

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Kristin Sension

Date: 12/17/2019

Department	Subject	Course Number	Title
English As a Second Language	English As a Second Language ESL	062	Writing and Reading Skills for Multilingual Students (formerly ESL-062W Basic Writing Skills)
Non-Credit English as a Second Language	Non-Credit English as a Second Language NC/ESL	962	Writing and Reading Skills for Multilingual Students

Units/Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
4.00	4.00
Lecture Contact Hours	Total Contact Hours
64.00 - 72.00	64.00 - 72.00
Lecture Homework Hours	
128.00 - 144.00	

Stand Alone:

Stand Alone

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:	28
Maximum Enrollment Justification:	Course requires significant response to written materials - check all that apply: * Course requires an unusually large amount of written

work to be responded to individually by the instructor per semester.

Course requires significant individualized instruction or assessment – check all that apply:

- * Course requires graded class discussion and graded class participation.
- * Course relies on small group dynamics as a means of instruction or assessment.
- * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: Students from multilingual backgrounds have varied writing, reading, speaking, and listening challenges and needs. Individualized attention is required in order to help students progress towards college level readiness. A minimum of four paragraphs and one essay is required.

Grading Method:
TOP code:

Letter Grade or P/NP
4930.84

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course offers training in English language skills needed for success in American colleges. Informed by the language acquisition process, the course includes further instruction in reading and writing. Sentence structure and grammar concepts to enhance communication are reviewed as needed. Conventions of conversation and class discussion are practiced. The course includes paragraph development, critical reading, and critical thinking skills. Students will also be introduced to composing academic essays.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course provides further instruction in language skills expected in American colleges. Reading and writing, speaking and listening are practiced in academic context.

Need for the course:

This course develops academic skills in American English that are necessary for college readiness. Learners of English often have gaps in their language training that decrease their likelihood of attempting and succeeding in transfer-level courses. This course meets the need to identify and improve written fluency issues, learn how to talk to classmates and professors, enhance their auditory comprehension, and tackle high-level reading texts. Sentences and grammar constructions that

interfere with clarity, accuracy, and the expression of meaning will be addressed in class and individually. Students benefit from instructors trained in the field of second language acquisition.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- NC/ESL 920 or
- NC/ESL 921 or
- NC/GED 931

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Discover the distinguishing and meaningful elements of academic English writing common to American institutions of higher learning.
2. Analyze and revise non-fluent, awkward, and unclear elements within the context of written work.
3. Discover and apply effective reading processes.
4. Engage independently in pre-writing and pre-reading activities.
5. Focus and limit the subject of an assignment to a scope appropriate to the limits of the assignment.
6. Compose a clear and focused topic sentence.
7. Compose well-supported paragraphs.
8. Compose at least four paragraphs and one essay.
9. Modify and revise writings through self-evaluation, peer input, and instructor feedback.
10. Assess grammatical accuracy and correct use of punctuation within the context of written work.
11. Participate in class or paired discussions effectively.
12. Express thoughts and opinions about academic topics orally.
13. Comprehend and summarize an academic speech, lecture, or presentation accurately.

Course Content:

(please number the outline of main topics and subtopics)

1. Understanding and applying principles of academic English writing
 1. College level American writings values and principles
 2. Reading, writing, and critical thinking for college success
2. Written fluency and sentence development
 1. Identify and correcting non-fluent writing patterns
 2. Writing simple, compound, complex, and compound-complex sentences
 3. Using reduced clauses and participle phrases
 4. Effectively using adjective clauses and adverbial clauses

