

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

English as a Second Language 1B – Advanced Accelerated Reading and Writing for English as a Second Language

6 hours lecture, 6 units

Catalog Description

This course follows the sequence begun with ESL 1A and is designed to bring students up to the grammatical, reading and composition level needed for two levels below ESL 122 or ENGL C1000. The focus is on reading more complex texts, analyzing with more advanced critical attitude, and writing paragraph-to-essay length papers with proper format and evidence of high intermediate to low advanced academic depth and rigor of research. Students in this course are generally on an accelerated pathway through the English as a Second Language program. **Non-degree applicable.**

Prerequisite

None

Recommended Preparation:

“C” grade or higher or “Pass” in ESL 1A or equivalent placement into ESL 1B

Course Content

- 1) Reading skills include comprehension of more complex passages with familiar and new content and language, more grammatically complex readings on a high intermediate level, and more complex readings on unfamiliar topics; exercises to increase reading speed and comprehension, context clues and some structural analysis
- 2) Sentence skills include some usage of subordination, adjective and adverb clauses and sentence variety as well as writing simple or compound positive, negative and interrogative sentences
- 3) Writing skills include creating well organized paragraphs with topic sentences, supporting details and complete transitions; development of the writing process: pre-writing, writing, peer reviewing, revising and editing—all on an intermediate level
- 4) Reading skills include comprehension of grammatically complex readings at a high intermediate level and readings on personal to academic topics; summary, paraphrasing and quoting exercises; discussion of cultural and historical references, assumptions and allusions; vocabulary development through contextual and structural clues as well as reading strategies to develop speed and accuracy

Course Objectives

Students will use an accelerated approach of intensified in-class and homework assignments and at the end of the course they will be able to display the following skills:

- 1) Apply the rules for the formation, meaning and use of English structures when reading and writing in English.
- 2) Read passages quickly and efficiently by applying appropriate reading strategies and understand common cultural references, allusions and assumptions in text.
- 3) Demonstrate the ability to read texts of some conceptual or linguistic complexity in a variety of genres from personal to academic at an advanced level.
- 4) Define new vocabulary based on reading and discussion, structural analysis and contextual clues.
- 5) Use reading techniques to distinguish facts and details from opinions, judgments, conclusions, assumptions, and inferences.
- 6) Use a greater variety of English tenses appropriately to communicate the intended ideas.

- 7) Use writing techniques to compose original paragraphs and multi-paragraph compositions which are well organized and developed at a more advanced level with topic sentences, introductions, general statements of fact, and a thesis statement.
- 8) Use writing techniques to integrate outside material in a multi-paragraph composition.
- 9) Edit and proofread their own writing or peer writing following the basic rules of paragraph formation, essay structure, spelling, grammar and punctuation at a more advanced level.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Homework assignments in which students demonstrate the ability to write clear passages, correctly use vocabulary, distinguish between main ideas and supporting details in a text, and organize specific evidence by using a clear method of organization.
- 2) In-class exercises in which students demonstrate the ability to write clear sentences, correctly use vocabulary, and distinguish between main ideas and supporting details in a text.
- 3) Assignments that measure students' ability to apply some grammatical rules, correctly use vocabulary, provide details in support of a topic sentence or thesis statement, and organize that support by using a clear method of organization.
- 4) Quizzes, tests, and written in-class midterm and final exam that measure students' ability to write clear passages, correctly use vocabulary, distinguish between main ideas and supporting details in a text, organize specific evidence by using a clear method of organization, and assignments which display the ability to incorporate outside content into written assignments.

Special Materials Required of Student

- 1) Dictionary
- 2) Electronic storage media

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture
- 2) Pre-reading exercises and discussion will be used before passages are read. Follow-up exercises include comprehension, critical reading skills, summarizing, paraphrasing, and vocabulary development. Whole group, small group or pair discussions focus on comprehension and cultural or historical aspects of reading passages.
- 3) On-line and in-class instruction on reading and writing strategies
- 4) Analysis and discussion of journal writings
- 5) Grammatical structures may be taught deductively or inductively through lecture
- 6) Some oral and written exercises individually or in groups may be introduced to practice structures
- 7) Specific reading, writing and grammar skills are reinforced through web-based assignments

Out-of-Class Assignments

- 1) Readings of literary and some academic prose
- 2) Completed journals on reading assignments
- 3) Written expository and persuasive paragraphs with perhaps one full multi-paragraph essay
- 4) Readings and filling out of handouts on rhetoric and answering questions about the reading selections
- 5) Some grammar and vocabulary assignments may be given

Texts and References

- 1) Required (representative examples):
 - a. Nayeri, Daniel. Everything Sad is Untrue. Levine Querido. 2023.
 - b. House, Silas and Neela, Vashwani. Same Sune Here. Candlewick. 2013.
- 2) Supplemental: Reading packet

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Correctly read and write affirmative and negative sentences and questions using all 12 verb tenses in the active and passive voice, real and unreal conditionals, direct and indirect speech, adjective clauses with who, whose, whom, which and that.
- 2) Apply correct punctuation and capitalization rules in writing.
- 3) Write fully developed paragraphs using the correct format, clear topic sentences, adequate support and details.
- 4) Utilize a writing process with a strong focus on revision and audience.
- 5) Accurately identify the main idea in more intermediate literary and academic readings using skimming, scanning, contextual and structural clues; summarize and paraphrase readings; correctly use quotes from readings in essay writing.
- 6) Deduce the meanings of words and idiomatic phrases in intermediate academic reading and apply new vocabulary in writing and speaking.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Produce a well-structured paragraph which communicates a refined, college-level idea with a clear topic and good development and relevant conclusion. Five or less errors in each category of the well-structured paragraph as defined in the preceding sentence shall constitute success.
- 2) Produce at least one college-level essay of 350- 400 words with twenty or fewer grammatical and syntactic errors.