

Course Outline for ESL 1A
CRITICAL READING AND COMPOSITION FOR ESL

Effective: Fall 2021

I. CATALOG DESCRIPTION:

ESL 1A — CRITICAL READING AND COMPOSITION FOR ESL — 6.00 units

Integrated approach to reading, writing, and critical thinking intended to develop ability to read and write complex, college-level prose. Emphasis is on techniques of exposition, analysis, and argumentation as well as critical reading. Some research required.

6.00 Units Lecture

Prerequisite

ESL 24 - Advanced Reading and Composition I
 with a minimum grade of C
 or
 Placement through the ESL assessment process

Grading Methods:

Letter or P/NP

Discipline:

- ESL

	MIN
Lecture Hours:	108.00
Expected Outside of Class Hours:	216.00
No Unit Value Lab	18.00
Total Hours:	342.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

A. ESL24

1. Understand complex and abstract issues in written discourse, generally
2. Interpret cohesive devices, signal words, and pronoun references
3. Predict content based on real world knowledge and/or organizational structure
4. Infer implied meaning from context
5. Understand Academic Word List vocabulary, adequately
6. Identify grammatical structures to improve comprehension
7. Recognize and discuss writer's purpose, but unevenly
8. Summarize text of limited length accurately
9. Write essays of 4-6 paragraphs on newly presented topics with a clear underlying organization and thesis
10. Identify and compose accurate compound and complex sentences (with adjective and adverb clauses, including both real and unreal conditionals)
11. Use cohesive elements, but sometimes incorrectly
12. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
13. Apply self-editing skills to improve writing accuracy
14. Contribute constructive comments in the peer editing process
15. Create an annotated bibliography on a researched topic from sources including books, databases, and websites

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to
 1. Evaluate complex and abstract issues in written discourse
 2. Summarize a thesis and main points
 3. Analyze main ideas
 4. Paraphrase passages
 5. Evaluate the validity and logic of the text's reasoning and support

6. Relate ideas and information in the text to his/her own experience as well as other texts
 7. Create a coherent position or argument based on reading
 8. Interpret cohesive devices, signal words, and pronoun references
 9. State and discuss writer's purpose, including both explicit and implicit argument
 10. Predict content based on real world knowledge and/or organizational structure
 11. Recognize Academic Word List vocabulary for reading
 12. Contribute constructive comments in the peer editing process, especially for content and organization
- B. Write multiple-paragraph papers that
1. Respond to a given assignment accurately and appropriately
 2. Develop a relevant, focused thesis
 3. Organize coordinating to subordinating points coherently
 4. Develop sufficient and relevant evidence
 5. Respond in several paragraphs with original ideas to readings
 6. Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis
 7. Demonstrate stylistic choices in tone, syntax, and diction
 8. Use standard American English accurately
 9. Demonstrate control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example, and conclusion
 10. Identify and compose accurate compound (including conjunctive adverbs) and complex (with adverb, adjective, and noun clauses) sentences
 11. Demonstrate self-editing skills
- C. Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to
1. Review sources for relevant evidence and arguments and create an original thesis
 2. Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation
 3. Document sources according to MLA rules and in an academically responsible way

