

COURSE SYLLABUS

Course Title:	English as a Second Language Writing & Reading V		Date submitted:	November 2016 (AAC: 16-53)	
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*152	Prerequisites: C- or better in Writing & Reading IV (ESL*143), appropriate placement test score or permission of Humanities Department Chair		
	Course Type:	L/DL			
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar 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 G: General HI: History HU: Humanities LA: Liberal Arts FL: Foreign Language M: Math S: Science SS: Social Science				
	Credit Hours:	6	Corequisites: Other Requirements: C- or better in ESL *145 Grammar IV suggested but not required		
	Developmental: (yes/no)	no			
	Lecture:	6			
	Clinical:	0			
	Lab:	0			
Studio:	0				
Contact Hours:	Other: 0				
TOTAL:					
Class Maximum:	21				
Semesters Offered:	F/W/Sp/Su m				
Catalog Course Description:	This is the low-advanced writing course in the ESL Writing & Reading series. The reading focus is on improved comprehension of level-appropriate academic and expository texts so that students can both discuss texts and reinvest information from texts into discussions and writing. The writing focus integrates and refines the stages of the writing process from prewriting to revising while reviewing basics such as thesis statements and topic sentences. Students read, write, revise, participate in group work and confer with teacher. In addition, grammar topics will be included in support of reading and writing. This six-credit course is a Humanities Elective. A C or better ensures admission into ESL Writing & Reading VI.				
Topical Outline: List course content in outline format.	<p>A. Read Level-Appropriate texts by implementing reading strategies</p> <ol style="list-style-type: none"> Use pre-reading strategies Annotate texts and use marginalia Recognize main claims of each paragraph Recognize supporting details and/or evidence in each paragraph 				

	<ul style="list-style-type: none"> e. Understand the main details of plot in short stories or novels <p>B. Analyze reading</p> <ul style="list-style-type: none"> a. Identify writer’s audience, purpose, and point of view b. Recognize cultural references in texts c. Make inferences based on information in readings d. Recognize a writer’s bias e. Distinguish stated from unstated arguments f. Develop personal perspective on content of reading by connecting information in text to background and life experiences g. Expand academic vocabulary and techniques used to understand vocabulary in contexts <p>C. Writing</p> <ul style="list-style-type: none"> a. Use pre-writing strategies including building background knowledge and brainstorming b. Use planning strategies including diagrams, flow charts, or outlines c. Write effective thesis-given essays with standard organization of introduction, body paragraphs, and conclusion. d. Use standard writing devices including hooks, thesis statements, and topic sentences e. Build effective paragraphs with supporting details and/or evidence f. Use grammar knowledge to support expression on the sentence level g. Use transitional devices, pronouns, and repetition to develop unity h. Use a variety of sentence types: simple, compound, and complex i. Use standard mechanics of punctuation and capitalization j. Reinvest information from reading into writing k. Use informal acknowledgements to incorporate outside information into an essay l. Use paraphrase strategies to avoid plagiarism m. Write summaries n. Expand self-editing and peer editing through practice <p>D. Sentence Level Grammar Topics</p> <ul style="list-style-type: none"> a. Sentence Connectors (coordinate, subordinate, and conjunctive adverbs) b. Indirect Speech c. Passive Voice Review (including passive gerunds and infinitives) d. Untrue Conditional e. Expanded clause structure (adverb, adjective, noun, and reduced clauses)
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. read and comprehend level-appropriate English texts with minimal dictionary aid 2. build vocabulary from the Academic Word List for improved reading comprehension 3. recognize and understand unfamiliar vocabulary through contextual clues 4. recognize connections and different perspectives in related texts 5. recognize informal and formal acknowledgements of outside information in texts <p>Writing:</p> <ol style="list-style-type: none"> 1. utilize the structural components of essay writing from introduction to conclusion 2. exhibit knowledge of the writing process by developing, focusing, supporting and refining ideas into written forms. 3. demonstrate coherence and unity of purpose through appropriate use of connective and rhetorical devices 4. support thesis statement using adequate evidence. 5. reinvest and informally cite evidence in writing that comes from readings, personal experiences, and observations, and other outside sources <p>Written Communication</p>

11. Written Communication - 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

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

[Select the General Education Abilities from the listing below.]

1. **Aesthetic Dimensions** - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.
Demonstrates: Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.
Does Not Demonstrate: Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.

2. **Critical Analysis/ Logical Thinking** - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.
Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.
Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

3. **Ethical Dimensions** - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.
Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.
Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

4. **Historical Knowledge** - Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.
Demonstrates: Analyzes and describes with sufficient detail and specific examples the impact of past events on subsequent events.
Does Not Demonstrate: Inaccurately or insufficiently analyzes and describes the impact of past events on subsequent events.

2. **Information Literacy/Continuing Learning** - Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.
Demonstrates: Collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.
Does Not Demonstrate: Does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.

3. **Oral Communication** - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

	<p>Demonstrates: Delivers oral presentations using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p>Does Not Demonstrate: Delivers oral presentations lacking appropriate evidence and appeals as determined by the rhetorical situation.</p> <p>4. Quantitative Reasoning -Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.</p> <p>Demonstrates: Interprets numerical information and applies sufficient laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.</p> <p>Does Not Demonstrate: Misinterprets numerical information or insufficiently applies laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.</p> <p>5. Scientific Knowledge - Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.</p> <p>Demonstrates: Consistently recalls and correctly applies discipline-specific terms, relevant theories, laws, and concepts to analyze and explain scientific information.</p> <p>Does Not Demonstrate: Inconsistently recalls or incorrectly applies discipline-specific terms, relevant theories, laws, and concepts to analyze or explain scientific information.</p> <p>6. Scientific Reasoning - Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.</p> <p>Demonstrates: Identifies and successfully executes components of the scientific method (hypothesis, procedure, observations, data analysis, and conclusions) to investigate real-world phenomena.</p> <p>Does Not Demonstrate: Misidentifies or poorly executes components of the scientific method (hypothesis, procedure, observations, data analysis, or conclusions) to investigate real-world phenomena.</p> <p>7. Social Phenomena - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p>Demonstrates: Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Does Not Demonstrate: Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>8. Written Communication - 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>Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p>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> <ol style="list-style-type: none"> 1. Students write at least 3 essay and 2 in-class essays 2. Reading comprehension will be assessed through quizzes and/or exams 3. Vocabulary will be assessed through quizzes and/or use in writing 4. Grammar will be assessed through quizzes and/or use in writing

<p>Instructional Resources:</p> <p>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>Required: No special resources required.</p> <p>Desired: 3 class hours scheduled in a classroom with computers</p>
<p>Textbook(s)</p>	<p>ESL coordinator will have a list of preferred textbooks that an instructor may choose from</p>