**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

**ENGLISH AS A SECOND LANGUAGE 098 – INTRODUCTION TO ACADEMIC ENGLISH**

1. **Course Number** **Course Title** **Semester Units**

ESL 098 Introduction to Academic English 6

**Semester Hours**

6 hours lecture: 96-108 192-216 outside-of-class hours 288-324 total hours

2. **Prerequisites**  
 A “Pass” grade in ESL 088and ESL 088L and ESL088R or advisory placement in ESL 098 or equivalent.

**Corequisite**  
 None

**Recommended Preparation**

None

3. **Catalog Description**

ESL 098 is an English language development course for non-native speakers of English at the intermediate level. The course further develops the skills taught in ESL 088. The class focuses on the improvement of writing in several genres in conjunction with the development of reading, listening, speaking, and grammar skills. Reading and listening are presented in thematic units and serve as sources for students to compose informative writing with increased knowledge and effective use of new vocabulary. Readings also serve as model genres to help students learn to write using common features to convey specific kinds of information. In addition, students will become more aware of audience and purpose in writing, and they will grow in their cultural competence as they analyze text and media and interact with others in a multicultural class setting. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

4. **Course Objectives**

The student will:

a. Use effective reading and listening strategies to comprehend intermediate-level text and audio and visual sources.  
b. Demonstrate understanding of intermediate-level text and audio and visual sources by accurately responding to comprehension questions, writing summaries, and participating in structured in-class and online discussions.  
c. Connect the themes and content of reading and audio and visual sources to their experiences and values and effectively express their opinions and attitudes in writing.   
d. Analyze and compare various writing genres and identify their form, purpose, and audience as well as common grammatical structures and vocabulary.  
e. Employ the writing process to draft, edit, and revise original writing in genres in order to write effectively in those discourse communities.  
f. Write and edit showing level-appropriate knowledge of accurate grammar, sentence structure, and academic vocabulary.

g. Demonstrate the ability to use appropriate, intermediate-level spoken English in discussion of topics and analysis of source materials in an academic setting.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Reading and Listening

1. Intermediate-level fiction and nonfiction resources to include adapted readings and audio-visual material from a variety of genres both academic and non-academic. Examples of materials include news articles, novels, op-eds, blogs, and videos.

2. Intermediate culturally-appropriate communication skills for in-class and online discussion of source material and genre analysis  
3. Reading and listening strategies for literal comprehension and critical reading and listening in a variety of genres used as the bases for writing and speaking assignments

a) Pre-reading and pre-listening strategies   
 b) Main ideas and supporting details

c) Genre features of written and audio-visual resources to include: purpose, audience, content, register, format, and lexico-grammatical features

d) Inferencing

e) Note taking  
 f) Outlining  
 g) Annotation

h) Synthesis and comparison of text to other text and to the student’s own experience

i) Cultural references and allusion  
 j) Inference of meaning of vocabulary through contextual clues  
 k) Identification of vocabulary usage, collocations, and logical connectors through genre analysis

l) Targeted academic vocabulary  
 m) Dictionary usage

n) Common roots and affixes

b. Writing and Speaking  
1. Pre-writing: generating and organizing ideas

2. Summarizing, paraphrasing, and quoting  
 3. Peer and instructor feedback

4. Composition and revision of writing: coherence, cohesion and logical development of ideas

5. Proof reading and editing.

6. Strategies for timed in-class writing.

7. Strategies for oral presentation.

8. Oral and written summary-response.

9. Oral and written reflection.

8. **Method of Instruction**

a. Lecture

b. Discussion

c. In-class guided practice

d. In-class reading, writing, listening, and speaking

e. Collaborative learning (e.g. small group work, pair work, peer review, and team-based learning)

f. Video tutorials

g. Teacher-student conferencing

9. **Methods of Evaluating Student Performance**

a. Homework assignments to include reading, listening, vocabulary, grammar, and sentence structure exercises; pre-writing, writing, and post-writing; presentation preparation and practice

b. Quizzes and tests

c. A minimum of six original compositions that demonstrate the genre features of mentor texts analyzed in class. Four of the writing assignments will be composed in class.

d. In-class or lab assignments

e. Group or individual oral presentation

f. A final culminating project, such as a portfolio, presentation, or other project based on module themes

10. **Outside Class Assignments**

a. Comprehension and vocabulary exercises on selected readings and audio-visual sources (e.g. recorded lectures, TED talks, conversations, news articles, op-eds, blogs)

b. Outlining assignments to identify the organization of ideas and major and supporting details in sources

c. Journal writing, summary writing, and reflections on assigned reading and audio-visual resources

d. Pre-writing assignments and drafting, editing, and revising of original compositions on selected themes and genres

e. Note-taking exercises for audio-visual sources

f. Preparation for in-class group discussions and presentations on selected themes and genres.

g. Preparation for assignments to be posted online (e.g. in Canvas, in a blog, on YouTube).

h. Contextualized grammar and sentence structure exercises and worksheets, written or online, based on selected themes/sources

11. **Representative Texts**

a. Representative texts:

1. Instructor-created thematic modules.
2. Johannsen, Kristin L. and Rebecca Tarver Chase. *World English 3, Second Edition.* National Geographic-Cengage. 2015.

b. Supplementary Texts

None

**Addendum: Student Learning Outcomes**

Upon completion of this course, students will be able to do the following:

a. Analyze and compare various writing genres and identify their form, purpose, and audience and employ the writing process to craft compositions that are effective for those discourse communities and that show accurate grammar, sentence structure, and academic vocabulary.  
b. Evaluate the main points in reading and audio-visual sources and participate in class discussions and deliver oral presentations that clearly convey knowledge of the topic, cross-cultural understanding, and point of view.

c. Read and listen to intermediate level text and demonstrate comprehension.