

# ESLNC-907: PREPARATION FOR COLLEGE ESL COMPOSITION AND READING

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**Effective Term**

Fall 2023

**CC Approval**

3/31/2023

**AS Approval**

4/11/2023

**BOT Approval**

4/20/2023

**COCI Approval**

5/12/2023

## SECTION A - Course Data Elements

**Send Workflow to Initiator**

No

**CB04 Credit Status**

Noncredit

**CB22 Noncredit Category**

English as a Second Language (ESL)

**Discipline**

Minimum Qualifications	And/Or
English as a Second Language (ESL): Noncredit (Specific Degree and Professional Experience)	

**Subject Code**

ESLNC - English as a Second Language Noncredit

**Course Number**

907

**Department**

English as a Second Language Noncredit (ESLNC)

**Division**

Language and Developmental Studies (LADS)

**Full Course Title**

Preparation for College ESL Composition and Reading

**Short Title**

Prep ESL College Comp/Reading

**CB03 TOP Code**

4930.87 - English as a Second Language - Integrated

**CB08 Basic Skills Status**

BS - Basic Skills

**CB21 Prior Transfer Level**

A - One level below transfer

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

This is a noncredit course that seeks to prepare students for our most advanced credit reading, writing, and grammar ESL course in order to raise outcomes and objectives in compliance with AB 705.

**SECTION B - Course Description****Catalog Course Description**

This course provides highly advanced noncredit students with an integrated approach to reading and writing. Students will engage in pre-college level work and practice critical reading, writing, and thinking skills. Students will also interact with their peers and a variety of texts approaching college-level needs. Students will complete both formal and informal writing assignments connected to these readings. The course will also cover grammar concepts and revision and editing methods specific to English-language learners.

**SECTION C - Conditions on Enrollment****Open Entry/Open Exit**

Yes

**Repeatability**

Unlimited - Noncredit OR Work Experience Education

**Grading Options**

Pass/No Pass Only

**Allow Audit**

Yes

**Requisites****Advisory Prerequisite(s)**

Completion of ESLNC-885.

**SECTION D - Course Standards****Is this course variable hour?**

No

**Total Instructional Hours**

90.00

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Compose a 400-500 word highly developed and well-supported essay that has minimal grammar mistakes and includes an introduction, body paragraphs and conclusion.
2.	Write a cogent thesis statement with reasonable arguments to support the thesis.
3.	Think, read and write critically in English.

4. Demonstrate ability to summarize, paraphrase, and critically read and discuss a variety of relatively advanced level texts, including full-length works of fiction, nonfiction and textbook selections.

### Course Objectives

#### Upon satisfactory completion of the course, students will be able to:

1. Write expository essays of 400-500 words that have an introduction, a directed thesis, well-developed and supported body paragraphs and a conclusion.
2. Utilize a variety of rhetorical and stylistic conventions of English language essays with minimal errors and strong supporting ideas.
3. Revise and edit to achieve clarity of ideas and correctness of grammar, including correcting punctuation and mechanics, sentence boundaries, run-on sentences, subject/verb agreement, verb tenses and spelling errors.
4. Demonstrate unity and coherence in written essays that use conjunctions and sentence connectors, transitions, synonyms and pronouns, and sentence variety.
5. Devise a considerably unique voice in writing.
6. Apply the steps of the writing process, including generating ideas, drafting, and revising in response to peer and instructor feedback.
7. Demonstrate an integration of critical thinking, reading, and writing.
8. Display an understanding of how to cite, quote, and paraphrase outside sources.
9. Analyze and critique fiction and nonfiction texts at a pre-college level for central ideas and basic organizational structures.
10. Apply reading and pre-reading strategies and techniques to read, comprehend and recall college-level texts.
11. Recognize and identify assumptions, purpose, and implications in a text.
12. Use reading strategies to improve writing and vocabulary development.
13. Identify campus resources for college success.

### Course Content

1. Writing Skills & Strategies
  - a. Prewriting techniques, such as brainstorming
  - b. Drafting, revising, and editing
  - c. Creating outlines
  - d. Paragraph development
  - e. Topic sentences
  - f. Supporting details
  - g. Peer review
2. Essay structure and development
  - a. Development of effective thesis statements
  - b. Topic sentences
  - c. Paragraph development (e.g. details, evidence)
  - d. Transitions
  - e. Introduction, body, conclusion
  - f. Development of unity and coherence
  - g. Appropriate citation, quotation, and paraphrasing of outside sources
  - h. Avoiding plagiarism
3. Essay and paragraph organization
  - a. Development of sentence variety
  - b. Conjunctions and sentence connectors
  - c. Transitional phrases and sentences
  - d. Recognition of synonyms and pronouns
4. Advanced grammar and mechanics skills & strategies:
  - a. Complex and compound sentence structures
  - b. Recognition and avoidance of sentence fragments, run on sentences, and comma splices
  - c. Overview of all verb tenses and verb forms
  - d. Subject /verb agreement
  - e. Articles and determiners
  - f. Punctuation, capitalization, and spelling
5. Reading Skills & Strategies

