Dear Colleagues:

During the community college level at the CATESOL annual conference, one of the topics of discussion centered around the recommendation from the July 2018 AB 705 Initial Guidance Memo for credit ESL AA 18-41 for colleges to “Pursue the possibility of submitting transfer level ESL courses for inclusion in CSU General Education Breadth Area C2 and for course-to-course articulation” (p. 3, bullet #7).

The Cypress College CORs for courses submitted to fulfill CSU C2 and IGETC 3B are attached to this document. In addition, below is the justification write-up that my department prepared when submitting these courses for approval by our curriculum committee. I thought it might be helpful to see how we justified that the advanced ESL courses fulfill the Humanities requirements.

In terms of the timeline, these courses were approved by the Cypress curriculum committee in Spring 2018, and they were approved by our Board of Trustees and submitted by our Articulation Officer in December 2018. As of now, the effective date for the CSU C2 and IGETC 3B is Fall 2019 if approved (We need to wait until Spring 2019 to know the decision). However, they were locally approved for the Cypress College Native (Local) degree effective Fall 2018.

If you have any questions about this process, please feel free to contact me at kwada@cypresscollege.edu.

Sincerely,

Kathy Wada
Cypress College ESL

AB 705 Implementation Committee, 2017-present
AB 705 ESL Subcommittee, 2018-present
ASCCC Basic Skills Committee, 2018-2019
CB21 Revision Workgroup, 2018-present
Justification for Cypress College ESL 184 C, ESL 185 C, and ESL 186 C to Fulfll Requirements for Cypress College Native (Local) GE C2, CSU GE Breadth C2, and IGETC 3B

Background: In Section 1 (7) of AB 705 (Irwin), California legislation now recognizes that “[s]tudents enrolled in ESL credit coursework are foreign language learners… “ just as native English speakers are foreign language learners (FLLs) when they take Spanish, French, Chinese. This recognition is consistent with both TESOL (Teachers of English to Speakers of Other Languages) and CATESOL (California TESOL), both of which are the professional organizations for ESL educators.

Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we request fulfillment of Cypress Native GE C2, CSU GE Breadth C2/IGETC 3B, and IGETC LOTE 6A with advanced credit, academic ESL courses.

Cypress College Native (Local) GE Requirements: ESL courses that fulfill Cypress College Native (Local) C2 Humanities requirements: ESL 184C, 185C, and 186C

Justification: First semester, elementary foreign language courses fulfill this requirement. Because English language learners (ELLs) are now recognized as foreign language learners (FLLs), advanced credit academic ESL courses meet and exceed this requirement.

Benefit for students: ELLs will not also be required to take one semester of an elementary-level foreign language course. This will save five units for ELLs with the intent to complete local requirements.

Criteria for requesting GE for AA/AS Native Pattern from Curriculum Training Manual (pg. 32)

To qualify as a General Education course, it must meet all four of the criteria in Category I and at least one criterion for Category II:

Category I: I. It must contain a body of the knowledge that educated people have in common. II. It must present the fundamental principles of a major discipline. III. Its coverage must be broad in scope rather than specialized. IV. It must enhance critical evaluation and critical thinking.

Category II: I. It is helpful to students in examining, evaluating, and expressing the principles of a discipline. II. It integrates knowledge. III. It develops clear and effective communication skills. IV. It promotes understanding of diverse cultures.

Narrative: ESL 184, 185, & 186 C contain general knowledge of both the English language proficiency and the fundamental principles of foreign language acquisition for non-native English language learners. In addition, the courses also contain fundamental principles of cultural competence and linguistic awareness that are inherent in language learning. These courses integrate critical thinking and evaluation through a variety of experiences and course assignments requiring comparison among the cultures of the students’ home countries with those of their classmates and the broader campus community as a whole. These courses also
help students develop clear and effective communication skills while promoting understanding of diverse cultures.

CSU GE Breadth Requirements

ESL courses that fulfill CSU GE C2 Humanities requirements: ESL 184 C, 185 C, & 186 C

Background: In Section 1 (7) of AB 705 (Irwin), California legislation now recognizes that “[s]tudents enrolled in ESL credit coursework are foreign language learners...” just as native English speakers are foreign language learners (FLLs) when they take Spanish, French, Chinese. This recognition is consistent with both TESOL (Teachers of English to Speakers of Other Languages) and CATESOL (California TESOL), both of which are the professional organizations for ESL educators.

Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we request fulfillment of CSU GE Breadth Humanities C2 with advanced credit, academic ESL courses.

Justification: First semester, elementary foreign language courses fulfill this requirement. Because English language learners (ELLs) are now recognized as foreign language learners (FLLs), advanced credit academic ESL courses meet and exceed this requirement.

Per p. 21 of the Guiding Notes for General Education Course Reviewers, Oct. 2017, ⇒ Courses in English as a Second Language may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of the Humanities Subareas C2 and Area 3B.

Benefit for students: ELLs will not be required to take two semesters of foreign language courses. This will save up to ten units for ELLs with the intent to transfer.

Possible impact on Financial Aid assuming the students no longer need to take two semesters of elementary-level foreign language classes (e.g. FREN 101C & FREN 102C):
- Students who begin in ESL 186 C = no impact, meaning that students financial aid will not be negatively affected
- Students who begin in ESL 185 C = no impact, meaning that students financial aid will not be negatively affected
- Students who begin in ESL 184 C = possible five-unit impact towards the 90-unit limit

Certificates: No Impact on students getting an occupational certificate since general education is not a requirement.
IGETC 3B Requirements

ESL courses that meet IGETC 3B requirements: ESL 184 C, 185 C, & 186 C

Background: In Section 1 (7) of AB 705 (Irwin), California legislation now recognizes that “[s]tudents enrolled in ESL credit coursework are foreign language learners...” just as native English speakers are foreign language learners (FLLs) when they take Spanish, French, Chinese. This recognition is consistent with both TESOL (Teachers of English to Speakers of Other Languages) and CATESOL (California TESOL), both of which are the professional organizations for ESL educators.

Because the intent of AB 705 is to increase California community college student success in achieving their goals of degrees and transfer and to address inequity among the student population, we request fulfillment of IGETC 3B with advanced credit, academic ESL courses.

