This course is the sixth in a series of six reading courses. This is a low-advanced discrete skills course designed to give intense practice in reading, writing, and grammar. Students will develop the ability to read and analyze a range of selected essays, articles, and fictional pieces and to write fully developed paragraphs of cause/effect, classification, and problem/solution based on the readings. ADVISORY: ESL G051 and/or concurrent enrollment in ESL G061

**JUSTIFICATION FOR COURSE:**

**PREREQUISITES:**
- ESL G052: ESL Reading/Writing, Level 5 with a minimum grade of C or better
- GWC Reading Placement Level of 50 or higher.
  or

**COREQUISITES:**

**ADVISORIES:**
- ESL G051: ESL Core Course, Level 5 and/or concurrent enrollment in
- ESL G061: ESL Core Course, Level 6

**ASSIGNED DISCIPLINES:**
- ESL

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00

**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]

**GRADING POLICY:** Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]

**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]

**TRANSFER STATUS:** CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]

**BASIC SKILLS STATUS:** Yes [X] No [ ]

**LEVELS BELOW TRANSFER:** 3 levels below transfer level

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable

**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course

**OCCUPATIONAL (SAM) CODE:** E

**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X] Yes [ ]

**NUMBER REPEATS:**

**REQUIRED FOR DEGREE OR CERTIFICATE:** No [X] Yes [ ]

**GE AND TRANSFER REQUIREMENTS MET:**
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. use learned level-appropriate vocabulary in new contexts and discussions on readings.
2. recognize simple inferences on abstract topics in a level-appropriate text.
3. use context clues to predict meanings of words.
4. summarize an article or chapter from a level-appropriate text.
5. recognize the main idea of a level-appropriate text.

COURSE OBJECTIVES:
1. consistently identify the main idea of a level-appropriate text.
2. paraphrase an article or chapter from a level-appropriate text.
3. analyze context clues to predict meanings of words.
4. analyze text to make simple to advanced inferences on abstract topics in a level-appropriate text.

COURSE CONTENT:

LECTURE CONTENT:

A. In reading

1. Review
   a. the use of tenses and grammatical structures:
      perfect and past perfect progressive tenses
      noun clauses and adverbial clauses, particularly those with "as if, as though, unless"
   b. the use of paragraph elements
      topic sentences and supporting details
      transitions and other organizing signals
   c. simple timelines and outlines
   d. inferences based on simple, concrete topics
   e. pre-reading and outcome-prediction in level-appropriate materials

2. Practice
   a. predicting content
   b. making inferences
   c. summarizing
   d. analyzing common organizing strategies
   e. building vocabulary using techniques such as word forms, word fields, synonyms and antonyms, prefixes and suffixes, etc.

3. Be introduced to
   a. stylistic differences and their uses, levels of diction, connotation, denotation, sentence patterns and length
   b. various uses of figurative language (irony, metaphor, allusion, hyperbole, pun, understatement, etc.)
   c. culturally specific and uncommon vocabulary
   d. subordination and co-ordination techniques at the essay level
   e. simple Internet and library search techniques (for common resources such as atlases, general encyclopedias, etc., in the reference room)
   f. additional discourse genres (casual analysis, classification, problem/solution, common poetic genres, unedited short fiction, drama, and feature articles, etc.)

4. Demonstrate
   a. limited ability to recognize and use inferences based on abstract topics, vocabulary building techniques, such as word forms, word fields, synonyms and antonyms, prefixes and suffixes, knowledge of various
forms of figurative language (irony, metaphor, allusion, hyperboles, pun, understatement, etc.), knowledge of additional discourse genres (causal analysis, problem solution, common poetic genres, unedited short fiction, drama, and feature articles, etc.)

b. Fair to good control of simple paraphrasing/rephrasing based on concrete topics in level-appropriate texts summarizing techniques based on short passages, diction, inferences about concrete topics

c. Consistent control of recognizing common organizational strategies, predicting content, and inferring meaning in developmental texts

B. In writing

1. Review and practice
   a. Previously introduced methods of development (example, enumeration, comparison/contrast), emphasizing relevance, detail, sufficiency, and consistency in development
   b. Transitional devices between and in paragraphs
      i. transitional expressions
      ii. repetition of key words and ideas
      iii. pronouns
      iv. parallel patterns
   c. Editing and proofreading for unity, clarity, adequate development, consistency, and basic correctness

2. Be introduced to
   a. Rhetorical modes: cause/effect, classification, problem/solution
   b. Nevertheless, nonetheless, consequently, however, on the other hand
   c. Parallel structure using clauses

3. Demonstrate
   a. Limited control of
      i. Rhetorical modes: cause/effect, classification, problem/solution
      ii. Nevertheless, nonetheless, consequently, however, on the other hand
      iii. Parallel structure using clauses
   b. Fair to good control of
      i. Editing for fragments, run-ons, comma splices
      ii. Using topic sentences and supporting details
      iii. Unity in paragraphs
      iv. Methods of development: comparison/contrast
   c. Consistent control of
      i. Previously studied methods of development: example, enumeration, giving reasons
      ii. Basic connectors in and between paragraphs
      iii. Editing techniques for unity, clarity and development
      iv. Subject-verb (S/V) agreement
   d. Consistent control of
      i. Topic sentences
      ii. Unified support
      iii. Methods of development: example, enumeration, comparison/contrast
      iv. Simple transitional devices between paragraphs such as signal words and repetition
      v. Editing and proofreading techniques for unity, clarity, consistent development, and basic continuity
METHODS OF INSTRUCTION:

A. Lecture:
B. Video One Way – Audio Two Way:
C. Audio – One Way:
D. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Text
Websites

Out-of-class Assignments

Writing Assignments

A. Write a paragraph with a topic sentence and supporting details in a variety of discourse styles, such as example, enumeration, comparison/contrast
B. Read a text and answer comprehension and inference questions
C. Demonstrate knowledge of figurative language (irony, metaphor, allusion, hyperbole, pun, understatement)

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:

A. Demonstration of common organizational strategies in writing
B. Demonstration of predicting content and inferring meaning in reading

Required Writing, Problem Solving, Skills Demonstration:

A. Write a paragraph with a topic sentence and supporting details in a variety of discourse styles, such as example, enumeration, comparison/contrast
B. Read a text and answer comprehension and inference questions
C. Demonstrate knowledge of figurative language (irony, metaphor, allusion, hyperbole, pun, understatement)

TEXTS, READINGS, AND RESOURCES:

TextBooks:

2. Ethel and Martin Tiersky. The USA: Customs and Institutions, 5th ed. Longman, 2005

LIBRARY:

Adequate library resources include:

Comments: