

**Skyline College  
Official Course Outline**

**Date:** August, 2006

**1. TITLE:**

ESOL 890: Reading and Composition Practice for ESL  
3.0 units, 3 lecture hours per week, plus one hour by arrangement  
Writing Prerequisite: None  
Reading Prerequisite: None

*Recommended: Eligibility for ESOL 400, or appropriate skill level as indicated by ESL placement test and other measures as necessary, or the equivalent.*

**2. COURSE CLASSIFICATION:**

Credit course NOT applicable to the Associate Degree.

**3. COURSE DESCRIPTIONS:**

**A. Catalog Description:**

For advanced non-native speakers of English who are eligible for ESOL 400 or its equivalent, and who need more focused work in grammar, writing, and editing before attempting ESOL 400 or ENGL 100 or 105. Plus one hr/wk by arrangement.

**B. Schedule of Classes description:** Advanced practice in reading, grammar, writing, and editing. Emphasis on composing clear, coherent, logical essays. Plus one hr/wk by arrangement.

**4. COURSE JUSTIFICATION:**

ESL students who are eligible for ESOL 400 may find this course a helpful preparation for or addition to ESOL 400 or English courses. This course is designed to give focused practice in reading, grammar, writing and editing by targeting structures that ESL students need while reinforcing process writing and teaching good editing skills. This course does not enable students to qualify for ENGL 100 and is not transferable or applicable to the Associate Degree.

**5. STUDENT LEARNING OUTCOMES (SLO's):** Upon completion of the course, students will be able to

**Reading:**

A. Read, critically evaluate, and respond to college-level texts in English.

**Writing:**

B. Apply the writing process to generate, compose, and develop college-level essays.

**Language use:**

C. Demonstrate awareness of grammatical structures necessary to academic writing.  
D. Critically evaluate and modify own written language to enhance academic communication.

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

A: Read, critically evaluate, and respond to college-level text in English.

Obj. 1: Demonstrate understanding of text through discussions, debates, group presentations, or other oral tasks.

Obj. 2: Evaluate, justify, support or refute a claim put forth by an author.

Obj. 3: Apply critical thinking to arguments and main points in forms of comparison, contrast, hypothetical situations, advice, and response to authors.

- B: Apply the writing process to generate, compose, and develop college-level essays.  
Obj. 1: Participate in the writing process including brainstorming and planning, creating multiple drafts, revising, and editing.  
Obj. 2: Write essays of at least 500 words.  
Obj. 3: Critically evaluate and revise own writing in accordance with standard English grammar.
- C: Critically evaluate and modify own written language to enhance academic communication.  
Obj. 1: Revise own writing for organization, support, and cohesiveness.  
Obj. 2: Edit own writing according to standard English grammar conventions.  
Obj. 3: Produce multiple drafts showing clear stages of planning, drafting, revising, and editing.  
Obj. 4: Use language specifically to impact the reader and enhance writing.

## 7. COURSE CONTENT:

Students read short passages that illustrate specific language structures, analyze the language structures, and attempt to produce the language structures in own writing using a process approach to compose effective sentences, paragraphs, and essays. Writing instruction is based on principles of teaching writing as a process, from generating ideas through several drafts to the polished essay. Each unit includes readings that provide a focus for writing activities. Writing assignments are short and focused on process and development, attention to language use, and editing.

**Typical initial unit: expository text.** Students will:

- A. read a short article or passage and discuss its content in groups.
- B. participate in a dictation activity
- C. examine text for target structures and connect structures to content
- D. study rules and editing strategies for target structures
- E. do focused practices and exercises for target structures
- F. using the writing process, generate a text-based piece of writing
- G. apply editing strategies to a short essay

**Typical middle unit: objective reporting.** Students will

- A. read a short article or passage and discuss its content in groups.
- B. participate in a dictation activity
- C. examine text for target structures and connect structures to content
- D. study rules and editing strategies for target structures
- E. do focused practices and exercises for target structures
- F. using the writing process, generate a text-based piece of writing
- G. apply editing strategies to a short essay

**Typical concluding unit: argument.** Students will:

- A. read a short article or passage and discuss its content in groups.
- B. participate in a dictation activity
- C. examine text for target structures and connect structures to content
- D. study rules and editing strategies for target structures
- E. do focused practices and exercises for target structures
- F. using the writing process, generate a text-based piece of writing
- G. apply editing strategies to a short essay

## 8. METHODS OF INSTRUCTION

Typical methods of instruction may include the following: lecture/discussion with focused group and individual practice; group discussion and problem solving; target structures

presented deductively at first, then analyzed to encourage students to formulate rules; aural comprehension and dictation/note taking; outside assignments such as field research, interviews, observations, and language experiences; any techniques that create awareness in ESL students' language processing gaps which cause problems in writing.

### **9. ASSIGNMENTS:**

In a typical unit, students read an article and come to class prepared for a discussion. Discussion focuses on critical evaluation and response to text. Dictations provide the student with opportunity to increase metacognition and awareness of own writing habits as well as the connection between aural reception and graphic notation. Deductive approach to grammar rules and explicit practice of grammar structures help students solidify the structures. Process writing reinforces good composition skills and allows for a focus on clarity of message through accurate and grammatical expression. Editing strategies are used individually, in pairs as a peer activity, and in groups as a participatory task.

### **10. SUGGESTED TEXT(S):**

This course requires the use of an ESL advanced reading and composition text that attends to grammar and editing. It can be supplemented with additional readings or grammar materials.

*Grammar/editing texts with readings:*

Raimes, A. 1998. *How English Works*. 1<sup>st</sup> ed. Cambridge University Press: Cambridge. ISBN 0-521-65758-X

*Writing texts with readings:*

Gardner. 2005. New directions: Reading, writing, and critical thinking. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press. ISBN 0-521-54172-7

Smalzer, 2005. Write to Be Read: Reading, Reflection, and Writing. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press. ISBN 0-521-54746-6

Tunceren, L. and S. Cavusgil. College Writing 4. 1<sup>st</sup> ed. Houghton Mifflin: Boston. ISBN 0-618-23031-9.

*Reading supplements:*

Preston. 2003. A Sense of Wonder. Pearson Ed.: Boston. ISBN 0130405604

Draper. 2003. Great American Stories 3 Pearson Ed.: Boston. ISBN 0130619418

### **11. EVALUATION OF STUDENT PERFORMANCE:**

Students have the option to receive credit/no credit or a letter grade. Grading is based primarily on graded take-home essays, the midterm and final in-class essays. Each of these requires some type of analysis, synthesis, and/or evaluation. In order for an essay to be acceptable, the student must show evidence of thoughtful analysis, organization, and fluency. Grammar errors, while present, must not interfere with content.

revised 8/23/06