

COURSE SYLLABUS

Course Title:	ESL: Reading & Writing VI	Date submitted:	Spring 2015 (AAC: 15-37)
Department:	Humanities		
Curriculum:	ESL		
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ESL*162	Prerequisites: C- or better in ESL: Writing & Reading V (ESL*153), placement test, or permission of Humanities Chair. Grammar V (ESL*152) recommended
	Course Type:	L	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio		
	Elective Type:	FL/G/HU/LAS	Corequisites: None
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		
	Credit Hours:	6	
	Developmental: (yes/no)	No	
	Contact Hours:	Lecture: 6 Clinical: 0 Lab: 0 Studio: 0 Other: 0 TOTAL: 6	
	Class Maximum:	21	
	Semesters Offered:	F/S/W/ Su	Other Requirements: None
Catalog Course Description:	In this advanced writing and reading course, students continue to develop fluency, clarity, organizational skills and the mechanics of effective writing with a focus on the linguistic and rhetorical needs of second language learners. Course content and writing assignments are based on reading selections, evaluation of primary and secondary sources and student texts. Students read a range of moderately complex texts. Students write, revise and edit drafts, participate in group work and confer with teachers and peers. Portfolio assessment will be required, including at least one timed, in-class writing assignment. This six credit-course counts toward the foreign language requirement in either the Liberal Arts or General Studies degree. Completion of this course with a C- or better ensures admission into Composition (ENG*101).		
Topical Outline: List course content in outline format.	I. Reading: A. Textual examination B. Perspective, bias, purpose, and audience C. Main ideas and supporting details D. Vocabulary II. Critical Thinking:		

- A. Responding critically
- B. Group discussion and engagement
- C. Synthesis
- D. Cultural influence and interpretation

III. Writing:

A. Macro:

- 1. The writing process
- 2. Critical or rhetorical analysis
- 3. Argumentation
- 4. Primary and secondary sources
- 5. Summary and paraphrase
- 6. Plagiarism
- 7. Timed writing
- 8. Basic word-processing

B. Micro:

- 1. Body paragraphs, topic sentence and sentence-level detail and development.
- 2. Effective thesis
- 3. Quotation
- 4. Introductions and conclusions
- 5. Grammar, syntax, spelling, punctuation and sentence complexity

Upon successful completion of this course, the student will be able to do the following:
COURSE:

- 1. identify cultural influences in texts
- 2. synthesize multiple texts and relate texts and students' own lives in writing and speech
- 3. critically evaluate reading and writing processes

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

GENERAL EDUCATION: *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

- 6. **Oral Communication (embedded)** - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Demonstrates: Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.

Does Not Demonstrate: Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.

- 11. **Written Communication** - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.

Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.

Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. Students complete a minimum of three (3) writing assignments in standard MLA format 2. Each assignment is text-based, and at least 3-4 pages in length 3. Final assessment is based on a portfolio of revised work of not fewer than ten (10) pages 4. Other forms of assessment may include homework, quizzes, presentations or other projects
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None Desired: Computer classroom</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>