

NC 330: ESL: COLLEGE READINESS - READING AND WRITING

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2022
Credits:	0
Total Contact Hours:	90
Lecture Hours :	90
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	180
Strongly Recommended:	NC 307 or demonstrate a high intermediate (Intermediate 2) level of English fluency.
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

Catalog Course Description

The ESL: College Readiness - Reading and Writing course is designed for students at the high intermediate level of English acquisition. The course places a special emphasis on college-level reading skills and academic writing skills. Students will acquire academic vocabulary through context and word stem study, improve reading comprehension through language learning strategies, and practice paraphrasing and summarizing skills. Students will also study complex grammatical structures as well as connectives and incorporate these structures into writing. This course aims to develop students' writing skills, from paragraph writing to multi-paragraph essay. Open entry/exit. 90 lecture hours.

Course Objectives

- Read and analyze a variety of reading materials to use English more effectively in academic settings.
- Deduce meanings of new words from the context and through word stem analysis.
- Reply to inference as well as basic recall questions on reading comprehensions tests.
- Develop skimming, scanning, and rapid reading skills.
- Paraphrase or summarize a short reading passage.
- Write descriptive, comparison, cause-effect, and opinion paragraphs (8-12 sentences in length) that develop a topic in a clear and cohesive way.
- Organize and write a four to five-paragraph essay with a clear introduction, body, and conclusion.
- Use appropriate vocabulary, grammatical structures, and transitional expressions to produce clear sentences and coherent paragraphs.
- Evaluate paragraphs written at the high intermediate-level for grammatical accuracy, sufficiency of unity, development, and coherence.

Major Course Content

Reading

1. Vocabulary Development
 - a. Vocabulary learning strategies: flash cards, drawing, word web, word forms, collocations, synonyms, antonyms
 - b. Find meanings of new words in context
 - c. Utilize an all-English dictionary to advantage
 - d. Word Structure: prefixes, suffixes, root words
2. Reading Skills
 - a. Pre-reading: preview, predict, scan, skim
 - b. Find main ideas and supporting details
 - c. Respond to inference and basic recall questions
 - d. Restate the topic and main ideas
 - e. Increase reading speed and fluency
 - f. Distinguish fact from opinion
 - g. Evaluate arguments and form an opinion
3. Sentence Analysis
 - a. Analyze complex syntactical structures: comparison/contrast, cause/effect, opinion statements, conclusions.
 - b. Restate and paraphrase sentences for summary writing
 - c. Form inferences by analysis

Writing

1. Grammar
 - a. Verb tenses
 - b. Subject/verb agreement
 - c. Noun clauses, reported and quoted speech
 - d. Adjective clauses and appositives
 - e. Coordinating conjunctions
 - f. Adverb clauses, phrases, and connectives
 - g. Conditionals
2. Sentence Structure and Construction
 - a. Dependent and independent clause study
 - b. Compound and complex sentence writing
 - c. Sentence combining and subordination
 - d. Use of transitions and transitional phrases
3. Mechanics and Punctuation
 - a. Capitalization
 - b. End punctuations: periods, commas, question marks, exclamation points
 - c. Commas
 - d. Colons and semi-colons
 - e. Apostrophes
 - f. Quotation marks
4. Writing
 - a. Paragraph process:
 - i. Pre-writing/organizing methods: free writing, clustering, outlining, listing, Venn diagram, t-chart
 - ii. Revising and rewriting drafts: clear focus, adequate supporting details, unity, coherence, sentence structure
 - iii. Editing drafts: grammar, word choice, spelling, punctuation
 - b. Paragraph development:

- i. Topic sentence
 - ii. Supporting sentences - types
 - iii. Concluding sentence
 - iv. Transitions
- c. Rhetorical modes:
 - i. Descriptive
 - ii. Process or Classification
 - iii. Comparison
 - iv. Cause/Effect
 - v. Opinion
- d. Essay introduction and development:
 - i. Introduction: General statements, Thesis statement
 - ii. Body Paragraphs
 - iii. Conclusion
- 5. Reading and Analyzing Paragraphs/Essays
 - a. Main idea
 - b. Topic sentence and thesis
 - c. Supporting details
 - d. Rhetorical modes
- 6. Study Skills
 - a. Exam writing with time constraints
 - b. Avoiding Plagiarism

Suggested Reading Other Than Required Textbook

LA Times and other newspapers, short stories by American authors, and ESL websites

Examples of Required Writing Assignments

Summarize an article from a newspaper or magazine. Write a weekly reading journal. Write a cause/effect paragraph. Write a paragraph describing the benefits or drawbacks of online education. Write a paragraph explaining the steps on how to do or create something. Write a paragraph comparing and contrasting two cuisines (e.g., Chinese vs. American food).

Examples of Outside Assignments

Find examples of targeted grammar or vocabulary in authentic texts. Read and respond to paragraphs. Create a paragraph using ten vocabulary words from the textbook. Create a PowerPoint on musical instruments popular in your country using vocabulary from the reading passage.

Instruction Type(s)

Lecture, Online Education Lecture