

Course Outline of Record

1. Course Code: ESL-071

2. a. Long Course Title: ESL/Academic English II

b. Short Course Title: Acad ESL II

3. a. Catalog Course Description:

This is the third (and most advanced) in a series of three Reading and Writing courses to help non-native English students develop and improve academic reading and writing skills. Emphasis is on practice in college-level reading, critical thinking, expository essay writing, and research skills. (4 Units) (Equivalent to ENG-071.) ESL71A Advanced Grammar & Editing corequisite strongly advised. Students may choose the Pass/No Pass grading option.

b. Class Schedule Course Description:

This is the third (and most advanced) in a series of three Reading and Writing courses to help non-native English students develop and improve academic reading and writing skills. Emphasis is on practice in college-level reading, critical thinking, expository essay writing, and research skills. (4 Units) (Equivalent to ENG-071.) ESL71A Advanced Grammar & Editing corequisite strongly advised. Students may choose the Pass/No Pass grading option.

c. Semester Cycle (if applicable): N/A

d. Name of Approved Program(s):

- ACADEMIC ENGLISH

4. Total Units: 4.00 Total Semester Hrs: 72.00

Lecture Units: 4 Semester Lecture Hrs: 72.00

Lab Units: 0 Semester Lab Hrs: 0

Class Size Maximum: 29 Allow Audit: Yes

Repeatability No Repeats Allowed

Justification 0

5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

Prerequisite: ESL 070 or ESL 050C

Advisory: ESL 071A as corequisite

6. Textbooks, Required Reading or Software: (List in APA or MLA format.)

a. Silverman, Jonathan and Dean Rader (2012). *Writing, Reading, and Thinking about Visual and Popular Culture* Boston Prentice Hall.

College Level: Yes

Flesch-Kincaid reading level: N/A

7. Entrance Skills: *Before entering the course students must be able:*

a.

Identify and employ prewriting activities.

- ENG 050 - Identify and employ prewriting activities.
- ESL 050C - Use strategies of process writing like brainstorming, planning, drafting, revision, and editing.
- ENG 070 - Identify and employ prewriting activities.

b.

Identify an essay as a short piece of writing that supports a writer's point of view through the use of detailed examples.

- ESL 050C - Recognize varied points of view on varied topics within readings, discussions, and writing.
- ENG 050 - Identify an essay as a short piece of writing that supports a writer's point of view through the use of detailed examples.
- ENG 070 - Identify an essay as a short piece of writing that supports a writer's point of view through the use of detailed examples.

c.

Read and identify main ideas and supporting details.

- RDG 050 - Read at an 8th grade level with 80% comprehension
- ENG 050 - Read, comprehend, and summarize 8th grade level readings and identify main ideas and supporting details.
- ENG 070 - Identify supporting evidence in readings.

d.

Identify familiar types of readings and study strategies used in the content areas.

- ENG 070 - Identify familiar types of readings and study strategies used in the content areas.
- ENG 050 - Read, comprehend, and summarize 8th grade level readings and identify main ideas and supporting details.

e.

Demonstrate fluency in word classification and purpose.

- ENG 070 - Demonstrate fluency in word classification and purpose.
- ESL 050C - Choose appropriate vocabulary according to audience and purpose using context and resources to comprehend unfamiliar vocabulary.

f.

Demonstrate the ability to generate, develop and organize ideas into a cohesive essay using multiple paragraphs.

- ESL 050C - Understand use of introductions, theses, topic sentences, supporting details, and conclusions.
- ESL 050C - Write expository essays with clearly stated theses and supporting details.
- ENG 070 - Demonstrate the ability to generate, develop and organize ideas into a cohesive essay using multiple paragraphs.

g.

Identify supporting evidence in readings.

- ENG 070 - Read and identify main ideas and supporting details.
- ENG 050 - Read, comprehend, and summarize 8th grade level readings and identify main ideas and supporting details.

h.

Identify and employ transitions and connectors to show unity between ideas.

- ESL 050C - Understand use of introductions, theses, topic sentences, supporting details, and conclusions.
- ENG 070 - Identify and employ transitions and connectors to show unity between ideas.

i.

Recognize and explain patterns of idea development in short readings and academic writing.

- ENG 070 - Recognize and explain patterns of idea development in readings.
- ENG 050 - Recognize and explain patterns of idea development in short readings and academic writing.

j.

Demonstrate through the writing process the ability to apply standard rules of grammar, punctuation and spelling in academic writing.

- ENG 050 - Demonstrate the ability to apply standard rules of grammar, punctuation and spelling in academic writing.

k.

ESL 071 -ESL/Academic English II

Construct sentences that demonstrate variety and effective word choice, using mostly college level diction.

- ESL 050C - Choose appropriate vocabulary according to audience and purpose using context and resources to comprehend unfamiliar vocabulary.

l.