- a. Skimming and Scanning to identify main ideas and supporting details
- b. Methods for textual comprehension (e.g. annotation, graphic organization, reading responses)
- c. Development of summary and summary response
- d. Recognition of figurative language (e.g. metaphors, similes, analogies) and varieties of tone (e.g. irony, humor)
- e. Recognizing a variety of thesis statements and topic sentences
- f. Drawing inferences
- g. Familiarization of developmental patterns in essays
- h. Analysis and critique of fiction or nonfiction texts
- i. Identification of contextual clues
- j. Dictionary skills to expand vocabulary

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Activity	In-class and homework writing assignments.
Discussion	Students will participate in pair, group, or whole class discussions (written or oral) to analyze and critique written texts and reading assignments.
Lecture	Teacher leads discussion to introduce new material. Group work: Students actively participate in groups to complete classroom exercises and activities. Peer Review: Students review and critique each other's writing. Practical: Students practice and apply material learned through a variety of exercises and activities.
Other	Students will engage a variety of instructional modes, including lectures, discussion and collaborative group work. Multi-media tools, including recordings, podcasts, film, and documentaries may be encountered. Delivery of content will be balanced with hands-on practice of writing and response.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Grammar, vocabulary, reading and in-class essay exams.
Quizzes	Grammar, vocabulary, and reading comprehension quizzes.
Essays/Papers	Papers, such as response essays, compare contrast essays, thesis driven argument essays, literary analysis or response essays, written at home or in class to prepare students for transfer level English. Low stakes writing such as journaling, free-writing, and reading responses.

**Work Assessments**

Grade will be based upon:

1. Four compositions and other writings as assigned.
2. Grammar quizzes
3. Vocabulary quizzes
4. Journal activities
5. In-class essay final exam

**Assignments****Reading Assignments**

In addition to reading all selections from assigned texts, students will read a full-length work of fiction or non-fiction.

Example: Do the assigned reading in *The Giver* and prepare a presentation in which you summarize the main events. Then, discuss and analyze how one of the following themes are present in the reading (family, freedom, or sacrifice). Use quotations from the book to support your analysis.

Example: Read and annotate the article, "Have Smartphones Destroyed a Generation?" by Joan M. Twenge. Identify main points; mark and differentiate information that has empirical support and information that is personal or subjective.

**Writing Assignments**

Students will write four essays which range from 300-600 words, a critique of a full-length work of fiction or non-fiction, and they will maintain a journal.

Example: Think of an important decision that you have made and discuss either your reasons for making this decision or the consequences of it in a five-paragraph essay. You need to have three reasons or three consequences. Your essay should follow the model of the "five paragraph essays" we have analyzed in class. The introductory paragraph must introduce your topic and contain your thesis statement. Each of the three body paragraphs must have a clear topic sentence that focuses on one point of the thesis. The fifth paragraph is your conclusion.

Example: Write a 3-5 page essay with a clear, arguable thesis that takes a stand on the effect of smartphones. Use paraphrases and quotations from the articles we have read to support your thesis and ideas.

Example: Write a book review of *The Namesake* (Jhumpa Lahiri) which contains a summary of the story, a discussion of one of the major themes of the novel that has been discussed in class, and a personal assessment of the novel. The summary of the novel must introduce the main characters, describe the setting, and explain the major elements of the plot.

**SECTION F - Textbooks and Instructional Materials****Material Type**

Textbook

**Author**

Azar, B. S., and Stacey A. Hagen

**Title**

Understanding and Using English Grammar

**Edition/Version**

5th

**Publisher**

Pearson Education ESL

**Year**

2016

**Material Type**

Textbook

**Author**

Lane, J. and Ellen Lange

**Title**

Writing Clearly: Grammar for Editing

**Edition/Version**

3rd

**Publisher**

Heinle ELT

**Year**

2011

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**Material Type**

Textbook

**Author**

Lowry, Lois

**Title**

The Giver

**Edition/Version**

1st

**Publisher**

HMH Books for Young Readers

**Year**

1993

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**Material Type**

Textbook

**Author**

Lahiri, J.

**Title**

The Namesake

**Publisher**

Mariner Books

**Year**

2007

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**Material Type**

Textbook

**Author**

Meyers, A.

**Title**

Longman Academic Writing Series 5: Essays to Research Papers

**Edition/Version**

1st

**Publisher**

Pearson Education ESL

**Year**

2013

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**Proposed General Education/Transfer Agreement**

**Do you wish to propose this course for a Local General Education Area?**

No

**Do you wish to propose this course for a CSU General Education Area?**

No

**Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?**

No

**Course Codes (Admin Only)**

**ASSIST Update**

No

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

K - Other Noncredit Enhanced Funding

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

Yes