

ESL R086: ACADEMIC READING AND COMPOSITION

Originator

msanchez

Co-Contributor(s)
Name(s)

Tudman, Kari (ktudman)

College

Oxnard College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

R086

Course Title (CB02)

Academic Reading and Composition

Banner/Short Title

Academic Reading & Composition

Credit Type

Credit

Honors

No

Start Term

Fall 2021

Formerly

ENGL R068

Catalog Course Description

In this course, students develop sentence skills by writing, analyzing, and rewriting sentence exercises and paragraphs. The course includes study of paragraph structure and various patterns of development. Course also includes skills for college-level reading focusing on active reading techniques, critical reading skills, reading comprehension, study skills and vocabulary development. Not applicable for degree credit.

Additional Catalog Notes

This course is an integration of ESL R085 and ESL R087

Taxonomy of Programs (TOP) Code (CB03)

4930.87 - English as a Second Language–Integrated2

Course Credit Status (CB04)

C (Credit - Not Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

B - The Course is a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

B - Two levels below transfer

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Alternate grading methods

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

70

Maximum Contact/In-Class Lecture Hours

70

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

140

Maximum Outside-of-Class Hours

140

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

210

Total Maximum Student Learning Hours

210

Minimum Units (CB07)

4

Maximum Units (CB06)

4

Prerequisites

Placement as determined by the college's multiple measures assessment process.

Advisories on Recommended Preparation

ESL R076

Entrance Skills**Entrance Skills**

Students should be able to write simple, compound, and complex sentences, and understand the basic structure of a paragraph including main idea and supporting details.

Prerequisite Course Objectives

ESL R076-Use advanced grammar verb structures in the present, past and future time frames in writing.

ESL R076-Discern and use gerunds and infinitives correctly.

ESL R076-Recognize and use adjective, adverb, and noun clauses in writing.

ESL R076-Use compound, complex, and compound-complex sentences including subordinators, conjunctive adverbs, etc., in paragraphs.

ESL R076-Use correct punctuation in the compound, complex, and compound-complex sentence structures described.

ESL R076-Apply understanding of reading structures, main idea and supporting details.

ESL R076-Guess the meaning of words from context by using punctuation, given definitions, examples, clues in other sentences.

ESL R076-Increase vocabulary by use of synonyms, word parts, metaphors, and idiomatic expressions.

Requisite Justification**Requisite Type**

Advisory

Requisite Description

Course in a sequence

Level of Scrutiny/JustificationContent review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	Write a well-developed, unified paragraph.
2	Write a paragraph with consistent idiomatic syntax and minimal grammar errors.
3	Use the SQ3R or similar reading method by highlighting or underlining and annotating passages in a new reading text that correspond with questions on an exam.
4	Identify the main idea of a reading passage by correctly stating the main idea in a sentence.
5	Identify supporting details in a paragraph by correctly listing those ideas as bullet points.
6	Use context clues to understand the meaning of new vocabulary.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1	Write sentences demonstrating subject-verb agreement; consistent verb tense; and correct pronoun agreement, reference, and case
2	Write sentences demonstrating correct syntax and parallelism, control over active and passive voices, and appropriate diction
3	Write sentences demonstrating correct punctuation and spelling
4	Develop unified paragraphs demonstrating correct use of stated and implied topic sentences; with adequate, detailed support; and with sentence variety: simple, compound, complex, compound-complex
5	Develop paragraphs that achieve coherence through a variety of methods such as use of transitions, pronouns, and repetition of key words
6	Develop paragraphs for various purposes: introduction, conclusion, illustration, anecdote, comparison-contrast, description, definition
7	Apply understanding of reading structures, topics and subtopics, time relationships, outlines, and chronological order
8	Understand the connection between ideas through the use of transition words and pronoun references
9	Apply critical reading skills to understand inference, fact vs. opinion, cause and effect in content-specific materials from a variety of disciplines.
10	Demonstrate comprehension of a variety of genres: college textbooks, journal articles, short stories, poetry, essays, newspapers, and commentaries.
11	Employ library research skills to locate information and sources.

Course Content**Lecture/Course Content**

Writing Content

- A. Explanation of plagiarism and how to avoid it
- B. Overview of the writing process
 1. Prewriting
 2. Drafting
 3. Rewriting
- C. Sentence exercises and paragraph writing to master sentence skills

1. Subjects
 - a. Simple
 - b. Complete
 - c. Single word
 - d. Phrase
 - e. Clause
2. Verb use
 - a. Agreement with subject
 - b. Consistent verb tense
3. Pronoun use
 - a. Agreement
 - b. Reference
 - c. Case
4. Modifiers
 - a. Single words
 - i. Adjectives
 - ii. Adverbs
 - b. Phrases
 - i. Prepositional
 - ii. Verbal
 - c. Clausal
 - i. Adjectival
 - ii. Adverbial
5. Sentence types, patterns, and problems
 - a. Sentence types
 - i. Simple
 - ii. Compound
 - iii. Complex
 - iv. Compound-complex
 - b. Inverted sentences
 - c. Voice
 - i. Active
 - ii. Passive
 - d. Common sentence problems
 - i. Fragments
 - ii. Comma splices
 - iii. Run-ons
6. Punctuation
7. Capitalization
8. Abbreviation
9. Spelling
- D. Paragraph principles
 1. Topic sentence
 - a. Stated
 - b. Implied
 2. Supporting detail
 3. Unity
 4. Coherence
 - a. Achieved through organization
 - b. Transitions
 - c. Pronoun use
 - d. Strategic repetition of key words
 5. Paragraphs for purposes
 6. Introductory (including thesis statements)
 7. Illustration
 8. Definition
 9. Comparison, contrast

