



technology. Students in this course read college-level texts, both intensively for analysis and extensively for fluency, and write five-paragraph essays of various types.

### **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. Free Elective
- B. ESLS 201 Academic Reading and Writing V is the fifth of a five-level academic sequence in ESL. Students who place into Academic Reading and Writing V 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).
- C. English as a Second Language courses are necessary for the entry into/ completion of any college level degree program.
- D. 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. Analyze and interpret intensive reading, such as newspaper and magazine articles, and extensive reading, such as novels or non-fiction texts
    - a. Scan for specific information
    - b. Skim for main ideas and focused supporting details
    - c. Apply literary terms when relevant
    - d. Analyze, synthesize and compare ideas from two or more readings
  - 2. Use outside resources to deepen understanding of extensive reading
  - 3. Write and answer reading-between-the-lines questions
  - 4. Use titles, sidebars, graphs, and pictures to predict content prior to reading
- B. Vocabulary
  - 1. Use a dictionary/thesaurus for academic development
  - 2. Use Academic word list for vocabulary development
  - 3. Define words based on context

4. Develop synonym lists
  5. Keep vocabulary journal
- C. Writing
1. Five-paragraph essays
    - a. Parts of an essay
    - b. Development of convincing topic sentences and concrete supporting details
    - c. Maintain focus and cohesiveness
    - d. Vary transition words and signals
  2. Incorporate simple, compound and complex sentences (dependent and independent clauses)
  3. Edit/revise for varied academic vocabulary
  4. Strategies for timed writing exercises

## **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 five-paragraph essays in a variety of genres that follow the conventions of academic English. (GE-NJ-1)
2. Respond college-level readings in ways that demonstrate the student comprehends, can learn new information from and can analyze unfamiliar readings. (GE-NJ-1)

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

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

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

- A. Multi-draft essays
- B. Reading comprehension and analysis exercises
- C. Group and individual reading projects, such as presentations, summaries and
- 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

## **IX. Grade Determinants**

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

## **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. College-level novels or non-fiction texts such as Wild, Educated, or The Hate U Give
- 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
- B. Academic Support Center (tutoring)
- C. Online resources, such as OERs or interactive eTexts