Participate thoughtfully and critically in peer review, as well as self-evaluate, edit and revise.

- ESL 050C - Work in collaboration with peers to improve writing.

m.

Demonstrate the ability to produce several drafts of essays through a series of revisions using a computer.

- ESL 050C - Format essays correctly according to MLA conventions (headers, name and course information, title, spacing, etc.).

n.

Comprehend and summarize readings.

- RDG 050 - Demonstrate basic understanding of summarizing.
- ESL 070 - Comprehend and summarize readings.

o.

Demonstrate annotation skills for improving understanding.

- RDG 050 - Demonstrate basic understanding of summarizing.
- ENG 070 - Demonstrate annotation skills for improving understanding.
- ESL 070 - Demonstrate annotation skills for improving understanding.

p.

Recognize patterns of errors (with moderate assistance) and use strategies to edit own writing more effectively.

- ESL 070 - Demonstrate through the writing process the ability to apply standard rules of grammar, punctuation and spelling in academic writing.
- ENG 070 - Participate thoughtfully and critically in peer review, as well as self-evaluate, edit and revise.

8. Course Content and Scope:

Lecture:

Critical reading, including making connections, exploring significance, and evaluating evidence
Reading for conceptual understanding
Forming inferences
Synthesizing ideas and information from multiple sources, including readings, personal observation, and reflection
Evaluation and use of specific data to support general ideas
The role of audience awareness in reading and writing
Prewriting strategies
The writing process
Reading-Writing connections
Use of reference material (dictionary, thesaurus, handbook, and library sources)
Research strategies
Documentation skills
Information literacy
Paraphrasing skills

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.
Write expository essays, including argument and analysis.
2.
Read and write a variety of texts from various media.
3.
Critically evaluate complex ideas in reading and synthesize those ideas in writing.
4.
Incorporate reading into writing using appropriate documentation strategies.
5.
Analyze, read, revise, and edit.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Demonstrate understanding of main idea, details, relationships, and patterns of organization.
- b. Exhibit ability to use expanded vocabulary and practice using contextual cues and resources.
- c. Evaluate features of style such as purpose, audience and tone.
- d. Evaluate supporting evidence.
- e. Understand difference between stated and implied concepts.
- f. Demonstrate an ability to analyze and respond critically.
- g. Evaluate opposing ideas.
- h. Master use of Writing Handbook as reference tool.
- i. Demonstrate an improved level of word analysis skills and vocabulary development.
- j. Understand appropriate use of various rhetorical strategies.
- k. Conduct research and evaluate sources for use as evidence in essays on complex topics.
- l. Write organized annotated summaries.
- m. Integrate source material and demonstrate critical awareness in multi-page essays.
- n. Understand how to synthesize ideas in writing.
- o. Format essays correctly according to MLA and APA conventions, including in-text references and correct works cited/reference entries.
- p. Construct sentences that demonstrate variety and effective word choice, using college level diction.
- q. Engage in collaborative review sessions to understand difficult concepts and produce effective essays.
- r. Demonstrate the difference between writing as a process and in-class timed writing.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Collaborative/Team
- b. Demonstration, Repetition/Practice
- c. Discussion
- d. Distance Education
- e. Individualized Study
- f. Journal
- g. Lecture
- h. Participation
- i. Self-exploration
- j. Technology-based instruction

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 72.00

Outside Class Hours: 72.00

a. In-class Assignments

Journals Paragraphs Essays Summaries Responses Exams Quizzes Group Discussion
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b. Out-of-class Assignments

Journals Paragraphs Essays Summaries Responses
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13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Guided/unguided journals
- Portfolios
- Term or research papers
- Presentations/student demonstration observations
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- Mid-term and final evaluations
- Student participation/contribution
- Student preparation

14. Methods of Evaluating: Additional Assesment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C4.a - Language & Rationality (English Composition)

Communicate in many different situations, involving diverse people and viewpoints.

Listen and analyze the substance of others' comments.

Summarize and analyze fiction and nonfiction.

Recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

IO - Critical Thinking and Communication

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Apply standard conventions in grammar, mechanics, usage and punctuation.

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate

fact from opinion.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

As these are new courses we are fine-tuning the specifics of what is being taught and have made minor adjustments to wording of SLO's and objectives.

20. a. Cross-Listed Course (Enter Course Code): ENG-071
 b. Replacement Course (Enter original Course Code): N/A

21. Grading Method (choose one): Pass/No Pass Optional

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000529568
- b. T.O.P. Code [CB03]: 493087.00 - English as a Second Langu
- c. Credit Status [CB04]: C - Credit - Not Degree Applicable
- d. Course Transfer Status [CB05]: C = Non-Transferable
- e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: A = 1 Level Below
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 2 = Stand-alone

Name of Approved Program (if program-applicable): ACADEMIC ENGLISH

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0
 Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Christen, Kimberly Smith

Origination Date 10/28/13