

NCEL 403B: TRANSITIONING TO COLLEGE ESL PART II

Foothill College Course Outline of Record

Heading	Value
Units:	0
Hours:	3 lecture per week (36 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 4 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Upon successful completion of the course, the student will be able to identify and apply different reading strategies to increase speed and comprehension.
- Upon successful completion of the course, the student will be able to define and practice critical thinking skills
- Upon successful completion of the course, the student will be able to use a dictionary.
- Upon successful completion of the course, the student will be able to differentiate between part of a word to "de-code" new vocabulary.
- Upon successful completion of the course, the student will be able to identify and practice writing different types of papers.

Description

Assists the adult English-learner to navigate the community college campus and requirements for successful studies, and prepares ESL students for successful transition to credit college-level coursework. Primary focus will be on reading and writing skills needed in and outside the classroom for academic success.

Course Objectives

The student will be able to:

- identify and apply different reading strategies to increase speed and comprehension
- define and develop critical thinking skills
- use an American English learner's dictionary
- deconstruct new words into parts to "de-code" new vocabulary
- identify and create different types of (short) academic writing

Course Content

- Identify and apply different reading strategies to increase speed and comprehension
 - Strategies
 - Skimming
 - Scanning
 - Identify the main idea, purpose, and audience
 - Annotating
 - Highlighting, underlining, or circling key information

- Summarizing sections of readings in short phrases
 - Using timelines to understand sequence and dates
 - Writing synonyms or definitions of difficult vocabulary in margins
- Define and develop critical thinking skills
 - Identify different types of support, e.g., examples, facts, anecdote, etc.
 - Analyze and/or evaluate evidence presented in readings
 - Ask questions about the origins of an opinion or theory
 - Recognize bias
 - Use an American English learner's dictionary
 - Online
 - In print
 - Deconstruct new words into parts to "de-code" new vocabulary
 - Utilize knowledge of roots, prefixes, and suffixes to decode new vocabulary and jargon
 - Recognize word families, e.g., analyze/analysis/analytical
 - Identify and create different types of (short) academic writing
 - Note-taking
 - Basic summarizing
 - Paraphrasing
 - Different types of writings
 - Descriptive
 - Narrative
 - Opinion/argumentative
 - Edit writing
 - Edit for correctness
 - Subject-verb agreement
 - Tense
 - Word form
 - Word choice
 - Punctuation

Lab Content

Not applicable.

Special Facilities and/or Equipment

Internet access.

Method(s) of Evaluation

- group and class discussions
- writing tasks
- comprehension activities

Method(s) of Instruction

- Lecture
- Discussion
- Cooperative learning experiences
- Oral presentation
- In-class work

Representative Text(s) and Other Materials

No text will be required. Websites such as the following will be used:

- Developing Reading Skills (The National Capital Language Resource Center, Washington, DC)–for instructors teaching reading, but interesting for students to read): www.nclrc.org/essentials/reading/stratread.htm
- Academic reading skills:

1. students.dartmouth.edu/academic-skills/learning-resources/learning-strategies/reading
2. www.uefap.com/reading/readfram.htm
3. www2.isu.edu/success/strategies/handouts.shtml
4. Writing Advice for Today's Online University Students: www.itdl.org/journal/sep_04/article07.htm
5. Writing an Essay: lklivingston.tripod.com/essay/links.html
6. Essay structure:
 - a. www.custom-essays.org/Essay_Structure.html
7. Writing with Statistics: owl.english.purdue.edu/owl/resource/672/1/
8. Quoting, Paraphrasing and Summarizing: owl.english.purdue.edu/owl/resource/563/1
9. Citation styles:
 - a. MLA: owl.english.purdue.edu/owl/resource/747/01/
 - b. MLA FAQs: style.mla.org/category/ask-the-mla/
 - c. APA: owl.english.purdue.edu/owl/section/2/10/
 - d. APA FAQs: apastyle.org/learn/faqs/index.aspx
10. Different types of essays:
 - a. www.gallaudet.edu/tutorial-and-instructional-programs/english-center/the-process-and-type-of-writing-/different-kinds-of-essays
 - b. owl.english.purdue.edu/owl/resource/685/01
 - c. www.thoughtco.com/the-types-of-essays-1857003
11. How to edit your writing - dangers of using spell check:
www.youtube.com/watch?v=SaF8d9K-Z4M
12. University of Central Florida: Student Academic Resource Center--handouts on setting up a study-conducive environment and concentration: www.sarc.sdes.ucf.edu/?id+studyskills_handouts
13. YouTube videos should also be utilized--search for Study Skills, Notetaking, Time Management

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Example reading assignment: "Unfinished Knowledge: The Story of Barbara" by Ryuko Kubota (published in College ESL, Vol. 10).

Discipline(s)

English as a Second Language