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Author (s):

- Sarah Walsh

Course Code (CB01) :

ESL11A

Course Title (CB02) :

English as a Second Language: Advanced A

Department:

English As a Second Language

Proposal Start:

Fall 2020 **Course Description:**

This course will develop communicative competence in advanced grammar topics in the context of a variety of writing forms, reading comprehension and speaking, which are necessary for college work in English. ~~Students will improve vocabulary and the ability to use English in the classroom and in other situations.~~ **This class will enhance immigrant students' ability to communicate in English and to advocate for themselves and others in the classroom and beyond.** This course along with ESL 11B will cover the grammar topics necessary to complete the advanced level of ESL.

Assignments

Reading Assignments:

Novel and/or memoir reading (not ESL adapted versions), **which includes the viewpoints of marginalized populations in the US.**

Essays selected by instructor to include both fiction and non-fiction

Readings used to study target language topics, writing conventions, language patterns, tone, style etc.

Writing Assignments:

Paragraph development and organization with peer review and revisions

Essay writing with revisions and peer review, utilizing targeted writing conventions and vocabulary

Reading responses

Journal writing

Outside Assignments:

Group and individual projects and oral presentations

Other Assignments:

Advanced sentence level grammar exercises from textbook

Methods of Evaluation

Methods of Evaluation Rationale

Other Portfolios, essays, oral presentations, group projects, classwork, homework, quizzes, tests/exams

Textbooks

Blass, L., S. Iannuzzi, A. Savage, R. Reppen

Grammar and Beyond 3

Cambridge University Press

2012

Lea, D

Oxford Advanced American Dictionary of Learners of English

Oxford University Press

2011

9780194399661

Alexie, S

The Absolutely True Diary of a Part-Time Indian

Little Brown and Company

2007

8601401248767

Stockett, K.

The Help

Penguin

2009

97814104

Description

As of 2020, these texts are the most recent and relevant materials for this course.

Learning Outcomes and Objectives

Course Objectives

Construct and revise written assignments which are clearly organized, demonstrate complex ideas, and utilize the corresponding advanced level grammar topics.

Produce language which demonstrates complex thought, both orally and in written form.

Develop English fluency required to be able to read and respond to academic texts, **which includes topics of race, equity, and representation.**

CSLOs

Create written work which is clearly organized around one topic and demonstrates grammatical accuracy at the advanced ESL level

Show oral proficiency by participating in classroom discussions about readings, ~~and other class content.~~ **Including topics of race, equity, and representation.**

Read an academic essay and demonstrate understanding of the topics covered both orally and in written form.

Or possible new SLO:

Develop a context for understanding topics of race, equity, and representation in the U.S. today.

Outline

Course Outline

1. Grammar:
 1. Review simple past tenses and present perfect tenses
 2. Review past perfect and past perfect continuous verb tenses

3. Future perfect verb tenses
 4. Verbs with prepositions
 5. Expansion of modals
 6. Review of gerunds and infinitives
 7. Quotations vs. reported speech
 8. Conditional forms
2. Readings:
 1. Pre-reading strategies to anticipate content in unfamiliar topics
 2. Identification of main ideas and supporting details
 3. Use of content to determine unfamiliar vocabulary
 4. Reading selections from the text and a variety of sources, including fiction, non-fiction, magazines, newspapers, internet etc.
 5. Vocabulary development generated from readings
 6. Reading responses, which include reaction and analysis of topics related to race, equity and representation.
 7. Identification of parts of expository writing: main ideas, conclusion, supporting information
 8. understanding argument in selected readings
3. Writing:
 1. Journal writing
 2. Supporting a main point
 3. Writing as a process
 4. Writing a reading response
 5. Use of sequence words, transition words and conjunctions
 6. Note-taking skills
 7. Expansion of essay writing to include development and support of a main idea
 8. Creating essays, which analyze the experience or a marginalized person or character, as depicted in a memoir or novel.
 9. Organization and cohesion in essay writing
 10. Proofreading and Editing Strategies
4. Oral Proficiency:
 1. Using idioms
 2. Reading out loud using correct intonation
 3. Restating written material or spoken conversation
 4. Conduct interviews
 5. Function-based (practical) communication activities
 6. Small group, classroom and partner discussions
 7. Preparing oral group projects to present to the class
 8. Pronunciation activities
 9. Using idioms
5. Listening Comprehension:
 1. Listening to, restating, and taking notes on information presented by instructor and guest speakers
 2. Respond to comments of other students
 3. Interpret main ideas in music, film and other media
 4. Recall instructions from previous classes