

Course Outline of Record

1. Course Code: ESL-070
2. a. Long Course Title: ESL/Academic English I
 b. Short Course Title: ACAD ESL I
3. a. Catalog Course Description:
 This is the first in a series of two reading and writing courses to help non-native English students develop and improve academic reading and writing skills. Emphasis will be on basic essay structure, beginning research skills, and critical reading strategies with integrated practice and reinforcement in writing and reading. ESL 70A Introductory Grammar & Editing corequisite strongly advised.
 b. Class Schedule Course Description:
 This is the first of two Reading and Writing courses to help non-native English students develop and improve academic reading and writing skills. Emphasis will be on basic essay structure, beginning research skills, and critical reading strategies with integrated practice and reinforcement in writing and reading. ESL 70A Introductory Grammar & Editing corequisite strongly advised. Students may choose the Pass/No Pass grading option.
 c. Semester Cycle (if applicable): N/A
 d. Name of Approved Program(s):
 • ESL Credit Certificate of Proficiency
4. Total Units: 4.00 Total Semester Hrs: 72.00
 Lecture Units: 4 Semester Lecture Hrs: 72.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 29 Allow Audit: Yes
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
 Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Advisory: ESL 070A as corequisite
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 a. Anker, S. (2015). Real Writing Interactive Boston Bedford St. Martin's.
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 b. Bullock, R.. The Little Seagull: Handbook. W.W. Norton , 02-01-2014.
7. Entrance Skills: *Before entering the course students must be able:*
8. Course Content and Scope:

Lecture:

Strategies for understanding a text
 Active reading, including summarizing and posing questions
 Essay structure and the process of writing
 Forming a controlling idea in writing
 Vocabulary development
 The writing process
 Outlining and mapping
 Summarizing skills
 Introduction and conclusion strategies
 Thesis

Topic sentences
Support
Transitions
Reading-Writing connections

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.
 1. Apply skills learned in class to read articles critically and summarize them;
 2. Demonstrate competency in the writing process of prewriting, drafting, revising and editing on one's own and with peers;
- 2.
3. Recognize and use patterns of organization to effectively produce unified coherent essays;
4. Recognize errors in sentence structure, grammar, spelling, and capitalization and correct errors using skills learned in class.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Summarize readings;
- b. Identify main ideas and supporting details in readings of 1-5 pages long;
- c. Recognize and explain patterns of idea development;
- d. Recognize the role of voice and audience;
- e. Demonstrate annotation skills for improving understanding of a text;
- f. Demonstrate the ability to use a writing handbook as a reference tool;
- g. Develop and expand vocabulary;
- h. Demonstrate fluency in word classification and purpose;
- i. Identify and employ prewriting activities;
- j. Demonstrate the ability to generate, develop and organize ideas into a cohesive essay using multiple paragraphs;
- k. Identify and employ transitions and connectors to show unity between ideas;
- l. Construct sentences that demonstrate variety and effective word choice, using mostly college level diction;
- m. Demonstrate through the writing process the ability to apply standard rules of grammar, punctuation and spelling in academic writing;
- n. Construct sentences that demonstrate variety and effective word choice, using mostly college level diction;
- o. Improve editing and revision strategies both individually and in peer review;
- p. Demonstrate the ability to produce several drafts of essays through a series of revisions using a computer;
- q. Demonstrate ability to recognize an introduction to basic concepts of research and documentation strategies [in-text quote, basic MLA citations—book, interview];
- r. Demonstrate beginning competence in basic business writing [letter, resume, email etiquette];
- s. Demonstrate the ability to understand the differences between writing as a process and in-class timed writing.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Demonstration, Repetition/Practice
- b. Discussion
- c. Distance Education
- d. Individualized Study
- e. Journal

- f. Lecture
- g. Participation
- h. Technology-based instruction

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 72.00

Outside Class Hours: 144.00

a. In-class Assignments

Journals Paragraphs Essays Summaries Responses Exams Quizzes Group Discussion
--

b. Out-of-class Assignments

Journals Paragraphs Essays Summaries Responses
--

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Guided/unguided journals
- Portfolios
- Presentations/student demonstration observations
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- Mid-term and final evaluations
- Student participation/contribution
- Student preparation

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C4.a - Language & Rationality (English Composition)

Communicate in many different situations, involving diverse people and viewpoints.

Listen and analyze the substance of others' comments.

Summarize and analyze fiction and nonfiction.

Recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

IO - Critical Thinking and Communication

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Apply standard conventions in grammar, mechanics, usage and punctuation.

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

ESL 070-ESL/Academic English I

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
-------------------	--------	---------------	--------------	--------------

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
------------------	---------------	------------

19. Provide Reasons for the Substantial Modifications or New Course:

Some SLO, objectives, PLO and/or ILO minor modifications to meet the current standards as set by the Outcomes and Assessment Committee.

20. a. Cross-Listed Course (Enter Course Code): *N/A*
b. Replacement Course (Enter original Course Code): *N/A*

21. Grading Method (choose one): Pass/No Pass Optional

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000529567
b. T.O.P. Code [CB03]: 493087.00 - English as a Second Langu
c. Credit Status [CB04]: C - Credit - Not Degree Applicable
d. Course Transfer Status [CB05]: C = Non-Transferable
e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
f. Vocational Status [CB09]: Not Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: *N/A*
j. Course Prior to College Level [CB21]: B = 2 Levels Below
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 2 = Stand-alone

Name of Approved Program (if program-applicable): ESL Credit

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 60
Third Year: 60

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Diane E. Taras Origination Date 04/10/18