V. CONTENT:

- A. Critical Reading
1. Instruction in summary
 - a. Identifying main ideas and support points of complex nonfiction texts
 - b. Paraphrasing author's ideas and maintaining neutrality, avoiding analysis, and avoiding wording and sentence structure of the original
 - c. Evaluation of an author's argument and support, including general and specific support, as well as differentiating between fact, opinion, and inference
 - d. Using summary as a tool to improve understanding and to precede use of text for another purpose, for example class discussion or a research paper
 - e. Use of outline to organize main ideas and supporting details of a text
 - f. Writing more succinct summaries, to introduce a text in a student essay, highlight main ideas of text as they pertain to student's position or argument, and provide context for student's analysis of text
 2. Detailed critical analysis and assessment of academic texts
 - a. Use of at least five short works as well as two book-length works (with an emphasis on non-fiction texts)
 - b. Evaluation of validity and logic of text's reasoning and support
 - c. Application of strategies for reading material from a wide range of academic sources
 - d. Identification, analysis and beginning discussion of elements in an argument, including figurative language, characteristics of style (point of view, tone), purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences
 - e. Purpose and audience in readings
 3. Discovery, through discussion and later through writing, of how ideas in a work might be elaborated upon, illustrated, modified, and synthesized with one's own and others' views
- B. Writing
1. Writing assignments totaling 6,000 final draft words.
 2. Instructor will assign at least 4 essays 3-8 pages in length.
 3. One of the essays, a documented research paper, might instead be a detailed research proposal and annotated bibliography. Instructor will additionally assign 6,000 words of more informal writing, for example essay drafts, summaries, and reading responses.
 4. Training in the process of writing will include:
 - a. Prewriting strategies appropriate to more complex writing assignments
 - b. Drafting: Development of theses that make assertions, not merely state a fact or the status quo; Support of theses with evidence, detail, and reasoning; Introductory inductive and deductive reasoning; Writing to a specific audience
 - c. Revising: Careful paraphrasing of passages and longer sections of sources, avoiding wording and sentence structure of original; Writing with correct sentence structure and sentence variety; Revising for diction, tone, and style
 - d. Editing: Strategies for self-editing; Directed Peer Review, including techniques and protocol
 5. Essay structure and organizational patterns specific to different types of essays
 6. Use of evidence other than personal experience to support an argument
 7. Essay introductions (funnel, story, fact/statistic, historical background)
 8. Strategies (time management) for effective in-class writing
- C. Introduction to research
1. Explanation of the varying purposes of research: supporting a line of inquiry as opposed to supporting an argument, for example
 2. Learning the components of and organizing the research process
 - a. Library skills: orientation to the library and to the specific 1A course/project, covering:
 1. Value of different types of sources (reference book, book, anthology, journal article, other periodical article, website, other) and of current sources to student's research project
 2. Use of library technology to locate sources
 3. Location and use of various library services (NoodleBib, reference desk, interlibrary loan, etc.)
 - b. Notetaking
 1. Selecting relevant and uniquely worded direct quotes
 2. Selecting passages and sections of texts to paraphrase or summarize
 3. Learning the value of summarizing and evaluating research sources for an annotated bibliography
 4. Recording all source information and page numbers of quotes, paraphrases, and summaries
 3. Accurate citation of sources
 - a. Citation of all direct quotes and ideas that come from an outside source
 - b. Discussion of how MLA compares to other common citation methods (APA, Chicago, etc.) and recognition of the different demands and styles of those systems
 - c. Using MLA's system for parenthetical citation within the body of the text
 - d. Understanding when a given piece of information is "common knowledge" and does not need to be cited
 - e. Creating an accurate Works Cited list in MLA style
- D. Vocabulary Development
1. Broad vocabulary for reading literary, expository, and academic texts

- 2. Use of dictionary to correctly identify part of speech and definition of unknown vocabulary
 - 3. *AcademicWordList* words
- E. Sentence Structure
- 1. Compound sentences including the use of semi-colons and conjunctive adverbs
 - 2. Complex sentences including adjective, adverb, and noun clauses

VI. SLOs:

- A. Upon completion of ESL 1A, the student should be able to demonstrate a transfer-level ability to identify main ideas and supporting details in level-appropriate texts
- B. Upon completion of ESL 1A, the student should be able to write a transfer-level essay of five to seven paragraphs that demonstrates clear organization, logical development, and correct language use.
- C. Upon completion of ESL 1A, the student should be able to write an MLA-documented research essay on an original thesis.

VII. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - playing a video to provide relevant cultural background for viewing, evaluation and analysis
- B. **Classroom Activity** - Exercises in summary, paraphrase, paragraph organization, transitions, sentence combining, grammar, mechanics, proofreading
- C. **Discussion** - small group discussions about a reading, for example
- D. **Individualized Instruction** - writing conferences, for example
- E. **Lecture** - interactive and based on class themes, such as organizational strategies, plagiarism, summary writing, grammar, etc.
- F. 6000 words of final draft writing with an additional 6000 words of informal writing
- G. Reading two full-length works in addition to at least five shorter works (required). Emphasis is nonfiction, and at least one (preferably two) full-length works should be nonfiction.
- H. **Written Exercises** - guided in-class writing, whether to do pre-writing, a draft introduction or point-driven paragraph, or a revision of a section for better transitions or textual integration. Before or after doing this in-class writing, students might review examples of student writing that model writing exercise in question.
 - I. Peer responses to multiple drafts
- J. **Projects** - group book clubs for analysis of class text, for example
- K. **Research** - conducting research on chosen or assigned topic for use in a research paper, for example
- L. **Student Presentations** - presentations about a researched topic, for example