Justification: Third semester intermediate foreign language courses fulfill this requirement. Because English language learners (ELLs) are now recognized as foreign language learners (FLLs), advanced credit academic ESL courses meet and exceed this requirement. Moreover, Cypress College ESL 184, 185, and 186 have been transferable to both CSU and UC as elective units for nearly three decades.

Benefit for students: ELLs will not be required to take up to three semesters of foreign language courses. This will save up to fifteen units for ELLs with the intent to transfer.

The advanced credit, academic ESL courses at Cypress College (ESL 184, 185, & 186) fulfill the Humanities requirements of the CSU C2/IGETC 3B for the following reasons:

1) Per the Guiding Notes for General Education Course Reviewers, Oct. 2017 p. 2, they develop three of the “intellectual capacities and versatilities that employers ...value:
   - Effective oral and written communication;
   - Critical thinking, and
   - An understanding of a variety of cultures, including one’s own.”

   (http://www.calstate.edu/app/geac/documents/ge-reviewers-guiding-notes.pdf)

2) These courses are already baccalaureate level (p. 7): ESL 184C, 185C, & 186C have had CSU/UC transferability for nearly three decades.

3) These credit, academic ESL courses are “advanced foreign language courses [which] include ... cultural aspects,” (p. 20): At their most essential and defining core, our ESL courses are abundant in cultural richness and diversity beyond what is typical across the campus. For example, one ESL 185 class last year had students with 12 different languages coming from 15 different countries around the globe (including the United States). The classes capitalize on this diversity as nearly every assignment elicits discussion of various cultural aspects and worldviews. The courses emphasize culture and cultural readings rather than focus solely on language skills throughout the semester; moreover, the students are at advanced proficiency in
their foreign language, English, which enables them to read, write, and engage academic content.

4) **They are a higher level than the equivalent of third year high school foreign language instruction (p. 21):** The prerequisite for ESL 184C is “intended to achieve the minimum proficiency level for Area 6A”; thus, the subsequent ESL courses are more advanced and have “strong enough cultural component to qualify” (p. 21) for CSU C2 and IGETC 3B.

5) **They are far more advanced than elementary language courses:** These credit, academic ESL courses far exceed language competencies of elementary language courses. Per p. 21, more elementary foreign language courses are approved for the CSU GE Breadth pattern than for IGETC.” However, ESL 184 has language competencies more closely equivalent to Span 202, *Spanish for Spanish Speakers*. Spanish courses equivalent to language proficiency required for ESL 185 and ESL 186 are not offered Cypress College as Cypress does not offer Spanish courses beyond the 200 level.

Per p. 21 of the *Guiding Notes for General Education Course Reviewers*, Oct. 2017,

⇒ **Courses in English as a Second Language** may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of the Humanities Subareas C2 and Area 3B.

6) **They fulfill the IGETC Standards 1.8:** According to the IGETC Standards 1.8, “Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts.” Both the content and critical thinking elements of the courses advance the students understanding of the world and their local communities through the study of “Western and non-Western” language, culture, and perspectives.
Are you a non-native speaker of English? If so, then the CELSA (the ESL placement test) is the right test to evaluate your language skills. You should take the CELSA if …
• ... you were born in a non-English speaking country; and
• ... you started in the U.S. school system in the 7th-12th grade OR as an adult.
The CELSA test is designed to measure the English skills of non-native speakers of English and is required for proper placement in English as a Second Language (ESL) courses. The CTEP test is designed for native speakers of English and may NOT be substituted for placement in ESL courses.

However, students scoring high on the CELSA test may be referred to English 100 after writing a successful composition.
The ESL courses at Cypress College are designed to build the academic skills of non-native speakers of English as they prepare for college-level coursework, certificate programs, or other professional goals.
Students enrolled in core courses will be required to write a composition or other written evaluation on the first day of instruction to verify skill level and appropriate placement in the ESL sequence of courses.
Students with appropriate scores on the CELSA test may be advised to take ESL courses and elective courses at different levels in order to build specific skill areas.

Flow Chart for Academic ESL Courses at Cypress College

LEGEND
Sequence of core classes
Optional elective courses may be taken concurrently with appropriate core classes
Possible recommended course
I. DESCRIPTIONS

A. CATALOG DESCRIPTION

Prerequisite: ESL 183 C with a minimum grade of "C" or appropriate skills demonstrated through the assessment process.
Term hours: 90 lecture.
This course is the first in a series of advanced integrated ESL skills courses designed to improve the academic reading, writing, grammar, and interpersonal communication
skills of non-native speakers. (UC Credit Limitation/CSU)

B. SCHEDULE DESCRIPTION (max 2 lines):

The first in a series of advanced ESL skills courses designed to improve the academic reading, writing, grammar, and interpersonal communication skills of non-native speakers. (UC Credit Limitation/CSU)

II. ENTRY LEVEL SKILLS AND KNOWLEDGE (To be completed if required by Prerequisite Policy)

Upon entering this course, the student needs to be able to:

A. Interpret reading material written at the high intermediate level and be able to make inferences, differentiate between fact and opinion, and draw conclusions.
B. Explain narrative, descriptive, and expository materials in increasingly difficult readings.
C. Demonstrate vocabulary at the high intermediate level and be able to use structural and context clues to decode new words.
D. Demonstrate, in well-developed paragraphs, expository writing such as example, cause/effect, and comparison/contrast.
E. Read own writing for improvements in content and organization and edit for common recurring errors in grammar and mechanics.
F. Use writing structures such as transitional devices that lead to cohesion.
G. Use grammatical structures such as the present perfect verb tense, real and present unreal conditionals, and syntax of complex sentences.
H. Demonstrate interpersonal communication skills and be able to communicate at a high intermediate level.

III. SLO(s):

A. In a given writing task at the end of the semester, students will be able to produce a basic essay which states a clear thesis and supports that thesis with appropriate development and logical rhetorical organization with 70% accuracy.