- 10. Description
- 11. Anecdote
- Reading Content
 - I. Reading Comprehension
 - A. Content-specific material from various disciplines
 - B. Critical Thinking
 - 1. Inferential Comprehension
 - 2. Cause and Effect.
 - 3. Fact and Opinion
 - C. Transition words and pronoun references
 - D. Patterns of organization
 - 1. Chronological
 - 2. Emphatic
 - 3. Compare and/or Contrast
 - E. Distinguish main ideas from details
 - F. Identify author's purpose and tone
 - G. Study Skills
 - 1. A. Textbook reading
 - 2. B. Test-taking
 - 3. C. Listening, Note-taking, Outlining
 - 4. D. Time Management
 - H. Vocabulary Skills
 - 1. A. Context Clues
 - 2. B. Word analysis (prefixes, roots, suffixes)
 - 3. C. Compound words
 - 4. D. Metaphors and figurative language
 - I. Library and Online Resources
 - 1. A. Orientation to the library
 - 2. B. Access library research database
 - 3. C. Navigate college's learning management system

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Individual projects
Journals
Objective exams
Portfolios
Quizzes
Reports/papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis

Instructor-guided use of technology
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor-led lecture demonstration on the writing process with student interaction and participation.
Scaffolding activities using the writing process
Instructor-led lecture/demonstrations on reading strategies such as annotating a text.
Class discussions on reading topics to be used as possible writing prompts
PowerPoint presentations on reading and writing skills followed by directed practice activities.
Guest speakers to expand on relevant reading topics
Computer-aided demonstrations on writing websites such as the Purdue OWL; Use of the databases such as *World Book Advanced*

Representative Course Assignments

Writing Assignments

1. Multiple paragraphs for refinement of sentence skills and rhetorical development
2. Mini research report demonstrating use of library skills
3. Summary and paraphrasing exercises to practice note-taking and study skills

Critical Thinking Assignments

Students read expository works and write a paper on a select topic related to the reading.
Students will read an assigned novel or memoir and discuss relevant topics in collaborative groups. Written assignments and focus questions will accompany the assigned readings.

Reading Assignments

1. Selections in assigned text or background sources for assigned writing
2. Short expository essays for critical thinking analysis
3. Various reading selections from assigned text and other sources to develop reading and study skills

Other assignments (if applicable)

1. Library and Learning Resource Center or online mediated instruction and review

Outside Assignments

Representative Outside Assignments

Students will complete writing assignments by following the steps in the writing process. Final drafts are to be written (typed) outside of class time.
Students will read and complete practice writing activities in the textbook.
Students will complete readings in the textbook accompanied by completion of follow-up comprehension and vocabulary activities.
Students will read assigned chapters in novel or memoir and complete focus questions.

Articulation

Comparable Courses within the VCCCD

ENGL M03 - Writing Skills
ENGL V03 - Basic English Composition

Textbooks and Lab Manuals

Resource Type

Other Resource Type

Description

Reader of short expository works if not included with main text.

Resource Type

Other Resource Type

Description

College's LMS.

Resource Type

Other Resource Type

Description

Video and audio supplemental materials.

Resource Type

Textbook

Classic Textbook

No

Description

Douglas, N., Bohlke, D. *Reading Explorer 4* (2nd edition). Boston Cengage. 2015

Resource Type

Textbook

Classic Textbook

No

Description

Gaetz, Lynne (https://www.abebooks.com/servlet/SearchResults?an=gaetz%20lynn&cm_sp=det-_plp_-_author); Phadke, Suneeti (https://www.abebooks.com/servlet/SearchResults?an=phadke%20suneeti&cm_sp=det-_plp_-_author). *The Writer's World: Sentences and Paragraphs*. Pearson. (4th Edition) 2014

Library Resources

Assignments requiring library resources

Mini research report demonstrating use of library skills

Sufficient Library Resources exist

Yes

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities
E-mail	Regular communication between instructor and students that will include weekly reminders and announcements.
Other DE (e.g., recorded lectures)	Pre-recorded PowerPoint lectures and videos for student viewing; video and audio recordings that accompany the textbook; Khan Academy and YouTube videos to enhance learning of course topics.
Telephone	Regularly scheduled telephone communication between instructor and students as requested by the student.
Synchronous Dialog (e.g., online chat)	Scheduled sessions scheduled with whole class and smaller groups. A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities
E-mail	Regular communication between instructor and students that will include weekly reminders and announcements.
Other DE (e.g., recorded lectures)	Pre-recorded PowerPoint lectures and videos for student viewing. Use of video and audio recordings that accompany the textbook; Khan Academy and YouTube videos to enhance learning of course topics.
Video Conferencing	Office hours and upon student request
Telephone	Regularly scheduled telephone communication as requested by student.
Synchronous Dialog (e.g., online chat)	Scheduled sessions scheduled with whole class and smaller groups. A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities
E-mail	Regular communication between instructor and students that will include weekly reminders and announcements.
Other DE (e.g., recorded lectures)	Pre-recorded PowerPoint lectures and videos for student viewing. Use of video and audio recordings that accompany the textbook; Khan Academy and YouTube videos to enhance learning of course topics.

Synchronous Dialog (e.g., online chat)	Scheduled sessions scheduled with whole class and smaller groups. A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Regularly scheduled telephone communication as requested by student.
Video Conferencing	Office hours and upon student request

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ESL

Additional Minimum Qualifications

Minimum Qualifications

Reading

Review and Approval Dates

Department Chair

09/08/2020

Dean

09/08/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

DTRW-I

10/08/2020

Curriculum Committee

10/14/2020

Board

11/10/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000587942

DOE/accreditation approval date

MM/DD/YYYY