5. Effectively using verb tenses, modals, passives, gerunds, and infinitives
3. Critical reading and writing skills
 1. Reading strategies
 2. Finding and understanding main ideas and supporting ideas
 3. Responding to an author's ideas
 4. Utilizing logic and reasoning in compositions
 5. Summarizing an author's main points
4. Writing paragraphs:
 1. A minimum of four paragraphs are required
 2. Establishing effective topic sentences, supporting details and examples, transitions, introductions, and conclusions
 3. Pre-writing strategies
 4. Establishing support through definition, illustration, and example
 5. Organizing information by outlining
 6. Adjusting writing for audience and purpose
5. Essay structure and content development
 1. A minimum of one essay is required
 2. Effective thesis statements
 3. Supporting thesis statements
 4. Coherence
 5. Unity
 6. Transitions
6. Grammar
 1. Fragments
 2. Comma Splices
 3. Run-ons
 4. Punctuation
 5. Commas
 6. Colons
7. Revising and Editing approaches
 1. Structure
 2. Content
 3. Revising grammar, punctuation, syntax, and diction
 4. Peer editing
8. Listening Comprehension Skills Development
 1. Listening to live and online material
 2. Attending lectures, special speakers, or presentations
 3. Listening for interactive purposes
 4. Understanding, expressing, and summarizing other speakers
 5. Listening for cues about context, organization of presentation, and key information
9. Class Participation Skills
 1. American cultural norms, expectations, and value
 2. Expression used to indicate teamwork, politeness, opinions, compromise
 3. Spoken fluency
 4. Discussion skills and strategies
 5. Giving and receiving feedback
 6. Presentation skills
10. Pronunciation Skills
11.
 1. English sounds
 2. English stress patterns
 3. Words groups and linked words
 4. Clarity and intelligibility

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Readings
Integration: Readings of various texts will be used in order to teach reading strategies, model effective writing, and foster critical thinking.
- **Method:** Lecture
Integration: Lecture and demonstration will support students' construction of accurate and effective sentences, development and revision of writings, and analysis and response to written texts.
- **Method:** Papers and Reports
Integration: Required writings will support the development and application of writing fluency, organization, content, and grammar. At least 4 paragraphs are required. At least one essay is required.
- **Method:** Individualized Instruction
Integration: Individualized instruction in the form of instructor and student conferences will allow the instructor to give specific feedback and guidance to each student regarding written fluency development, the writing process, composition of writings, grammar and usage, and critical reading.
- **Method:** Discussion
Integration: Class and small-group discussions about readings and spoken presentations will be used to increase spoken fluency and listening comprehension.
- **Method:** Homework
Integration: Homework assignments on writing fluency, the writing process, grammar and usage, and readings will provide opportunities for students to understand and apply relevant concepts and develop skills.
- **Method:** In-class Exercises
Integration: In-class exercises and activities conducted in pairs or groups will allow students the opportunity to work on pronunciation and understandability in academic conversation. Topics will explore, apply, and develop knowledge and skills introduced in class regarding fluency, writing, and reading.
- **Method:** Out-of-class activities
Integration: Out-of-class visits to the writing center and other campus resources assist students in their listening and speaking practice with other college professionals. The visits increase understanding of various aspects of the American college setting.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Papers
Integration: At least four paragraphs are required. At least one essay is required. Papers will be evaluated on written fluency, organization, content, grammar, and critical thinking.
- **Method:** Revision of written work
Integration: Revision will be evaluated on student ability to apply feedback and improve overall and specific effectiveness in terms of written fluency, organization, content, grammar, and critical thinking.
- **Method:** Homework
Integration: Assignments will require students to engage independently in pre-writing and pre-reading activities. Grammar and editing exercises will assess skills in finding errors thus demonstrating increasing proficiency in the language.
- **Method:** Oral Presentation
Integration: Presentations will allow students to demonstrate spoken understandability and correct pronunciation in an academic setting.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

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1. Read the book, *The Pearl* by John Steinbeck. Write a letter to one of the characters wherein you connect a life experience of your own to the decision the character faces. Discuss in class the climax of the plot. Under what circumstances could there be a different ending to the story? Write an expository paragraph that summarizes the overall message of the book, quoting one sentence that reveals the theme you chose.
 2. Using comparison / contrast organization, write a paragraph about two cultural trends, items, or outlooks. Prepare a presentation in which you orally explain the similarities and differences and field questions from your audience.
 3. Choose a person, place, or thing from your memory and write a descriptive paragraph that brings forth a consistent tone by means of word choice, setting, and imagery. Bring a photo or visual representation to show to the class when you read your paragraph aloud.

Textbooks:

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- Kirszner, L. Mandell, S (2019). *Focus on Reading and Writing Essays* Bedford/St. Martin's. ISBN: 9781319055004
 - John Steinbeck (2000). *The Pearl* Penguin Books. ISBN: 014017737X
 - Tarver Chase, R., C. Lee (2018). *Pathways: Listening, Speaking, and Critical Thinking* Heinle ELT. ISBN: 9781337407731

Other Resources:

Minimum Qualification

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- ESL (Masters Required)