IV. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only)

Upon completion of this course, the student will be able to:

A. Interpret unfamiliar informational material at the low advanced level and be able to recognize the main idea and major points, arrange the sequencing of material, identify implied information, and draw conclusions.
B. Read and interpret unsimplified narrative and expository text.
C. Write requiring understanding of inference and main ideas.
D. Identify, summarize, and synthesize main ideas and supports of readings.
E. Expand vocabulary and idioms and be able to use structural and context clues to decode new words appropriately and expand control of affixes and roots.
F. Interpret graphs, charts, tables, and diagrams.
G. Write expressing original ideas about the readings and academic topics.
H. Use techniques of the writing process such as pre-writing, revising, and editing.
I. Write expository paragraphs and basic essays that develop in a clear, coherent, and unified manner.
J. Demonstrate an understanding of English regarding academic topics and take notes from lectures delivered at the advanced level.
K. Use advanced level English grammatical structures such as adjective and adverbial clauses and complex sentences.

V. COURSE CONTENT AND SCOPE (instructional topics or units)

A. Reading Component
   1. Pre-reading
      a. Surveying titles and subtitles
      b. Surveying graphs and charts
      c. Predicting content based on titles, subtitles, and topic sentences
      d. Scaffolding to activate background knowledge and cultural references
   2. Comprehension Skills
      a. Identifying direct and implied main ideas at the low advanced level
      b. Identifying supporting details
      c. Reading and relating charts and graphs to text information
      d. Recognizing the organization of a text and how that impacts comprehension
         i. Western rhetorical modes and their logic, organization, and language
      e. Locating and interpreting specific ideas
      f. Informal summarizing and synthesizing of main ideas and details
      g. Outlining readings
      h. Evaluating information/ideas from reading material
         i. Evaluating author's purpose
      j. Passive Construction
         i. Understand purpose
         ii. Understand structure
   3. Vocabulary Expansion Skills
      a. Sight recall and usage of common academic words
      b. Word Attack Skills to guess meaning
         i. Contextual clues
         ii. Structural clues such as noun vs. verb endings
         iii. Grammatical clues
         iv. Expand control of roots and affixes
      c. Expansion of productive academic vocabulary
      d. Pronunciation of new vocabulary
         i. Common stress patterns
         ii. Intonation
      e. Idioms and idiomatic expressions
   4. Building cultural knowledge related to word choice and sentence patterns
      a. Recognize and comprehend implications of formality, appropriateness, and purpose

B. Writing Component
   1. The Writing Process
      a. Generating Ideas (prewriting, clustering, mapping, listing)
         i. Expressing original ideas
ii. Outlining at the development stage
   b. Drafting
   c. Revising
      i. Sentence Structure
         a. Compound, complex, and compound/complex sentences
         b. Sentence combining
         c. Punctuation, including the semi-colon and colon
         d. Recognition and correction of fragments, run-ons, and comma
            splices
         e. Transitional devices
         f. Word order and word forms
   d. Proofreading
2. Western rhetorical modes and their logic, organization, and language such as:
   a. Example
   b. Problem/solution
   c. Compare/contrast
   d. Cause/ef

3. Developing support
   a. Unity
   b. Coherence and clarity
   c. Depth of thought in support
4. Expository Paragraph Component
   a. Topic sentence
   b. Three supporting points with details
   c. Concluding sentence: restatement of topic sentence
   d. Approximately 1.5 pages typed, double spaced
5. Expository Essay Component
   a. Comparing and contrasting single-paragraph writings to five-paragraph
      essays
   b. Introductory paragraph: single-sentence thesis statement (no hook
      necessary)
   c. Two or more body paragraphs with topic sentences and two or three
      supporting points
   d. Concluding paragraph: single-sentence restatement of thesis (no comment
      necessary)
   e. Approximately 1.5 to 2 pages typed, double spaced
6. Appropriate use of academic point of view
   a. Recognize informal vs. academic registers
      i. Avoiding use of 2nd person
      ii. Appropriate use of 1st person
7. Avoiding plagiarism
   a. Understanding American academic expectations of original thought and
      wording relative to the writing process
   b. Comparing American expectations and those of educational institutions in
      other cultures
C. Grammar Component
   1. Verbs
      a. Review basic verb tenses
i. simple present  
ii. simple past  
iii. future time  
iv. present & past progressive  
v. present perfect & perfect progressive

b. Teach gerunds & infinitives

2. Sentence Types  
a. Review simple sentences  
i. Correct Punctuation  
b. Review compound sentences  
i. Correct Punctuation  
ii. Sentence Combining  
c. Review complex sentences with adverb clauses  
i. Correct Punctuation  
ii. Sentence Combining  
d. Teach complex sentences with adjective clauses  
i. Correct Punctuation  
ii. Sentence Combining  
a. Avoiding fragments, comma-splices, and run-on sentences

3. Word form  
a. Teach -ing/ed adjectives

D. Cultural Component

1. Develop understanding of a variety of cultures, including the American culture, the cultures of their classmates, and their own  
2. Develop cultural competence in American and multi-cultural contexts  
3. Read and discuss articles from a variety of cultural perspectives  
4. Build background knowledge of historical and cultural events in America  
5. Build background knowledge of and examine historical and cultural events in which articles were written  
6. Contribute their own cultural perspectives on the class topics through class discussions and writing assignments  
7. Build background knowledge of the differences in rhetorical patterns and logic systems inherent in American patterns of reasoning and those of the students' countries of origin via classroom discussions, readings, and writing assignments  
8. Demonstrate understanding of the rhetorical patterns and logic systems inherent in American patterns of reasoning via classroom discussions and writing assignments  
9. Respond via classroom discussions and writing assignments to contemporary American social and educational issues in comparison with similar issues in the students' countries of origin

E. Study Skills  
1. Time management  
2. Notetaking  
3. Textbook organization  
4. American college campus expectations and responsibilities  
a. Professor expectations  
b. Student responsibilities  
c. Available student services
5. Dictionary use with emphasis on multiple meaning words
6. Test strategies
   a. Test preparation
      i. Begin outlining main ideas from content reading in order to study more effectively
      ii. Recognize what to study
   b. Test-Taking
      i. Time management
      ii. Content expectation
         a. Survey test items
   c. Reading and following written and oral directions
7. Western and non-western perspectives related to study skills and strategies

