

ESL-1121: ENGLISH AS A SECOND LANGUAGE: READING AND WRITING I

Cuyahoga Community College

Viewing: ESL-1121 : English as a Second Language: Reading and Writing I

Board of Trustees:

May 2023

Academic Term:

Fall 2023

Subject Code

ESL - English As A Second Language

Course Number:

1121

Title:

English as a Second Language: Reading and Writing I

Catalog Description:

English for non-native speakers. Practice in reading high-beginning texts. Practice in writing narratives and personal expression paragraphs using correct simple sentences, compound sentences, and spelling and punctuation.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ESL-1030 English as a Second Language: Basic Grammar for Communication, and ESL-1020 English as a Second Language: Basic Reading and Writing; or placement by ESL assessment exam; and ESL-1110 English as a Second Language: Grammar for Communication I, or concurrent enrollment.

Outcomes

Course Outcome(s):

Read English at a high-beginning level.

Objective(s):

1. Use pre-reading strategies to predict content prior to reading from title, captions, images, and skimming.
2. Annotate, circle, and underline to promote active reading.
3. Discuss reading content, answer comprehension questions, and make connections to other texts after reading.
4. Make simple inferences from high-beginning readings
5. Identify the difference between facts and opinions in high-beginning readings
6. State personal opinions based on or about the readings
7. Define meaning of vocabulary from context clues in high-beginning readings
8. Identify the meaning of vocabulary in context using dictionary entries
9. Use word families to build vocabulary
10. Identify basic symbols and entry information in an ESL dictionary
11. Identify nouns, articles, verbs, adjectives, adverbs, prepositions, and conjunctions in sentences.
12. Read aloud with high-beginning fluency
13. Recognize simple sentences and compound sentences (using but, and, or, and so) in texts.
14. Identify the topic of short high-beginning readings
15. Identify the main idea (topic + controlling idea) of short high-beginning readings
16. Identify the supporting details in short high-beginning readings

17. Demonstrate understanding of transitional expressions
18. Discuss the content of a short story

Course Outcome(s):

Form correct high-beginning level sentences.

Objective(s):

- a. Use correct simple sentences and compound sentences (using but, and, and so).
- b. Correctly spell verb forms ending in -ing, -ed, and -s
- c. Correctly spell plural nouns ending in -s and irregular plurals
- d. Spell high frequency words correctly.

Course Outcome(s):

Write correct paragraphs in English.

Objective(s):

1. Write a cumulative total of approximately 1500 words in writing assignments over the course of the semester.
2. Logically order and organize sentences to achieve coherence
3. Free write to build writing fluency
4. Use basic outlines to organize ideas for simple paragraphs
5. Write controlled paragraphs in present, past, and future
6. Write short narratives
7. Write short descriptive paragraphs
8. Write short personal responses to high-beginning readings
9. Write summaries of short high-beginning texts
10. Revise and edit drafts of paragraphs
11. Use conventions of writing, including indentation, double spacing, margins, capitalization, and punctuation.
12. Avoid plagiarism

Methods of Evaluation:

- a. Texts read aloud
- b. Dictations
- c. Group discussion
- d. Assignments from textbooks and exercises designed by the instructor
- e. Quizzes and examinations on readings
- f. Paragraphs based on readings and personal experience
- g. Examinations which involve reading comprehension and writing

Course Content Outline:

- a. High-beginning reading
 - i. Verb tenses and forms to understand meaning
 - ii. Parts of speech
 1. conjunctions (*and, but, or, so*)
 2. prepositions
 3. adverbs
 4. adjectives
 5. articles
 6. verbs
 7. nouns
 - iii. Content of nonfiction or fiction passages and longer readings
 - iv. Purpose for reading
 1. information
 2. entertainment
 - v. Previewing

1. title
2. headings
3. pictures, photographs, charts, and graphs
4. captions
5. Prior knowledge
- vi. Identify appropriate reading strategies
 1. skimming
 2. scanning
 3. careful reading
- vii. Topics, main ideas, and supporting details in high-beginning readings
- viii. Highlighting, underlining, and annotating
- ix. Transitional expressions
- x. Simple inferences
- xi. Facts and opinions (identifying opinion signal words)
- xii. Vocabulary
 1. context clues
 - a. Punctuation: commas, parentheses, and dashes
 - b. word families
 - i. limited prefixes, such as pre, re, dis, un, il, ir, and im
 - ii. roots
 - iii. limited suffixes, such as able, ful, less, tion, ness, and ment
- xiii. Synonyms and Antonyms
- xiv. Basic dictionary entry information
 1. pronunciation
 2. parts of speech
 3. count and non-count
 4. definitions
 5. example sentences
- b. High-beginning composition
 - i. Affirmative and negative simple and compound sentences (using or, and, so, and but)
 - ii. 3 or more paragraphs in present and past of increasing word counts (may include giving instructions, narrative, description)
 - iii. Journal or other free expression writing
 - iv. Summaries
 - v. Mechanics of writing
 1. indentation
 2. margins
 3. capitalization
 4. punctuation
 5. spelling rules
 - vi. Plagiarism
 1. defined as
 - a. representing another writer's words or ideas as one's own
 - b. re-using writer's own previously written assignments without notification/ permission from instructor
 2. avoidance of plagiarism
 - a. using one's own words and ideas in writing
 - b. using the process method of writing

Resources

Birch, Barbara. *English L2 Reading*. Routledge, 2020.

Bitchener, John (et al). *Teaching Writing for Academic Purposes to Multilingual Students*. Routledge, 2017.

Day, Ricard, R. *Teaching Reading, Revised*. TESOL Press, 2020.

Erekson, James (et al). *Understanding, Assessing, and Teaching Reading: A Diagnostic Approach*. Pearson, 2019.

Mott-Smith, Jennifer A, Tomas, Zuzana, Kostka, Ilka. *Teaching Writing, Revised*. TESOL Press, 2020.

Nation, I.S.P. and Macalister, John. *Teaching ESL/EFL Reading and Writing*. Routledge, 2021.

Plag, Ingo. *Word-Formation in English*. Cambridge, 2018.

Popko, Jeff. *Understanding the Reading Needs of English Language Learners*. TESOL Press, 2015.

Taylor, Lynda. *Testing Reading Through Summary*. New York: Cambridge, 2013.

Ur, Penny. *Vocabulary Activities*. New York: Cambridge, 2012.

Weigle, Sara Cushing. *Assessing Writing*. New York: Cambridge, 2002.

Resources Other

ESL-1110: English as a Second Language: Grammar I Course Outline
Skills for Effective Writing, Level 1. Cambridge University Press, 2013.

Blanchard, Karen and Root, Christine. *Ready to Write 2: Perfecting Paragraphs*, Pearson Education ESL, 2016.

Bohlke, David and Douglas, Nancy. *Reading Explorer 1*. Cengage, 2019.

Comodromos, Eliza and Langan, Paul. *Townsend Press*, 2019.

Fleischman, Paul. *Seedfolks*. Harper Trophy, 1999.

Ha, Robin. *Almost American Girl*. Balzer and Bray, 2020.

Williams, Jessica. *Making Connections Level 1: Skills and Strategies for Academic Reading*. Cambridge University Press, 2013.

Top of page

Key: 1915