

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**ESLS 026 Academic Reading and Writing IV**

**I. Basic Course Information**

- A. Course Number and Title: ESLS 026 Academic Reading and Writing IV
- 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 025 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](mailto:Bick.Treut@raritanval.edu) ; Dean Patrice Marks, ext. 8802, [Patrice.Marks@raritanval.edu](mailto:Patrice.Marks@raritanval.edu)

**II. Catalog Description**

**Prerequisite: Successful completion of ESLS 025 or by placement.** Academic English Reading and Writing Level IV is the fourth 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, and dictionary use. Students at Level IV write four-paragraph essays in a variety of genres with a focus on sentence level accuracy, parts of speech, the development of topic sentences, and standard punctuation. The essays for this level include an introduction paragraph, two body paragraphs and a conclusion paragraph.

Level IV students practice reading both intensively for analysis and extensively at a low-advanced 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. Academic Reading and Writing IV is the fourth of a five-level academic sequence in ESL. Students who place into Academic Reading and Writing IV 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. Intensive and extensive reading comprehension
2. Vocabulary development
3. Analysis and discussion
4. Critical thinking questions based on reading (Analysis, synthesis, inferencing, connect readings to current events and/ or other subjects, weighing opinions and arguments presented in readings)
5. Reading Strategies (Scanning, skimming, understanding main ideas/themes, summarizing)
6. Literary terms and relating them to the novel (Setting, plot, genre, characters)

#### **B. Vocabulary**

1. Using a dictionary and thesaurus for academic development
2. Expand vocabulary through synonyms and antonyms
3. Using an academic word list

4. Word parts and study
5. Guess meanings from context

### C. Writing

1. Academic essay development both timed, in-class essay and take-home essays
2. Introduction paragraph (hook, background information, direct thesis statements)
3. Body paragraphs (topic sentences, supports and examples, concluding sentences)
4. Conclusion Paragraphs (restating thesis, giving broader significance, ending strongly)
5. Essay Structure (linking introduction, body paragraphs and concluding statements, staying on topic and fully answering question)
6. Editing for structure and clarity
7. Writing process (brainstorming, outlining, organizing ideas, revision, editing and proofreading)
8. Genre study in both reading and writing (argument, explanation, opinion, cause/effect pieces)

### D. Using Computers Effectively

1. Typing, double-spacing and formatting pieces with clear paragraphs, saving, retrieving, sending and posting assignments consistent with academic norms
2. Using Canvas
3. Finding and Evaluating sources

### E. Grammar for writing

1. Sentence boundaries and complexity
2. Advanced subject/verb, parallelism, articles and prepositions
3. Appropriate use of condition statements, modals, coordination and subordination and other advanced grammar topics

## 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 four-paragraph essays in a variety of genres that follow the conventions of academic English at the low-advanced level. (GE-NJ-1)
2. Respond to low-advanced 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 their writing for clarity, development and organization.

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

- A. Lecture/discussion
- B. Writing workshops
- C. Student Collaboration
- D. Computer-assisted instruction
- E. Reading comprehension and analysis exercises

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

- A. Group and individual reading and writing projects
- B. Thematic discussions of novel
- C. Timed readings
- D. Traditional exams
- E. Timed, in-class essays
- F. Intensive reading tests
- G. Vocabulary journal/quizzes
- H. Multi-draft essays
- I. Writing and reading reactions/ projects
- J. Peer review
- K. Homework exercises
- L. Participation

## **IX. Grade Determinants**

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

## **X. Texts and Materials**

- A. Vocabulary Text, such as Focus on Vocabulary
- B. Writing text, such as Essentials of English or Masterful Essays in Academic English
- C. Novels, such as I Know Why the Caged Bird Sings or The Other Wes Moore
- 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 and ESL software)
- C. Online resources, such as Focus on Grammar and eTexts