F. Oral Communication Component
   1. Listening Comprehension Skills
      a. Notetaking
      b. Comprehending multimedia presentations
      c. Comprehending classroom discussion
   2. Interpersonal Communication Component
      a. Effective small group discussion and interaction
      b. Appropriate language and behavior, including cross-cultural factors
      c. Use of English to accomplish given academic tasks

VI. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

   A. Article Handouts
   B. Web Enhanced
   C. Lecture/discussion
   D. Multimedia Presentations
   E. Individualized instruction, feedback, and correction of ESL errors
   F. Written assignments (in-class, out of class, and processed drafts)
   G. Collaborative learning in groups and/or pairs
   H. Peer responses
      I. Correction and revisions of paragraphs
   J. Individual conferences
   K. Editing and grammar exercises
   L. Journal writing
   M. Reading assignments
   N. Learning Resource Center (LRC) and
   O. English Success Center (ESC) assignments

VII. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

   A. Attendance/Class Participation
   B. Class Work
   C. Essays
   D. Exams/Tests
E. Homework
F. Journals
G. Quizzes
H. Individualized instructor feedback on ESL errors in writing and grammar.
   I. Individual conferences
J. Reading exams with true/false, multiple choice, and single-paragraph short answer writing components
K. Single paragraph out-of-class writing assignments using the writing process
L. Multi-paragraph out-of-class writing assignments using the writing process
M. In-class timed single-paragraph writing assessments
N. In-class timed multi-paragraph essay writing assessments
O. Grammar quizzes on appropriate topics
P. Teacher assessment of active participation
Q. Learning Resource Center (LRC) and English Success Center (ESC) assignments
R. Written responses, including journals

VIII. LIST RECOMMENDED TEXTBOOKS:
Texts such as the following are appropriate:


Readings in required texts include such cultural topics as: · cultural distinctions in areas of nonverbal communication, time, space/touch, gestures, individualism/collectivism; power distance, high-low context, uncertainty avoidance; · cultural expectations related to education (e.g. teacher/student roles; teaching methods; classroom behavior; assessment; academic honesty; definitions of success); · experiences of underrepresented minority communities including discrimination, prejudice, stereotypes, and implicit bias; · cultural orientations and social relationships within family, work, and community; · intercultural thoughts, attitudes, expressions, and values toward home country and the U.S.; · environmental and cultural aspects of consumption, urbanization, and global tourism in cities around the world; and · cultural use of language (multilingualism, sociolinguistics, power, manipulation, discrimination).

IX. LIST SUPPLEMENTAL TEXTBOOKS OR MATERIALS:
Supplemental Reading or materials such as the following are appropriate:

X. ASSIGNMENTS:

A. Assignments that Demonstrate Critical Thinking
1. Analyze and discuss differing academic expectations in the United States and the academic expectations of other cultures
2. Analyze written material according to paragraph and essay structure and main idea.
3. Synthesize readings and course content to develop appropriate writing topics.
4. Compare and contrast cultural similarities and/or differences between the United States and the students’ countries of origin.
5. Distinguish differences and similarities of grammatical structures between the student's primary languages and English.
6. Differentiate simple, compound, and some complex sentences to discover how punctuation relates to sentence structure.
7. Contrast the structure of statements and questions to discover the differences and similarities in proper word order.
8. Discuss the differences in logic systems inherent in American patterns of reasoning and those of the students' countries of origin.
9. Discuss contemporary American social and educational issues in comparison with similar issues in the students' countries of origin.
10. Examine a problem and formulate solutions in written form.

B. Writing Assignments and/or Proficiency Demonstration
1. Complete one single-paragraph writing of approximately 300 to 400 words (1.5 pages typed and double-spaced) using the writing process (pre-writing, outline, rough and final drafts).
2. Write at least one single-paragraph timed in-class writing of approximately 250-300 words.
3. Complete two well-developed, multi-paragraph essays (1.5 to 2 pages typed and double-spaced) using the writing process.
4. Write at least two well-developed, multi-paragraph timed in-class essay exams.
5. Take at least three reading examinations which have various objective (T/F, multiple choice, short answer, etc.) and subjective paragraph response components.
6. Take grammar quizzes on topics appropriate for the level.
7. Complete journal assignments or other writing assignments.
Course Prefix & Number: ESL 185 C
CC Approved: 04/24/18
DCCC Approved: 05/11/18
Board Approved: 06/12/18

CYPRESS COLLEGE
COURSE OUTLINE

Division: Language Arts
Department/Subject Area: English as a Second Language
Course Prefix: ESL
Course Number: 185 C
Course Title: Advanced Academic Reading/Writing 2
Units: 5
Lec Hours: Full Term Hrs/Wk. 5
Lab Hours: Full Term Hrs/Wk. 0 Scheduled
Credit Hours: 0
Student Contact Hours: 90
Assignment Preparation Hours: 10
Prerequisite(s):

Validated on 10/06/2017
A minimum grade of 'C' in ESL 184 C
Validated on 10/06/2017
or appropriate skills demonstrated through the assessment process

Corequisite(s):
None

Advisory(ies):
None

I. DESCRIPTIONS

A. CATALOG DESCRIPTION

Prerequisite: ESL 184 C with a minimum grade of "C" or appropriate skills demonstrated through the assessment process.
Term hours: 90 lecture.
This course is the second in a series of advanced integrated ESL skills course designed to improve the academic reading, writing, grammar, and interpersonal communication
skills of non-native speakers. (UC Credit Limitation/CSU)

B. SCHEDULE DESCRIPTION (max 2 lines):

The second in a series of advanced ESL skills course designed to improve the academic reading, writing, grammar, and interpersonal communication skills of non-native speakers. (UC Credit Limitation/CSU)

II. ENTRY LEVEL SKILLS AND KNOWLEDGE (To be completed if required by Prerequisite Policy)

Upon entering this course, the student needs to be able to:

A. Interpret reading material written at the low advanced level and be able to recognize the main idea and major points, arrange the sequencing of material, identify implied information, and draw conclusions.

