

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

English as a Second Language 1A – Accelerated Reading and Writing for English as a Second Language

6 hours lecture, 6 units

Catalog Description

This course is designed to bring students up to the grammatical, reading and composition level needed for three to two levels below ESL 122 or ENGL C1000. The focus is on reading intermediate-level complex texts, analyzing with critical attitude, and writing paragraph-to-essay length papers with proper format and evidence of intermediate to high intermediate level academic depth and rigor of research. Students in this course are generally on an accelerated pathway through the English as a Second Language program. **Non-degree applicable.**

Prerequisite

None

Recommended Preparation:

Grade of "Pass" in ESL 050 or equivalent or assessment into ESL 1A

Course Content

- 1) Reading skills include comprehension of basic passages with familiar content and language, more grammatically complex readings of a beginning intermediate level, and readings on unfamiliar topics; exercises to increase reading speed and comprehension, context clues and some structural analysis.
- 2) Sentence skills include writing simple or compound positive, negative and interrogative sentences and sentence variety.
- 3) Writing skills include creating well organized paragraphs with topic sentences, basic supporting details and some transitions; development of the writing process: pre-writing, writing, peer reviewing, revising and editing—all on a beginning intermediate level.
- 4) Reading skills include comprehension of grammatically beginning intermediate level readings and readings on personal topics, and some academic topics; summary exercises; discussion of cultural and historical references; vocabulary development through contextual and structural clues as well as reading strategies to develop speed and accuracy.

Course Objectives

Students will use an accelerated approach of intensified in-class and homework assignments, and at the end of the course they will be able to display the following skills:

- 1) Apply the rules for the formation, meaning and use of English structures when reading and writing in English.
- 2) Read passages efficiently by applying appropriate reading strategies and understand common cultural references in text.
- 3) Demonstrate moderate high intermediate level ability to read texts of some conceptual or linguistic complexity in a variety of genres from personal to academic.
- 4) Define new vocabulary based on reading and discussion, structural analysis and contextual clues.
- 5) Use reading techniques to distinguish facts and details from opinions, judgments and conclusions.
- 6) Use basic English tenses appropriately to communicate the intended ideas.
- 7) Use writing techniques to compose original paragraphs and multi-paragraph compositions which display evidence of proper organization and development at a higher intermediate level with use of topic sentences and a thesis statement.

- 8) Edit and proofread their own writing or peer writing at a high intermediate level following the basic rules of paragraph formation, essay structure, spelling, grammar and punctuation.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Homework assignments in which students demonstrate the ability to write clear passages, correctly use vocabulary, distinguish between main ideas and supporting details in a text, and organize specific evidence by using a clear method of organization.
- 2) In-class exercises in which students demonstrate the ability to write clear sentences, correctly use vocabulary, and distinguish between main ideas and supporting details in a text.
- 3) Assignments that measure students' ability to apply some grammatical rules, correctly use vocabulary, provide details in support of a topic sentence or thesis statement, and organize that support by using a clear method of organization.
- 4) Quizzes, tests, and written in-class midterm and final exam that measure students' ability to write clear passages, correctly use vocabulary, distinguish between main ideas and supporting details in a text, organize specific evidence by using a clear method of organization, and assignments which display the ability to incorporate outside content into written assignments.

Special Materials Required of Student

- 1) Dictionary
- 2) Electronic storage media

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture
- 2) Pre-reading exercises and discussion will be used before passages are read. Follow-up exercises include comprehension, critical reading skills, summarizing, paraphrasing, and vocabulary development. Whole group, small group or pair discussions focus on comprehension and cultural or historical aspects of reading passages.
- 3) On-line and in-class instruction on reading and writing strategies
- 4) Analysis and discussion of journal writings
- 5) Grammatical structures may be taught deductively or inductively through lecture
- 6) Some oral and written exercises individually or in groups may be introduced to practice structures
- 7) Specific reading, writing and grammar skills are reinforced through web-based assignments

Out-of-Class Assignments

- 1) Readings of literary and some academic prose
- 2) Completed journals on reading assignments
- 3) Written expository and persuasive paragraphs with perhaps one full multi-paragraph essay
- 4) Readings and filling out of handouts on rhetoric and answering questions about the reading selections
- 5) Some grammar and vocabulary assignments may be given

Texts and References

- 1) Required (representative example):
 - a. Nayeri, Daniel. Everything Sad Is Untrue. Levine Querido. 2023.
 - b. House, Silas and Neela, Vashwani. Same Sun Here. Candlewick. 2013.
- 2) Supplemental: Reading packet

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Correctly read and write affirmative and negative sentences and questions using most tenses with only a few errors of usage.
- 2) Apply basic punctuation and capitalization rules in writing with few errors.
- 3) Write short paragraphs using the correct format that show an understanding of topic sentences and supporting sentences.
- 4) Accurately identify the main idea in basic and some low-intermediate level readings using skimming and scanning techniques; distinguish between opinion and fact through contextual clues; and be able to discuss or write about reading topics.
- 5) Deduce the meaning of words in basic and some low-intermediate level readings and apply new vocabulary in writing and speaking.
- 6) Have some developed usage of adjectives, prepositions, articles and nouns in reading and writing.
- 7) Have some developed punctuation rule usage in writing including commas, apostrophes and end punctuation.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Produce a well-structured paragraph which communicates a refined, college-level idea with a clear topic and good development and relevant conclusion. Often or less errors in each category of the well-structured paragraph as defined in the preceding sentence shall constitute success.
- 2) Produce at least one college-level essay of 350-400 words with 30 or fewer grammatical and syntactic errors.