**ESSEX COUNTY COLLEGE**

**Bilingual Studies Division**

**ESL 106 *–* Reading & Communication III**

**Course Outline**

**Course Number & Name:**  ESL 106 ESL Reading and Communication III

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in ESL 103/04 or placement

**Co-requisites:** ESL 105 **Concurrent Courses:** ESL 100, ESL 108, ESL 110, and ENG 108 (as needed)

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This is the second of two advanced college-level writing courses for students whose first language is not English. The goal of this course is to develop accurate reading and comprehension of unabridged novels, periodicals, non-fiction and reference materials in anticipation of further college-level work. Students are required to demonstrate reading and comprehension skills through in-class oral presentations and double-entry journals, and a research project may be required. The research project is a synthesis of what has been read and discussed in class. This course is conducted in English.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify and explain in writing and/or orally the main idea or thesis statement from a reading assignment;
2. organize and write an outline in preparation of a writing assignment; and
3. discuss supporting details used by the author from a reading assignment.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Identify and explain in writing and/or orally the main idea or thesis statement from a reading assignment:

1.1 *read and explain the main ideas or thesis of college-level works of fiction and non-fiction (including novels, essays, and periodicals);* and

1.2 *express critical opinions of reading materials by responding both orally and in writing to texts*

1. Organize and write an outline in preparation of a writing assignment:

2.1 *implement ‘clustering’ or ‘word mapping’ techniques to organize groups of related issues or ideas in preparation for developing an outline*; and

2.2 *prepare an outline with key words for topic sentences and supporting details for each paragraph (introductory, body, and concluding paragraphs)*

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Discuss supporting details used by the author from a reading assignment:

3.1 *distinguish between literal and figurative language, in order to explain both explicit and implicit meanings contained in works of fiction and non-fiction*; and

3.2 *identify and summarize topic sentences and supporting details from the reading assignment*

**Methods of Instruction**: Instruction will consist of lectures, class discussions, group work, board work, computer lab work and individual study. This course is based on a “whole-language” philosophy where language is kept whole rather than dissected and practiced. It invites the students to read for pleasure and write informatively, expressively and creatively, to ask their own questions, to decide on topics, to learn at their own pace, and to read, discuss, and write far more than in traditional courses. The course is based on the latest research on second-language learning. The instructor will be helping the student to experiment, give students abundant opportunities to write, get feedback, respond to other’s writing and show the student ways to write and give examples of successful academic reading and writing.

**Outcomes Assessment:** Rubrics are used to evaluate all writing and oral presentations for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Complete all formal writing assignments on time.
2. Attend at least 90% of all classes.
3. Participate actively in class discussions, lectures and activities.
4. Write a minimum of 4 in-class compositions, excluding midterm and final exams.
5. Write a minimum of 2 formal take-home compositions.
6. Write the midterm exam.
7. Earn at least a “C” and a holistic score of at least 6 on the final exam (NJ Registered Holistic Rubric) to pass the course.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Class Participation & Attendance 15%**

Students must attend at least 90% of all classes and participate actively in class discussions and scheduled activities.

* **Homework & Class Work 15%**

Students must complete all assigned work and participate in all class activities, which are chosen for their relevance to course objectives.

* **8 or more Formal In-Class and Take-Home Essays 40%**

A perusal of in-class and take-home essays will indicate the extent to which students master course objectives.

* Midterm Exam 10%

The departmental midterm exam (in-class composition) is holistically scored. The midterm exam will provide evidence of student mastery of course objectives as well as the extent to which students can synthesize a combination of concepts.

* Final Exam 20%

The departmental final exam (in-class composition) is holistically scored. The same objectives apply as with the midterm exam, but it is anticipated that students will provide *increased* evidence of synthesizing concepts.

Note: All students must score at least a 6 (based on the NJ Registered Holistic Rubric) on the departmental final exam in order to pass the course.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements

**Course Content Outline:** based on the text **Between Worlds – A Reader, Rhetoric and Handbook**, by Susan Bachman and Melinda Barth; published by Longman; New York, 2009. ISBN #: 0205693024.

**Week Content/Chapters/Assignments**

1 Orientation & Placement Confirmation/Diagnostic Essay

Discuss ESL Exiting & Testing Process

2 Summary Writing – reading text to identify thesis statements and supporting

arguments

3 Basic Essay Structure – developing an outline organized into paragraphs with

supporting details

Review of the writing process

**In-class Essay #1**

Summary Homework Assignment due

4 How to Use Handbook *(Between Worlds)* – review of parts of speech and

punctuation

Discuss Student In-Class Essays & Review NJ Holistic Rubric

Review Grammar at the Point of Need: (e.g., revising confusing sentences)

Peer Review: **Take-Home Essay #1**

5 Essay Planning: brainstorming & outlining

In-class Editing: student papers

**In-Class Essay #2**

6 Introductions & Conclusions – Refining Opening Statements & Thesis

Statements

Review Essay Structure for Midterm Exam

7 **Midterm Exam**

Peer Review: **Take-Home Essay #2**

8 Student-Teacher Midterm Conferences

Dictionary Skills: word forms/parts of speech

9 Body Paragraph Structure: main ideas, details & examples

Peer Review: **Take-Home Essay #3**

10 In-Class Editing: student papers

Review Grammar at the Point of Need: (e.g., verb tenses/verb forms)

**In-Class Essay #3**

11 Dictionary Skills: count & non-count nouns/confused words

Review Grammar at the Point of Need: (e.g., comma splices, fragments, run-on

sentences)

**Week Content/Chapters/Assignments**

12 In-Class Editing: student papers

Review Grammar at the Point of Need: (e.g., articles, plurals, noun usage).

Peer Review:**Take-Home Essay#4**

13 In-Class Editing: student papers

Review Grammar/Mechanics at the Point of Need (e.g., subject-verb agreement,

capitalization, punctuation)

**In-Class Essay #4**

14 Review Essay Structure, Paragraphs Structure for Final Exam

15 **Final Exam**

Placement & Advisement for Subsequent Semester