B. Read and interpret unsimplified narrative and expository text.

C. Write requiring understanding of inference and main ideas.

D. Identify, summarize, and synthesize main ideas and supports of readings.

E. Expand vocabulary and idioms and be able to use structural and context clues to decode new words appropriately and expand control of affixes and roots.

F. Interpret graphs, charts, tables, and diagrams.

G. Write expressing original ideas about readings and academic topics.

H. Use techniques of the writing process such as pre-writing, revising, and editing.

I. Write expository paragraphs and basic essays that develop in a clear, coherent, and unified manner.

J. Demonstrate an understanding of English regarding academic topics and take notes from lectures delivered at the advanced level.

K. Use advanced level English grammatical structures such as adjective and adverbial clauses and complex sentences.

III. SLO(s):

A. In a given writing task at the end of the semester, students will be able to develop an essay which states a clear thesis and supports that thesis with appropriate development and logical rhetorical or organization with 70% accuracy.

IV. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only)

Upon completion of this course, the student will be able to:

A. Interpret reading material written at the advanced level and be able to recognize the main idea and major points, arrange the sequencing of material, identify implied information, and draw conclusions.

B. Decode and examine expository reading from academic materials.

C. Expand vocabulary and idioms and be able to use structural and context clues to decode new words.

D. Interpret graphs, charts, tables, and diagrams.

E. Use techniques of the writing process such as pre-writing, revising, and editing.

F. Formulate ideas about increasingly complex topics in English.

G. Write expository essays that develop in a clear, coherent, and unified manner.
H. Display good control of morphology and the most frequently used syntactic structures (e.g., common word order and patterns, coordination and subordination).
I. Use grammatical structures such as the perfect modals, present and past unreal conditionals, and syntax of complex sentences.
J. Demonstrate an understanding of English regarding academic and technical topics and take notes from lectures delivered at an advanced level.

V. COURSE CONTENT AND SCOPE (instructional topics or units)

A. Reading Component
   1. Pre-reading
      a. Survey titles and subtitles
      b. Survey graphs and charts
      c. Predict content based on titles, subtitles, and topic sentences
      d. Scaffolding to activate background knowledge and cultural references
   2. Comprehension skills
      a. Identifying main ideas in advanced readings, direct and implied
      b. Relating charts and graphs to written course material
      c. Recognizing the organization of a text and how that impacts comprehension
         i. Western rhetorical modes and their logic, organization, and language
      d. Inferring, analyzing, and evaluating
      e. Understanding author's tone and point of view
      f. Interpreting and synthesizing specific ideas
      g. Responding to short, un-simplified expository articles/materials written at the advanced level
      h. Selecting appropriate content and informally summarizing main ideas and/or details
      i. Outlining readings
   3. Vocabulary Expansion Skills
      a. Use common academic words
      b. Word Attack Skills to guess meaning
         i. Contextual clues
         ii. Basic structural clues such as noun vs. verb endings
         iii. Basic grammatical clues
         iv. Expand control of roots and affixes
      c. Expand productive academic vocabulary
      d. Pronunciation of new vocabulary
      e. Idioms and idiomatic expressions
      f. Usage of italics for foreign words
      g. Exhibit mastery of the English dictionary
   4. Building cultural knowledge related to word choice and sentence patterns
      a. Recognize and comprehend implications of formality, appropriateness, and purpose

B. Writing Component
   1. Expository Essay Structure
      a. Five-paragraph essay organization
b. Introductory paragraph: simple hook and thesis statement with parallel structure

c. Three body paragraphs with topic sentences, two or three supporting points with significant development and specificity

d. Concluding paragraph: restatement of thesis with comment

e. Approximately 3 pages typed, double spaced

2. The Writing Process

a. Generating ideas (prewriting, clustering, mapping, listing)
   i. Developing overall essay topic & thesis statements
   ii. Expressing original ideas
   iii. Outlining at the development stage

b. Drafting
   i. Refining topics and topic sentences for body paragraphs

c. Revising
   i. Revise for content
   ii. Revise for fluency of expression
   iii. Editing for commonly recurring grammatical errors

iv. Sentence Structure
   a. Compound, complex, and compound/complex sentences
   b. Sentence combining
   c. Punctuation, including the semi-colon and colon
   d. Recognition and correction of fragments, run-ons, and comma splices
   e. Transitional devices
   f. Word order and word forms

d. Proofreading

3. Western rhetorical modes and their logic, organization, and language such as:

a. Example
b. Division/Classification
c. Cause/Effect
d. Compare and contrast

4. Developing Support

a. Appropriate use of academic point of view
   i. Recognize and control informal vs. academic registers
      a. Avoiding use of 2nd person
      b. Appropriate use of 1st person
      c. Using appropriate academic vocabulary

b. Increasing control of unity

c. Refining coherent development of body paragraphs

d. Depth of thought in support

5. Avoiding plagiarism

a. Understanding American academic expectations of original thought and wording relative to the writing process

b. Comparing American expectations and those of educational institutions in other cultures

C. Grammar Component

1. Review of sentence types
   a. Review simple sentences
i. Correct Punctuation
b. Review compound sentences with coordinators (and, but, or, so, yet)
   i. Correct Punctuation
   ii. Sentence Combining
c. Review complex sentences with adverbial clauses
   i. Correct Punctuation
   ii. Sentence Combining
d. Avoiding fragments, comma-splices, and run-on sentences

2. Teach Compound sentences
   a. with coordinators (for, nor)
   b. with semi-colon
   c. with semi-colon and transitions
   d. Sentence Combining

3. Teach Compound-complex sentences
   a. Correct Punctuation
   b. Sentence Combining

4. Overview of basic verb tense and verb form

5. Teach Perfect modals with past perfect

6. Conditionals
   a. Review present unreal
   b. Teach past unreal conditional

D. Cultural Component
1. Develop understanding of a variety of cultures, including the American culture,
   the cultures of their classmates, and their own

