

ESL-1221: ENGLISH AS A SECOND LANGUAGE: READING AND WRITING II

Cuyahoga Community College

Viewing: ESL-1221 : English as a Second Language: Reading and Writing II

Board of Trustees:

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Academic Term:

Fall 2023

Subject Code

ESL - English As A Second Language

Course Number:

1221

Title:

English as a Second Language: Reading and Writing II

Catalog Description:

English for non-native speakers. Practice in reading intermediate texts. Practice in writing personal essays and responses to readings, using intermediate sentence patterns and correct spelling and punctuation.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ESL-1131 English as a Second Language Speaking and Listening I, and ESL-1110 English as a Second Language: Grammar for Communication I, and ESL-1121 English as a Second Language: Reading and Writing I; or placement by ESL assessment exam; and ESL-1210 English as a Second Language: Grammar for Communication II, or concurrent enrollment.

Outcomes

Course Outcome(s):

Apply reading strategies at different stages of the reading process to achieve comprehension at an intermediate level.

Objective(s):

- a. Discuss cultural context in intermediate-level readings.
- b. Identify the topic of intermediate-level readings.
- c. Identify the main idea of intermediate-level readings.
- d. Identify the supporting details in short intermediate-level readings.
- e. Recognize and identify the meanings of simple transitional expressions.
- f. Make inferences from intermediate-level readings.
- g. Identify the difference between facts and opinions in intermediate-level readings.
- h. State personal opinions, in speaking and in writing, based on or about intermediate-level readings.
- i. Define the meaning of vocabulary from context clues (synonyms, antonyms, examples, and general sense of the passage), dictionary entries, and knowledge of word families in intermediate-level readings.
- j.
- k. Make personal lists/cards/vocabulary journals to increase reading vocabulary.
- l. Identify symbols and entry information in an ESL dictionary.

- m. Recognize basic sentence patterns (affirmative and negative) used in a text.
- n. Distinguish between parts of speech.
- o. Apply reading strategies for a deeper understanding (pre-reading, while reading, and post-reading)
- p. Discuss the content of a variety of texts.
- q. Relate intermediate readings to each other.
- r. Recognize the conventions of different types of texts, for example, poems, emails, letters, dialogues, fiction and non-fiction stories, textbook entries, and charts.

Course Outcome(s):

Apply writing strategies to academic and non-academic texts for coherent expression at an intermediate level.

Objective(s):

- a. Write and revise paragraphs in present, past, future, or present perfect.
- b. Use pre-writing strategies (brainstorming, listing, and free-writing) to develop ideas for writing.
- c. Use the writing process to draft, revise and edit paragraphs.
- d. Write paragraphs with topic sentences, supporting details, and concluding sentences.
- e. Write three or more academic paragraphs of different rhetorical types.
- f. Use conventions of writing, including indentation, margin, heading, double-spacing.
- g. Write summaries of readings.
- h. Write an analysis connecting two or more readings.
 - i. Write responses to readings.
 - j. Express oneself freely in informal writing.
- k. Apply conventions of academic honesty to avoid plagiarism.

Course Outcome(s):

Apply intermediate sentence-level writing skills.

Objective(s):

- a. Utilize appropriate capitalization and punctuation.
- b. Apply spelling rules in forming words ending in -ing, -ed, and -s.
- c. Use compound and complex sentences in all basic tenses. Use transition words and phrases to show relationships between ideas.
- d. Use determiners and quantifiers with nouns correctly.
- e. Use six basic English sentence patterns.
- f. Use simple, progressive, and present perfect verb tenses, infinitives, and gerunds according to form, meaning, and function.
- g. Use compound sentences with and, but, or, so, for, yet, nor – "FANBOYS."

Methods of Evaluation:

- a. Partner and group discussion.
- b. Assignments from textbooks and exercises designed by the instructor.
- c. Quizzes and examinations on readings and vocabulary in context.
- d. Writing assignments.

Course Content Outline:

Reading

- a. The meanings of tenses in intermediate-level readings.
 - i. Simple present, simple past, "will" for future, "be going to" future, present progressive, past progressive, present perfect, and present perfect progressive
- b. The meanings of modals in intermediate-level readings.

