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: Fall Year: 2014

D. Effective Term: Fall 2015

E. Sponsoring Department: Communication and Languages

F. Semester Credit Hours: 6 non-credit

G. Weekly Contact Hours: Lecture: 6

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 at time of approval: Ellen McArdle elle.mcardle@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. ESLS 026 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; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

A. Reading
   1. Intensive and extensive reading
      a. Comprehension
      b. Vocabulary development
      c. Analysis and discussion
   2. Critical thinking questions based on reading
      a. Analysis and synthesis
      b. Make inferences
      c. Connect readings to current events and/or other subjects
      d. Weigh opinions and arguments presented in readings
   3. 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. Methods and types of introductions
      ii. Funneling
      iii. Thesis statements
   b. Body paragraphs
      i. Topic and Concluding sentences
      ii. Developing supports fully
   c. Conclusion Paragraphs
      i. Methods for concluding
      ii. Restate and expanding of ideas
   d. Essay Structure
      i. Linking introduction, body paragraphs and concluding statement statements
      ii. Staying on topic and fully answering question
      iii. Editing for structure and clarity
2. Writing process
   a. Brainstorming
   b. Outlining
   c. Organizing ideas
   d. Revision, editing and proofreading
3. Genre study in both reading and writing
   a. Argument and opinion
   b. Cause/effect pieces
4. Using basic computer technology
   a. Typing assignments
   b. Saving assignments
   c. Using Lion’s Den
   d. Finding and evaluating sources
5. Grammar for writing
   a. Sentence boundaries and complexity
   b. Advanced subject/verb, parallelism, articles and prepositions
   c. Appropriate use of condition statements, modals, coordination and subordination and other advanced grammar topics

VI. General Education and Course Learning Outcomes

Outcomes

A. General Education Learning Outcomes:
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)

3. Edit and revise writing for clarity, development and organization. (GE-NJ-1*)

*embedded critical thinking

B. Course Learning Outcomes:

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

1. Comprehend and analyze a novel or memoir designed for native speakers.

C. Assessment Instruments

A. Multi-draft essays
B. Reading comprehension and analysis exercises
C. Group and individual reading projects, such as presentations and summaries
D. Thematic discussions of novel
E. Timed readings
F. Traditional exams
G. Timed, in-class essays
H. Intensive reading tests
I. Extensive reading tests
J. Vocabulary journal/quizzes

VII. Grade Determinants

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

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

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

VIII. Texts and Materials

A. Vocabulary Text, such as Focus on Vocabulary
B. Writing text such as Essentials of English
C. Novels such as I Know Why the Caged Bird Sings, Having Our Say, or Strong Medicine Speaks

(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 C. Fields Library at Raritan Valley Community College
B. Academic Support Center (tutoring)
C. Online resources such as Focus on Grammar