2. Develop cultural competence in American and multi-cultural contexts

3. Read and discuss articles from a variety of cultural perspectives

4. Build background knowledge of historical and cultural events in America

5. Build background knowledge of and examine historical and cultural events in
   which articles were written

6. Contribute their own cultural perspectives on the class topics through class
   discussions and writing assignments

7. Build background knowledge of the differences in rhetorical patterns and logic
   systems inherent in American patterns of reasoning and those of the students'
   countries of origin via classroom discussions, readings, and writing assignments

8. Demonstrate understanding of the rhetorical patterns and logic systems inherent
   in American patterns of reasoning via classroom discussions and writing
   assignments

9. Respond via classroom discussions and writing assignments to contemporary
   American social and educational issues in comparison with similar issues in the
   students' countries of origin

E. Study Skills
1. Time management
2. Notetaking
3. Textbook organization
4. American college campus expectations and responsibilities
   a. Professor expectations
   b. Student responsibilities
   c. Available student services
5. Dictionary use with emphasis on multiple meaning words
6. Test strategies
   a. Test preparation
      i. Begin outlining main ideas from content reading in order to study more effectively
      ii. Recognize what to study
   b. Test-Taking
      i. Time management
      ii. Content expectation
      a. Survey test items
   c. Reading and following written and oral directions
7. Western and non-western perspectives related to study skills and strategies
F. Oral Communication Component
   1. Listening Comprehension Skills
      a. Notetaking
      b. Comprehending multimedia presentations
      c. Comprehending classroom discussion
   2. Interpersonal Communication Component
      a. Effective small group discussion and interaction
      b. Appropriate language and behavior, including cross-cultural factors
      c. Use of English to accomplish given academic tasks

VI. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

   A. Article Handouts
   B. Web Enhanced
   C. Lecture/discussion
   D. Multimedia Presentations
   E. Individualized instruction, feedback, and correction of ESL errors in writing and grammar
   F. Individual conferences
   G. Written assignments (in-class, out of class, and processed drafts)
   H. Collaborative learning in groups and/or pairs
   I. Peer responses
   J. Correction and revisions of paragraphs
   K. Editing and grammar exercises
   L. Journal writing
   M. Reading assignments
   N. Learning Resource Center (LRC) and English Success Center (ESC) assignments

VII. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

   A. Attendance/Class Participation
   B. Class Work
   C. Essays
   D. Exams/Tests
E. Homework
F. Quizzes
G. Individualized instruction, feedback, and correction of ESL errors in writing and grammar
H. Individual conferences
I. Reading exams: combination of true/false, multiple choice, and single-paragraph short answer writings
J. Multi-paragraph out-of-class essay writing assignments using the writing process
K. In-class timed essay writing assessments
L. Grammar quizzes on appropriate topics
M. Editing quizzes as necessary
N. Teacher assessment of active participation
O. Learning Resource Center (LRC) and English Success Center (ESC) assignments
P. Written responses, including journals

VIII. LIST RECOMMENDED TEXTBOOKS:
Texts such as the following are appropriate:


Readings in required texts include such cultural topics as: · cultural distinctions in areas of nonverbal communication, time, space/touch, gestures, individualism/collectivism; power distance, high-low context, uncertainty avoidance; · cultural expectations related to education (e.g. teacher/student roles; teaching methods; classroom behavior; assessment; academic honesty; definitions of success); · experiences of underrepresented minority communities including discrimination, prejudice, stereotypes, and implicit bias; · cultural orientations and social relationships within family, work, and community; · intercultural thoughts, attitudes, expressions, and values toward home country and the U.S.; · environmental and cultural aspects of consumption, urbanization, and global tourism in cities around the world; and · cultural use of language (multilingualism, sociolinguistics, power, manipulation, discrimination).

IX. LIST SUPPLEMENTAL TEXTBOOKS OR MATERIALS:
Supplemental Reading or materials such as the following are appropriate:

X. ASSIGNMENTS:

A. Assignments that Demonstrate Critical Thinking
   1. Analyze and discuss differing academic expectations in the United States and the academic expectations of other cultures
   2. Analyze written material according to paragraph and essay structure and main idea.
   3. Synthesize readings and course content to develop appropriate writing topics.
   4. Compare and contrast cultural similarities and/or differences between the United States and the students’ countries of origin.
   5. Distinguish differences and similarities of grammatical structures between the students' primary languages and English.
   6. Differentiate simple, compound, and some complex sentences to discover how punctuation relates to sentence structure.
   7. Contrast the structure of statements and questions to discover the differences and similarities in proper word order.
   8. Discuss the differences in logic systems inherent in American patterns of reasoning and those of the students' countries of origin.
   9. Discuss contemporary American social and educational issues in comparison with similar issues in the students' countries of origin.
  10. Examine a problem and formulate solutions in written form.

B. Writing Assignments and/or Proficiency Demonstration
   1. Complete at least three out-of-class essays of 600-750 words (2.5 to 3 pages typed and double-spaced) using the writing process.
   2. Write at least three well-developed, timed, in-class essays.
   3. Take at least three reading examinations which have various objective (T/F, multiple choice, short answer, etc.) and subjective paragraph response components.
   4. Take grammar quizzes on topics appropriate for the level.
   5. Complete assignments in writing journals or other writing assignments.
Division: Language Arts
Department/Subject Area: English as a Second Language
Course Prefix: ESL
Course Number: 186 C
Course Title: College Writing Preparation for Non-Native Speakers
Units: 5
Lecture Hours: Full Term Hrs/Wk. 5
Lab Hours: Full Term Hrs/Wk. 0 Scheduled
Credit Hours: 0
Student Contact Hours: 90
Assignment Preparation Hours: 10
Prerequisite(s):

Validated on 10/06/2017
A minimum grade of 'C' in ESL 185 C
Validated on 10/06/2017
or appropriate skills demonstrated through the assessment process

Corequisite(s):

None

Advisory(ies):

None

I. DESCRIPTIONS

A. CATALOG DESCRIPTION

Prerequisite: ESL 185 C with a grade of "C" or appropriate skills demonstrated through the assessment process.
Term hours: 90 lecture.
This course is designed for the non-native speaker of English for development of college level writing skills. Emphasis is on essay development of expository writing in connection with advanced readings from various sources and a novel. The fundamentals
of English written expression are reviewed with emphasis on standard American usage problematic to the non-native student. The course is designed to prepare students for ENGL 100 C. (UC Credit Limitation/CSU)

B. SCHEDULE DESCRIPTION (max 2 lines):

Designed for the non-native speaker of English to develop college-level writing. Emphasis is on essay development of expository writing and on college reading. (UC Credit Limitation/CSU)

II. ENTRY LEVEL SKILLS AND KNOWLEDGE (To be completed if required by Prerequisite Policy)

Upon entering this course, the student needs to be able to:

A. Interpret reading material written at the advanced level and be able to recognize the main idea and major points, arrange the sequencing of material, identify implied information, and draw conclusions.
B. Decode and examine expository reading from academic materials.
C. Expand vocabulary and idioms and be able to use structural and context clues to decode new words.
D. Interpret graphs, charts, tables, and diagrams.
E. Use techniques of the writing process such as pre-writing, revising, and editing.
F. Formulate ideas about increasingly complex topics in English.
G. Write expository essays that develop in a clear, coherent, and unified manner.
H. Display good control of morphology and the most frequently used syntactic structures (e.g., common word order and patterns, coordination and subordination).
I. Use advanced level English grammatical structures such as the perfect modals, present and past unreal conditionals, and syntax of complex sentences.
J. Demonstrate an understanding of English regarding academic and technical topics and take notes from lectures delivered at an advanced level.

III. SLO(s):

A. In a given writing task at the end of the semester, students will be able to incorporate an outside source to develop an essay which states a clear thesis and supports that thesis with adequate and appropriate development, and logical rhetorical organization with 70% accuracy.

IV. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only)

Upon completion of this course, the student will be able to:

A. Write expository essays which show good control of syntactic structures (e.g., common word order, patterns, coordination, and subordination).
B. Write essays that develop a thesis in a coherent and unified manner and that have clearly delineated introduction, body, and concluding paragraphs.
C. Understand the process approach to writing and utilize techniques such as prewriting, writing, revising, and editing.
D. Use writing as a means of discovering, learning, and understanding.
E. Display good control of morphology and the most frequently used syntactic structures (e.g., common word order and patterns, coordination, and subordination).
F. Use grammatical structures such as the noun clauses, reported speech, and syntax of complex sentences.
G. Read unmodified and unsimplified academic, technical, and literary works.
H. Read a novel written in English and explain in writing the theme and purpose of the author.

V. COURSE CONTENT AND SCOPE (instructional topics or units)

A. Reading Component
   1. Pre-reading
      a. Surveying titles and subtitles
      b. Surveying graphs and charts
      c. Predicting content based on titles, subtitles and topic sentences
      d. Scaffolding to activate background knowledge and cultural references
   2. Comprehension
      a. Read a variety of materials including college level academic, technical, and/or literary works
      b. Comprehend main ideas, supporting details, general, specific
      c. Recognize the organization of a text and how that impacts comprehension
         i. Western rhetorical modes and their logic, organization, and language
      d. Distinguish facts, inferences, and judgments
      e. Synthesize information
      f. Summarize readings
      g. Paraphrase writer's ideas
      h. Analyze a novel written in English
      i. Evaluate and debate ideas
   3. Vocabulary Expansion Skills
      a. Use of common academic words
      b. Employ word attack skills to guess meaning
         i. Contextual clues
         ii. Structural clues such as noun vs. verb endings
         iii. Grammatical clues
      c. Expand and control use of productive academic vocabulary
      d. Build fluency in idioms and idiomatic expressions
      e. Exhibit mastery of the English dictionary
   4. Building cultural knowledge related to word choice, sentence patterns, and historical and current references
      a. Recognize and comprehend implications of formality, appropriateness, and purpose

B. Expository Essay Component
   1. Expository Essay Structure
      a. Multi-paragraph essay organization
      b. Introductory paragraph: effective introductory hook and direct thesis statement with parallel structure
      c. Body paragraphs with topic sentences, two or three supporting points with significant development and specificity, and concluding sentences
d. Concluding paragraph: restatement of thesis with effective concluding remarks

e. Approximately 3-4 pages typed, double spaced

2. Western rhetorical modes and their logic, organization, and language
   a. Introduce Argumentative essay mode
   b. Employ two additional rhetorical modes such as:
      i. Summary/Response
      ii. Comparison/contrast
      iii. Cause and effect
      iv. Example
      v. Problem/solution
      vi. Classification

3. Analysis and incorporation of readings to support the writer’s argument
   a. Scaffold the use of one to three academic and/or literary sources
   b. Introduce and scaffold in-text citations
      i. Acknowledgement structures
      ii. Direct quotes
         a. Teach punctuation rules
      iii. Indirect quotes
      iv. Paraphrases
         a. Teach language strategies: synonyms, word form change, word order change, structure change, voice shift
      v. Appropriate and logical sandwiching of sources
   c. Research
      i. Finding and evaluating appropriate academic internet sources
      ii. Introduction to library research for the last out-of-class essay
   d. Formal MLA formatting
      i. In-text citation
      ii. Works cited page