VIII. TYPICAL ASSIGNMENTS:

- A. Reading
 - 1. Read the following article from *Time* magazine and answer the questions that follow to analyze the author's argument and use of evidence. Write an objective summary of the article, being sure to mention the author, article title, and main idea in the first sentence of your summary. As you paraphrase, be careful not to accidentally plagiarize and use his words without quotation marks.
 - 2. Using your inference skills, analyze the authors use of the quotation at the beginning of chapter 2 in *The Radioactive Boy Scout*. What does the author seem to be saying about the scientific community's approach to new discoveries?
 - 3. Create a timeline of important events in women's history using chapter 13 of *We Are Our Mothers' Daughters*. In groups, analyze the effects of these events on women today and summarize a list of three significant effects.
 - 4. Internet Source Evaluation assignment: The following lesson is designed to introduce you to techniques that help you identify the authors of web pages, evaluate the credentials of these authors, and evaluate the content on the pages themselves for bias and reliability. Read Section R2, in Diana Hacker's *A Writer's Reference*, "Evaluating Sources" AND "Evaluating Web Pages: Techniques to Apply and Questions to Ask," written by the librarians at U.C. Berkeley, available <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>. Using the criteria enumerated by Hacker and the U.C. librarians, assess the value and potential bias of the following websites by reflecting on each site's authors, sponsorship, purpose, and currency.
- B. Writing
 - 1. Write a 1000 word cause-effect essay in which you analyze the causes of David Hahn's behavior in *The Radioactive Boy Scout*. Use evidence from the book to support your analysis.
 - 2. Write a 1000 word comparison-contrast essay in which you recommend or do not recommend that a student come to the U.S. to attend college based on similarities or differences between college in your country and college in the U.S. As you reason through your essay, you must draw on at least one of the articles we have read in class and on your own personal experience of and/or knowledge of California's educational system in support of your thesis.
- C. Research
 - 1. Write an MLA-documented research essay to support your original thesis about a topic related to this semester's theme. For example, this semester, the theme in the ESL department is scientific innovations. Work with your instructor to develop a research question based on texts we have read in class. With support from your instructor, librarians and peers, narrow your research topic and find 3-5 sources (including at least one journal and database) to analyze and support your line of inquiry. You will complete your project by writing a 1000-2000-word research essay, including an MLA works cited page.
 - 2. For this assignment, you should choose one issue or topic regarding language use. You may choose any topic that we have discussed in class, or any other topic related to language (if you pick a topic not covered in our course, you must check with me to make sure the topic is appropriate). Possible topics include English as a second language/non-native speaker English, Ebonics, Spanglish, hate speech, political correctness, and prescriptive versus descriptive grammar. For your assignment, you will research this issue, find three articles that we have not discussed in class, and write an annotated bibliography listing these sources. You will also choose one source to examine more closely and write a brief report about it.
 - 3. Your *Allyn & Bacon Guide to Writing* explains that exploratory research must be open to the complexities of your given research problem and seek a diversity of options about it. Reviewing a diversity of sources including a reference source, a book, a scholarly journal article, a magazine or newspaper article, and a video, write either an exploratory research essay or an annotated bibliography. Both are essentially descriptions of your research journey, but they follow different formats. The essay will narrate the inquiry process you followed as you researched your topic and have a Works Cited list at the end; the annotated bibliography will have annotations in a Works Cited list and begin with a critical preface.
- D. Vocabulary Development
 - 1. Create a vocabulary chart for the following AWL words from *The Narrative of the Life of Frederick Douglass*. Include the original sentence from the book, the part of speech (as the word is used), the correct definition, and an additional example sentence.
- E. Sentence Structure
 - 1. Combine the following pairs of sentences by making the second sentence into an adjective clause.
 - 2. Change the following direct quotations into indirect quotations following the rules for reported speech.

IX. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 2-3 in-class timed writing exams, including a midterm and final
- B. Quizzes
 - weekly
- C. Research Projects

- One documented research paper or research project in MLA style
- D. Portfolios
 - once at the end of the semester
- E. Papers
 - minimum of four papers, including a research paper
- F. Oral Presentation
 - once
- G. Group Projects
 - once
- H. Class Work
 - weekly
- I. Home Work
 - minimum of 12 hours weekly
- J. Lab Activities
 - weekly
- K. Other
 - 1. journal
 - 2. holistically scored final exam

X. TYPICAL TEXTS:

- A. 1. Oshima, Alice, and Ann Hogue. *Longman Academic Writing Series 4: Essays*. 5th ed., Pearson Education ESL, 2016.
- B. 2. Roberts, Cokie. *We Are Our Mothers' Daughters*. 1st ed., Harper Perennial, 2009.
- C. 3. Silverstein, Ken. *The Radioactive Boy Scout*. 1st ed., Villard Books, 2005.
- D. 4. Cohen, Robert, and Judy Miller. *Longman Academic Reading Series 4: Reading Skills for College*. 1st ed., Pearson Education ESL, 2014.
- E. 5. Pearson. *Longman Advanced American Dictionary*. 3rd ed., Pearson Education ESL, 2013.
- F. 6. Urrea, Luis. *The Devil's Highway: A True Story*. 1 ed., Little Brown, 2004.
- G. Hacker, D., & Sommers, N.. *A Writer's Reference with 2016 MLA Update*. Bedford/St. Martin's , 2016.
- H. Dumler, G., & Moton, D.. Unlocking the MLA Code. Second Edition. Onzieme Edition Publishing Company , 2017.

XI. OTHER MATERIALS REQUIRED OF STUDENTS: