

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**ENGLISH AS A SECOND LANGUAGE 050 – BASIC ACCELERATED READING AND WRITING FOR ENGLISH AS A SECOND LANGUAGE**

6 hours lecture, 6 units

**Catalog Description**

This is the literacy course in the first level of the ESL accelerated course sequence. Students learn to read and write Basic English. They also learn basic word, phrase, and sentence grammar in a Just-In-Time remediation setting. In addition to reading, writing, and grammar, students learn classroom rules and communication necessary in academic settings. The course is designed to expose the students to all the skills necessary to enter a placement of four semesters below transfer level (ESL 1A), with the possibility of advancing in as little as two further semesters given the acceleration pathway. **Pass/No Pass only. Non-degree applicable.**

**Prerequisite**

None

**Recommended Preparation**

“Pass” in ESL 045 or 045R or assessment into ESL 050

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Basic literacy and reading skills sufficient to speak in several complete English sentences when expressing ideas.

**Course Content**

- 1) Reading skills content include materials to facilitate comprehension of basic passages with familiar content and language, grammatically complex readings of a beginning-intermediate to advanced-beginning level, and readings on unfamiliar topics.
- 2) Writing skills include materials to facilitate in creating well organized basic English paragraphs with topic sentences, basic supporting details and some transitions; development of the writing process: pre-writing, writing, peer reviewing, revising and editing—all on a beginning intermediate level.
- 3) Other skills content include activities to develop comprehension of simple grammar structures, a familiarity of academic topics, summary skills, an understanding of cultural and historical references, and vocabulary development through contextual and structural clues as well as reading strategies to develop speed and accuracy.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 efficiently by applying appropriate reading strategies and understand common cultural references in text.
- 3) Demonstrate a high intermediate level ability to read texts of some conceptual or linguistic complexity in an academic setting.
- 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 and conclusions.
- 6) Use Basic English to communicate intended ideas.
- 7) Use writing techniques to compose original paragraphs and multi-paragraph compositions which display evidence of proper organization and development at a higher intermediate level with use of topic sentences and a thesis statement.
- 8) Edit and proofread their own writing or peer writing at a high intermediate level following the basic rules of paragraph formation, essay structure, spelling, grammar and punctuation.

### **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 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, and organize specific evidence by using a clear method of organization.
- 5) Assignments which display the ability to incorporate outside content into written assignments.

### **Special Materials Required of Student**

- 1) Dictionary

### **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 discussion and 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 and writing 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) Vocabulary assignments and quizzes may be given

**Texts and References**

- 1) Required (representative example): House, Silas and Vaswani, Neela. *Same Sun Here*. Candlewick Press, 2011.
- 2) Supplemental: Reading packet

**Exit Skills**

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

- 1) Read and write simple English sentences and questions using the present and present progressive verb tenses.
- 2) Correctly follow simple written and spoken instructions.

**Student Learning Outcomes**

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

- 1) Demonstrate understanding of high-beginning to low-intermediate college level texts by being able to write an accurate summary and a response displaying critical thinking regarding this level of text.
- 2) Produce a well-structured basic paragraph with a clear topic, good development, and relevant conclusion. Often or less errors in each category of the well-structured paragraph as defined in the preceding sentence shall constitute success.