4. The Writing Process
   a. Prewriting: Generating ideas (prewriting, clustering, mapping, listing)
      i. Analysis of assignment (lead-in, task)
      ii. Discovery of topic
      iii. Formulation of thesis and an assortment of topic sentences
      iv. Expression of original ideas
      v. Various appropriate forms of organizing and outlining
   b. Drafting
      i. Writing with appropriate academic point of view
         a. Avoiding use of 2nd person
         b. Appropriate use of 1st person
         c. Control of academic vs. informal registers
      ii. Refining topics and topic sentences for body paragraphs using two or three subpoints within one body paragraph
      iii. Explaining and not simply stating support
   c. Revising
      i. Improve ability to determine areas which need greater support
      ii. Coherent development of body paragraphs
      iii. Depth of thought in support
iv. Revise for unity and content
   a. Substitutions, deletions, rearrangements
d. Editing for commonly recurring grammatical errors
   i. Verb tense, voice, and form
   ii. Noun clauses and indirect speech
   iii. Coordination and subordination
   iv. Fluency of expression (avoiding direct translation)
v. Local and global grammar errors (articles, subject verb agreement, word order, etc.)
   vi. Fused sentences (run-ons and comma splices)
vii. Sentence fragments
viii. Mechanical errors
   ix. Spelling and punctuation
  x. Word choice and usage
 xi. Word forms
e. Proofreading
5. Avoiding plagiarism
   a. Understanding American academic expectations of original thought and wording relative to the writing process
   b. Comparing American expectations and those of educational institutions in other cultures
C. Grammar Component
   1. Verbs
      a. Demonstrate control of full range of verb tenses and verb forms
         i. active
         ii. passive
   2. Sentence Structure
      a. Demonstrate control of full range of sentence types (simple, compound, complex, compound/complex)
         i. questions
         ii. negatives
      b. Teach noun clauses and reported speech
         i. punctuation
         ii. sentence combining
D. Cultural Component
   1. Develop understanding of a variety of cultures, including the American culture, the cultures of their classmates, and their own
   2. Develop cultural competence in American and multi-cultural contexts
   3. Read and discuss articles from a variety of cultural perspectives
   4. Build background knowledge of historical and cultural events in America
   5. Build background knowledge of and examine historical and cultural events in which articles were written
   6. Contribute their own cultural perspectives on the class topics through class discussions and writing assignments
   7. Build background knowledge of the differences in rhetorical patterns and logic systems inherent in American patterns of reasoning and those of the students' countries of origin via classroom discussions, readings, and writing assignments
8. Demonstrate understanding of the rhetorical patterns and logic systems inherent in American patterns of reasoning via classroom discussions and writing assignments.
9. Respond via classroom discussions and writing assignments to contemporary American social and educational issues in comparison with similar issues in the students' countries of origin.

E. Study Skills
1. Time management
2. Notetaking
3. Textbook organization
4. American college campus expectations and responsibilities
   a. Professor expectations
   b. Student responsibilities
   c. Available student services
5. Dictionary use with emphasis on multiple meaning words
6. Test strategies
   a. Test preparation
   b. Begin outlining main ideas from content reading in order to study more effectively
   c. Recognize what to study
7. Test-Taking
   a. Time management
8. Content expectation
   a. Survey test items
9. Western and non-western perspectives related to study skills and strategies

F. Oral Communication Component
1. Listening Comprehension Skills
   a. Notetaking
   b. Comprehending multimedia presentations
   c. Comprehending classroom discussion
2. Interpersonal Communication Component
   a. Effective small group discussion and interaction
   b. Appropriate language and behavior to accomplish given academic tasks, including cross-cultural factors

VI. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

A. Article Handouts
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E. Individualized instruction, feedback, and correction of ESL errors in writing and grammar
F. Individual conferences
G. Written assignments (in-class, out of class, and processed drafts)
H. Collaborative learning in groups and/or pairs
I. Peer responses
J. Correction and revisions of paragraphs
K. Editing and grammar exercises
L. Journal writing  
M. Reading assignments including one novel  
N. Learning Resource Center (LRC) and English Success Center (ESC) assignments

VII. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

A. Attendance/Class Participation  
B. Class Work  
C. Essays  
D. Exams/Tests  
E. Homework  
F. Quizzes  
G. Research Papers/Projects  
H. Individualized instruction, feedback, and correction of ESL errors in writing and grammar  
I. Individual conferences  
J. Three to four essays of approximately 750 words using the writing process  
K. At least three in-class essays with a minimum of 750 words of evaluated writing  
L. Written summary analysis of a novel  
M. Quizzes to cover editing and grammar as needed  
N. Quizzes to cover reading as needed  
O. Teacher assessment of active participation and student progress  
P. Learning Resource Center (LRC) and English Success Center (ESC) assignments  
Q. Written responses, including journals

VIII. LIST RECOMMENDED TEXTBOOKS:  
Texts such as the following are appropriate:

Readings in required texts include such cultural topics as:  
· cultural distinctions in areas of nonverbal communication, time, space/touch, gestures, individualism/collectivism;  
· power distance, high-low context, uncertainty avoidance;  
· cultural expectations related to education (e.g. teacher/student roles; teaching methods; classroom behavior; assessment; academic honesty; definitions of success);  
· experiences of underrepresented minority communities including discrimination, prejudice,
stereotypes, and implicit bias; · cultural orientations and social relationships within family, work, and community; · intercultural thoughts, attitudes, expressions, and values toward home country and the U.S.; · environmental and cultural aspects of consumption, urbanization, and global tourism in cities around the world; and · cultural use of language (multilingualism, sociolinguistics, power, manipulation, discrimination).

IX. LIST SUPPLEMENTAL TEXTBOOKS OR MATERIALS:
Supplemental Reading or materials such as the following are appropriate:

Newsweek, Time, Newspapers

X. ASSIGNMENTS:

A. Assignments that Demonstrate Critical Thinking
1. Analyze and discuss differing academic expectations in the United States and the academic expectations of other cultures.
2. Analyze written material according to paragraph and essay structure and main idea.
3. Synthesize readings and course content to develop appropriate writing topics.
4. Compare and contrast cultural similarities and/or differences between the United States and the students’ country of origin.
5. Distinguish differences and similarities of grammatical structures between the student's primary language and English.
6. Differentiate simple, compound, and complex sentences to discover how punctuation relates to sentence structure.
7. Contrast the structure of statements and questions to discover the differences and similarities in proper word order.
8. Discuss the differences in logic systems inherent in American patterns of reasoning and those of the students' countries of origin.
9. Discuss contemporary American social and educational issues in comparison with similar issues in the students' countries of origin.
10. Examine a problem and formulate solutions in written form.

B. Writing Assignments and/or Proficiency Demonstration
1. Complete at least three essays of approximately 750-900 words (3 to 4 pages typed and double-spaced) using the writing process. Each essay should be revised to reflect corrections.
2. Write two to three well-developed in-class essays of approximately 750 words.
3. Take a final well-developed in-class essay exam which counts for 20% of the semester grade.
5. Complete journal writing in response to material read and to the students own writing.
6. Paraphrasing and summarizing of published works.

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