writing+Reading IV students will be able to do the following:</p> <ol style="list-style-type: none"> 1. recognize and implement the stages of the writing process 2. construct essays that contain a thesis statement, an introduction, a body of well-developed paragraphs with topic sentences, and an appropriate conclusion 3. function as a peer editor for other ESL students 4. generally use correct punctuation and mechanics 5. stylistically easy, non-graded fiction and non-fiction texts with a minimum of dictionary aid <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>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.</p> <p style="padding-left: 40px;">Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p style="padding-left: 40px;">Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p>
<p>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.</p>	<p>Writing Lab or Language Lab facilities recommended but not required. Library Resources for Research</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>