- i. ability, permission, request, prohibition, impossibility, past ability, possibility, repeated habit with action verbs, used to for past habit, advice, necessity, and logical
- c. Parts of speech used in intermediate-level readings
- d. The topic of intermediate-level readings
- e. The main idea (topic + controlling idea) of intermediate-level readings
- f. Supporting details in intermediate-level readings
- g. Transitional expressions and the meanings of transitional expressions.
- h. Short stories
- i. Non-fiction readings
- j. Pre-reading strategies for a deeper understanding
 - i. Identification of genre
 - 1. textbook passage
 - 2. newspaper or magazine article
 - 3. poems
 - 4. short stories
 - 5. other non-fiction
 - ii. Purpose for reading
 - 1. Information
 - 2. entertainment
 - iii. Previewing
 - 1. Title
 - 2. headings
 - 3. length of the reading
 - 4. pictures, photographs, charts and graphs
 - 5. captions
 - 6. author information
 - iv. Prior knowledge to predict content and identify appropriate reading strategies
- k. Reading strategies for a deeper understanding
 - i. Topics of intermediate readings
 - ii. Main ideas of intermediate readings
 - iii. Supporting details in intermediate readings
 - iv. Predictions
 - v. Highlighting and underlining
 - vi. Annotating texts
 - vii. Transitional expressions for coherence
 - viii. Signal words and phrases used for facts versus opinions
- l. Post-reading strategies for a deeper understanding
 - i. Critical thinking skills such as prediction of what might come next
 - ii. Inferences from intermediate-level readings
 - iii. Facts and opinions in intermediate-level readings
- m. Personal opinions based on or about the readings
- n. Relating intermediate readings to each other
- o. Discussing cultural context in intermediate-level readings
- p. Meanings of vocabulary found in in intermediate-level readings from context clues or dictionary entries
- q. Word families and parts of speech to build vocabulary
- r. Dictionary skills (symbols and entry information in an ESL dictionary)
 - i. Symbols and entry information in an ESL dictionary to identify appropriate parts of speech from word families
 - ii. Phrasal verbs
 - iii. Appropriate definitions for specific contexts
- s. Meanings of intermediate-level vocabulary derived from class reading assignments
 - i.

t. Personal lists, cards, or vocabulary journal to increase reading vocabulary

u.

Writing

a. Technical skills

- i. Capitalization
- ii. indentation
- iii. punctuation
- iv. spelling
- v. sentence patterns

b. Paragraphs and/or extended paragraphs

- i. Brainstorming, pre-planning and/or outlining
- ii. Topic sentence with topic and controlling idea
- iii. Development of supporting details with connectors
- iv. Conclusion
- v. Revision strategies

c. Types of paragraphs

- i. Narratives (required type)
- ii. Choose 2 others from the following:
 1. compare and contrast
 2. process
 3. logical division of ideas
 4. description

d. Plagiarism

- i. Defined as
 1. representing another writer's words or ideas as one's own
 2. re-using writer's own previously written assignments without notification/permission from instructor
- ii. Avoidance of plagiarism
 1. using one's own words and ideas in writing
 2. using the process method of writing

Resources

Bamford, Julian, and Richard R. Day. *Extensive Reading Activities for Teaching Language*. New York: Cambridge, 2004.

Casanave, Christine Pearson. *Journal Writing in Second Language Education*. Ann Arbor, Michigan: University of Michigan Press, 2013.

Celce-Murcia, Marianne, et al. *Teaching English as a Second or Foreign Language*. 4th. New York: Heinle, 2014.

Day, Richard R. *New Ways in Teaching Reading*. 2nd ed. Alexandria, VA: TESOL Press, 2012.

Hirvela, Alan. *Connecting Reading & Writing in Second Language Writing Instruction*. 2nd. Ann Arbor, Michigan: University of Michigan Press, 2016.

Hughs, Authur and Hughs, Jake. *Testing for Language Teachers*. 3rd ed. New York: Cambridge, 2020.

Kay and Gelshenen. *Discovering Fiction Book 1*. 2nd ed. Cambridge University Press, 2012.

Kirn, Elaine, and Pamela Hartmann. *Interactions II: A Reading Skills Book*. 6th ed. Cambridge University Press, 2013.

Larsen-Freeman, Diane & Marianne Celce-Mercia. *The Grammar Book: Form, Meaning, and Use for English Language Teachers*. new. Boston, MA: Cengage Learning, 2015.

Lessard-Clouston, Michael. *Teaching Vocabulary*. Alexandria, VA: TESOL Press, 2013.

Longman. *Longman Dictionary of American English*. 5th ed. White Plains: Pearson Longman, 2014.

McEntire, Jo. *Making Connections 2: Skills and Strategies for Academic Reading*. 2nd. New York: Cambridge, 2013.

Mussman, Denise, et al. *New Ways in Teaching Writing*. Alexandria, VA: TESOL Press, 2013.

Nation, Paul. *Learning Vocabulary in Another Language*. 3rd. New York: Cambridge, 2022.

Nunan, David. *Learner-Centered English Language Education: The Selected Works of David Nunan*. New York: Routledge, 2013.

Oshima, Alice. *Longman Academic Writing Series 3*. 4th. New York: Pearson, 2020.

Raimes, Ann, and Susan K. Miller-Cochran. *Keys for Writers*. 8th ed. New York: Cengage Learning, 2018.

Smith, Lorraine C. and Nancy Nici Mare. *Issues for Today: Reading for Today*. 5th ed. Boston: Heinle, 2016.

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

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

Resources Other

Studies in Second Language Acquisition. Cambridge Online Journals. Web. <<http://journals.cambridge.org/action/displayJournal?jid=SLA>>

TESOL Journal. TESOL. Web. <<http://www.tesol-journal.com/index.php>>

Top of page

Key: 1920