

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**ESLS 023 Academic Reading and Writing I**

**I. Basic Course Information**

A. Course Number and Title: ESLS 023 Academic Reading and Writing I

B. New or Modified Course: Modified course

C. Date of Proposal: Semester: Spring Year: 2021

**D. Effective Term: Fall 2021**

E. Sponsoring Department: Communication and Languages

F. Semester Credit Hours: 6 Non-Credit

G. Weekly Contact Hours:                      Lecture: 6  
  Laboratory: 0  
  Out of class student work per week: 12

H. Prerequisites/Corequisites: By placement.

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair at time of approval: Bick Treut, ext. 8429, [Bick.Treut@raritanval.edu](mailto:Bick.Treut@raritanval.edu) ; Dean Patrice Marks, ext. 8802, [Patrice.Marks@raritanval.edu](mailto:Patrice.Marks@raritanval.edu)

**II. Catalog Description**

**Prerequisite: Placement test results within the designated range.** Academic English Reading and Writing Level I is the first of a five-part series of ESL courses designed to prepare students for reading and writing at the college level. The course emphasizes academic vocabulary development, writing with clarity and organization, and the development of academic reading skills, such as learning vocabulary in context and critical thinking, dictionary use. Students at Level I write simple descriptive, expository, and argumentative paragraphs with a focus on sentence level accuracy, parts of speech, the development of topic sentences, and standard punctuation. Level I students practice reading both intensively for analysis and extensively at a high beginning level. Credit for

this course does not apply to credit hours earned, grade point average, or graduation requirements.

### **III. Statement of Course Need**

- A. Academic reading and writing skills are the foundation of collegiate study, which ESL students are increasingly pursuing. Because all degree and certificate courses require successful completion of English I, and because RVCC is an open access institution, ESL students need intensive preparation for the reading, writing, thinking, and information skills required for that course. This five-level series of classes offers such intensive preparation.
- B. This course does not generally transfer.

### **IV. Place of Course in College Curriculum**

- A. ESLS 023 Academic Reading and Writing I is the first of a five-level academic sequence in ESL. Students who place into Academic Reading and Writing I may also take an Academic Grammar course (level determined by placement test results) and an Academic Speaking and Listening course (level determined by placement test results).
- B. English as a Second Language courses are necessary for the entry into/ completion of any college level degree program.
- C. To see transferability: a) for New Jersey schools, go to NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### **V. Outline of Course Content**

- A. Reading
  - 1. Comprehension Building
    - a. Close reading
    - b. Scanning for specific information
    - c. Re-telling key events
    - d. Finding main ideas and supporting details
    - e. Making basic predictions and inferences
  - 2. Analysis
    - a. Opinion/ response activities
    - b. Communicative activities: role play, interviews, discussion
  - 3. Activities:
    - a. Intensive reading
    - b. Timed reading
- B. Vocabulary
  - 1. Using a dictionary
    - a. Guidewords
    - b. Alphabetical order

- c. Multiple definitions
  - d. Parts of speech
- 2. Word Parts
  - a. Prefixes and suffixes
    - i. Meaning changes (um-, re-, etc.)
    - ii. Part of speech changes (-ness, -ly, -ify, etc.)
  - b. Synonyms and antonyms
- 3. Guessing meanings from context
- C. Writing
  - 1. Academic Paragraph development
    - a. Topic sentences
    - b. Developing supporting details
    - c. Using appropriate transition phrases
      - i. One example, another example, etc.
      - ii. First, next, last
    - d. Concluding sentences
    - e. Logic, clarity and cultural considerations
  - 2. Writing process
    - a. Brainstorming
    - b. Outlining
    - c. Organizing ideas
    - d. Revision, editing and proofreading
  - 3. Paragraph types
    - a. Cause/effect paragraphs
    - b. Descriptive paragraphs
    - c. Opinion/ persuasive paragraphs
  - 4. Writing Skills exercises
    - a. Timed writings
    - b. Dictation
    - c. Writing in response to readings
  - 5. Using basic computer technology
    - a. Typing assignments
    - b. Saving assignments
    - c. Using Lion's Den
    - d. Finding information on the RVCC website
  - 6. Grammar for writing
    - a. Identifying parts of a sentence
    - b. Punctuating sentences
    - c. Formatting paragraphs

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

**At the completion of the course students will be able to:**

1. Produce descriptive, cause/effect and persuasive paragraphs that follow the conventions of academic English at the high-beginning level. (GE-NJ-1)
2. Respond to high-beginning academic readings in ways that demonstrate the student comprehends, can learn new information from and can analyze unfamiliar readings. (GE-NJ-1)

### **B. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Use basic academic vocabulary in their writing.
2. Read and understand an abridged work of literature or fiction.
3. Edit writing for basic sentence boundaries and punctuation.

## **VII. Modes of Teaching and Learning**

- A. lecture/discussion
- B. small-group work
- C. student oral presentations
- D. simulation/role playing
- E. student collaboration
- F. presentations

## **VIII. Papers, Examinations, and other Assignments**

- A. Written work: paragraphs and sentences
- B. Reading comprehension exercises: multiple choice, fill in the blank, etc.
- C. Group and individual reading projects, such as presentations, summaries and
- D. Thematic discussions of novel
- E. Dictations
- F. Timed readings
- G. Traditional exams
- H. Timed compositions
- I. Intensive reading tests
- J. Extensive reading tests
- K. Vocabulary journal/quizzes
- L. Individual and group reading comprehension quizzes
- M. Spelling tests
- N. Scanning exercises
- O. Formal writing samples (in-class and out of class)
- P. Oral presentations
- Q. Class participation

## **IX. Grade Determinants**

- A. Multi-draft formal paragraph compositions
- B. Timed, in-class writings
- C. Tests
- D. Vocabulary journal/quizzes
- E. Reading quizzes
- F. Dictations

## **X. Texts and Materials**

- A. Reading text, such as Insights for Today
- B. Writing text such as Ready to Write
- C. Penguin Graded Reader, Level IV, such as Dorian Gray
- D. Longman Basic Dictionary of American English.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## **XI. Resources**

- A. Evelyn S. Fields Library at Raritan Valley Community College (ESL Section)
- B. Academic Support Center (Tutoring, ESL Library, Software)
- C. Online resources, such as Focus on Grammar, OERs