

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

ESLS 025 Academic Reading and Writing III

I. Basic Course Information

- A. Course Number and Title: ESLS 025 Academic Reading and Writing III
- 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: Successful Completion of ESLS 024 or by placement
- I. Laboratory Fees: None
- J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Bick Treut, ext. 8429, Bick.Treut@raritanval.edu ; Dean Patrice Marks, ext. 8802, Patrice.Marks@raritanval.edu

II. Catalog Description

Prerequisite: Successful completion of ESLS 024 or by placement. Academic English Reading and Writing Level III is the third 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 III write three-paragraph process, cause/effect, compare/contrast and argument essays with a focus on sentence level accuracy, parts of speech, the development of topic sentences, and standard punctuation.

The essays for this level include full introduction paragraph, which is linked to two supporting paragraphs, and a conclusion statement. Level III students practice reading both intensively for analysis and extensively at a high- intermediate 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 025 Academic Reading and Writing III is the third of a five-level academic sequence in ESL. Students who place into Academic Reading and Writing III 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; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Reading
 - 1. Prediction
 - a. Using titles, sidebars, graphs and pictures to predict content prior to reading
 - 2. Intensive and extensive reading
 - a. Comprehension
 - b. Vocabulary development
 - c. Analysis and discussion
 - 3. Critical thinking questions based on reading
 - a. Analysis
 - b. Synthesis
 - c. Compare ideas among and between readings
 - d. Make inferences
 - 4. Reading Strategies

- a. Scanning and skimming
- b. Understanding main ideas/themes
- c. Exploring literary terms and relating them to the novel
 - i. Setting, plot, genre, characters

B. Vocabulary

1. Using a dictionary and thesaurus for academic development
 - a. Expand vocabulary through synonyms and antonyms
2. Using an academic word list
3. Word parts and study
4. Guess meanings from context

C. Writing

1. Academic essay development both timed, in-class essay and take home essays
 - a. Introduction paragraph
 - i. Hook
 - ii. Background information
 - iii. Direct thesis statements
 - b. Body paragraphs
 - i. Topic Sentences
 - ii. Supports and examples
 - iii. Concluding sentences
 - c. Essay Structure
 - i. Linking introduction, body paragraphs and concluding statement statements
 - ii. Editing for structure and clarity
2. Writing process
 - a. Brainstorming
 - b. Outlining
 - c. Organizing ideas
 - d. Revision, editing and proofreading
3. Essay types
 - a. Process
 - b. Cause/effect
 - c. Compare/contrast
 - d. Argument
 - e. Expository
4. Using basic computer technology
 - a. Typing assignments
 - b. Saving assignments
 - c. Using Lion's Den
 - d. Finding information on the RVCC website
5. Grammar for writing
 - a. Sentence-level issues
 - i. Sentence boundaries
 - ii. Tense

- iii. Independent/dependent clauses
- iv. Parallelism
- b. Gerunds as subjects

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

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

1. Produce three-paragraph essays in a variety of genres that follow the conventions of academic English at a high-intermediate level. (GE-NJ-1)
2. Respond to high-intermediate 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. Edit and revise writing for clarity, development and organization.

VII: Modes of teaching and Learning

- A. Lecture/Discussion
- B. Writing and Reading Workshop
- C. Student Collaboration
- D. Computer Assisted Instruction
- E. Reading Comprehension and analysis exercises

VIII. Papers, Examinations and other Assessments

- A. Written work: essays
- B. Group and individual reading and writing projects
- C. Reading comprehension exercises: multiple choice, fill in the blank, etc.
- D. Group and individual reading projects, such as presentations, summaries and
- E. Thematic discussions of novel
- F. Timed readings
- G. Traditional exams
- H. Timed, in-class essays
- I. Intensive reading tests
- J. Extensive reading tests
- K. Vocabulary journal/quizzes
- L. Oral presentations

IX. Grade Determinants

- A. Multi-draft formal three-paragraph essays
- B. Timed, in-class essays
- C. Tests and quizzes
- D. Vocabulary journals
- E. Other Homework and Classwork

X. Texts and Materials

- A. Reading text, such as Concepts for Today
- B. Writing text such as Blueprints for Writing
- C. Novels such as Having Our Say or Marley and Me
- 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.)

IX. Resources

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