

ESL-1321: ENGLISH AS A SECOND LANGUAGE: READING AND WRITING III

Cuyahoga Community College

Viewing: ESL-1321 : English as a Second Language: Reading and Writing III

Board of Trustees:

9/28/2023

Academic Term:

Fall 2024

Subject Code

ESL - English As A Second Language

Course Number:

1321

Title:

English as a Second Language: Reading and Writing III

Catalog Description:

English for non-native speakers. Analyze advanced reading texts and literary material. Compose essays, summaries, and personal responses to readings, using advanced sentence patterns and correct spelling and punctuation.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ESL-1210 English as a Second Language: Grammar for Communication II, and ESL-1221 English as a Second Language: Reading and Writing II, and ESL-1231 English as a Second Language: Speaking and Listening II; or placement by ESL assessment exam; and ESL-1310 English as a Second Language: Grammar for Communication III, or concurrent enrollment.

Outcomes

Course Outcome(s):

Apply advanced vocabulary strategies at different stages in the reading process to achieve comprehension at an advanced level.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Use context clues, word families, word parts, and parts of speech to determine the meanings of new words.
2. Use context clues and word parts in reading advanced readings and textbook passages to achieve advanced level comprehension.
3. Use word families and parts of speech in reading to achieve advanced level comprehension.
4. Use word families and parts of speech in writing to use vocabulary words in their correct forms in advanced writing, including paragraphs and essay.

Course Outcome(s):

Analyze advanced reading-level readings.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Identify the main ideas and supporting details within advanced readings.
2. Distinguish between fact and opinion.
3. Make inferences using the context of the reading along with personal knowledge and experience.
4. Identify authors' purpose, tone, and bias.
5. Evaluate the validity of authors' arguments.
6. Examine culture based on the context in advanced readings.
7. Compare advanced readings to each other by identifying and analyzing their theses or themes.

Course Outcome(s):

Apply advanced sentence-level writing skills.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Use simple, compound, and complex sentences correctly in all writing within a multi-paragraph essay.
2. Use appropriate punctuation following formal, academic writing rules.
3. Spell words correctly in writing activities.
4. Utilize word families, word parts, and parts of speech correctly in writing.
5. Apply the advanced grammatical rules to all sentence-level, paragraph-level, and essay-level writing.

Course Outcome(s):

Write academic paragraphs and essays.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Use conventions of writing, including indentation, spacing, margins, capitalization, and punctuation.
2. Use all steps of the writing process, including planning, outlining, revising, proofreading, and editing.
3. Develop outlines for multi-paragraph essays.
4. Develop topic sentences and thesis statements for essays.
5. Compose a minimum of 3-4 multi-paragraph essays based on the writer's personal experience.
6. Compose different types of essays such as compare-contrast, cause and effect, logical division, persuasive and / or argumentative essays, and problem / solution essays.
7. Write at least 1 summary of an advanced reading.
8. Write at least 1 personal response to a prompt.
9. Utilize strategies to avoid plagiarism.

Methods of Evaluation:

- A. Oral exercises and group discussion
- B. Assignments from textbooks and exercises designed by the instructor
- C. Multiple choice, true-false, and short-answer quizzes and examinations
- D. Writing assignments (such as paragraphs, essays, journal entries, summaries of readings, and personal responses)
- E. Multi-paragraph essays based on personal experience, readings, and topics from the texts

Course Content Outline:

1. Reading Content
 - a. Main ideas and supporting details within advanced readings
 - b. Facts and opinions and their relevance to the main idea
 - i. Inferences using the context of the reading along with personal knowledge and experience
 - c. Author's purpose, tone, and bias
 - d. Validity of authors' arguments
 - e. American culture based on context in advanced readings
 - f. Comparison of advanced readings to each other by identifying and analyzing their theses or themes
2. Vocabulary Content
 - a. Context clues to determine meanings of new words
 - b. Recognition of word families, word parts, and parts of speech
 - c. Sentence-Level Writing Content
 - d. Using simple, compound, and complex, sentences correctly within a multi-paragraph essay
 - e. Appropriate punctuation for advanced level sentences including the Oxford comma.
 - f. Appropriate spelling in writing activities
 - g. Utilizing word families, word parts, and parts of speech correctly in writing
 - h. Applying advanced grammatical rules to all sentence-level, paragraph-level, and essay-level writing. This includes
 - i. using gerunds and infinitives
 - ii. verbs of perception
 - iii. adjective clauses and phrases
 - iv. verbs in all sentence types
 - v. verbs in all tenses, forms, and aspects
 - vi. adverbial clauses and phrases of time
 - vii. active and passive verbs for all verbs forms and modals
 - viii. modals in all forms, tenses, and meanings
 - ix. quoted speech
 - x. noun clauses
 - xi. noun clauses with present subjunctive
 - xii. conditionals
3. Paragraph and Essay Content
 - a. Using conventions of writing, including indentation, spacing, margins, capitalization, and punctuation.
 - b. Writing Content
 - i. All steps of the writing process, including planning, outlining, revising, editing, and proofreading multi-paragraph essays
 - ii. Thesis statements and topic sentences for essays
 - iii. A minimum of 3-4 multi-paragraph essays based on the writer's personal experience
 1. Rhetorical modes such as compare-contrast, cause and effect, logical division, persuasive and / or argumentative essays, and problem / solution essays
 - iv. At least one summary of an advanced reading
 - v. At least one personal response to a prompt
 - vi. Avoidance of plagiarism
 1. Definition of plagiarism
 - 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 the instructor.
 2. Avoidance of plagiarism
 - a. Using one's own words and ideas in writing
 - b. Using the process method of writing

Resources

Celce-Murcia, Marianne, et al. *Teaching English as a Second or Foreign Language*. 4th ed. New York: Heinle, 2013.

Herrera, Socorro G., Della R. Perez, and Kathy Escamilla. *Teaching Reading to English Language Learners: Differentiated Literacies*. 2nd ed. Pearson, 2014.

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

Raimes, Ann, and Susan K. Miller-Cochran. *Keys for Writers*. 7th ed. New York: Cengage Learning, 2016.

Resources Other

- *Longman Dictionary of American English. 4th White Plains: Pearson, 2014.*
- *Studies in Second Language Acquisition*. Cambridge Online Journals. Web. <http://journals.cambridge.org/action/displayJournal?jid=SLA> (<http://journals.cambridge.org/action/displayJournal/?jid=SLA>)
- *TESOL Journal*. TESOL. Web. <http://www.tesol.org/read-and-publish/journal/tesol-journal> (<http://www.tesol-journal.com/>)
- *Academic Word List*. <http://www.EnglishVocabularyExercises.com>

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