NCEL 451A: COMPOSITION & READING INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	0
Hours:	2 lecture per week (24 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 1 Level Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Apply essay editing skills.
- Build readings skills and strategies for comprehension and critical analysis.

Description

Designed to assist second language learners in developing the reading and writing skills and strategies required for success in ENGL 1A and similar transfer-level, writing-intensive courses. Reinforcement of reading skills and strategies as they pertain to comprehension of content and critical analysis of rhetorical elements. Development of critical thinking skills and strategies related to the process of expository and argumentative writing. Application of essay revision and editing skills to include appropriate content, coherence, sentence efficiency and variety, and grammatical accuracy.

Course Objectives

The student will be able to:

1. Develop reading skills and strategies for comprehension and critical analysis.
2. Develop critical thinking skills and strategies related to the process of expository and argumentative writing.
3. Apply essay revision and editing skills.

Course Content

1. Develop and apply reading skills and strategies for comprehension and critical analysis
   a. Identify essential elements
      i. Thesis (major claim)
      ii. Minor claims (topic sentences)
      iii. Purpose: to inform, persuade, entertain, raise an issue, or provoke thought
      iv. Main ideas and sections as evidenced by topic signals or generalization of implied idea from detail (induction)
      v. Structure clues: topic sentences, coherence devices, signals that suggest organizational patterns
      vi. Types of support: personal experience, statistics, anecdotes, etc.
   b. Infer elements of the text, such as audience, purpose, and bias
      i. Formatting, visual, and word clues
      ii. Audience
      iii. Informational, expository, and persuasive purposes
      iv. Bias (e.g., exclusion of information, loaded language)
      v. Fact vs. opinion
      vi. Message, if not directly stated
   c. Develop and apply various reading strategies
      i. Schema building
         1. Activation of prior knowledge
         2. Acquisition of culture-specific background and/or historical knowledge
      ii. Previewing
      iii. Distinguishing main ideas from supporting detail, i.e., distinguishing general from specific
      iv. Annotating and note-taking
      v. Elaborative interrogation/self-questioning
      vi. Outlining
      vii. Paraphrasing and summary writing to check comprehension
   d. Critically evaluate text
      i. Author's credibility
      ii. Author's underlying assumptions about the audience
      iii. Evidence (appropriateness, effectiveness, relevance)
      iv. Completeness of arguments
      v. Logic of arguments/claims
      vi. Types of opinion (personal, considered, expert)
      vii. Implications/consequences of ideas
2. Develop critical thinking strategies and production skills related to the process of expository and argumentative writing
   a. Analysis of a prompt for essential requirements
      i. Purpose, audience, appropriate content
   b. Brainstorming strategies
      i. Free-writing, concept mapping, listing, etc.
   c. Evaluating the focus of a thesis statement
      i. Narrow vs. specific
      ii. Arguable
      iii. Open vs. closed
   d. Determining the appropriateness of topic sentences
      i. Less specific than the thesis statement
      ii. Directly support the controlling idea of the thesis statement
   e. Outlining to establish a hierarchy of ideas
   f. Applying knowledge of English rhetorical elements
      i. Organizational patterns
      ii. Placement of support
      iii. Quotation use (for support, counter-argument/rebuttal, introducing an idea, etc.)

      iv. Task-specific types of introductions and conclusions

      v. Appropriate vocabulary and tone

   g. Identifying and incorporating task- and audience-appropriate evidence

      i. Determining evidence based on the topic and purpose

      ii. Determining the needs of the audience

      iii. Evaluating the depth and extent of evidence

3. Apply essay revision and editing skills

   a. Revision of essay content through:

      i. Self-assessment of the student's own product through application of instructional content

      ii. Placing oneself in the position of the reader rather than writer

      iii. Comprehending, evaluating, and incorporating feedback from classmates and the instructor

   b. Apply editing skills to achieve:

      i. Coherence

         1. Repetition of old information followed by new

         2. Transitional material: words, phrases, clauses

         3. Lexical coherence: repetition of terms or use of synonyms for topic continuity

         4. Terms that signal organizational patterns: chronology, compare/contrast, cause/effect, etc.

      ii. Sentence efficiency

         1. Combining sentences for fluency

         2. Reducing clauses to phrases to eliminate redundancy

         3. Eliminating verbosity

      iii. Grammatical accuracy

         1. Verb tense editing

         2. Complementation

         3. Clause formation (adjective, adverb, noun, and related punctuation)

         4. Comma splices, run-on sentences, and fragments

         5. Word form

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught online, ongoing access to internet connection, email software and hardware, and a working email address are required.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

In-class assignments
Tests and/or quizzes
Midterm and final self-assessment

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture and small-group or whole-class discussions on the processes and products of reading and writing

Representative Text(s) and Other Materials

Behrens and Rosen. Writing and Reading Across the Curriculum. 2021.

Graff and Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing with Readings. 2021.

This course should primarily focus on texts assigned in ENGL 1A or other transfer-level, writing-intensive course.

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

1. Reading of books and/or articles on the process and purpose of reading and writing in an academic setting
2. Reading and evaluation of student's own work and that of peers
3. Written reflections and self-evaluations

Discipline(s)

English as a Second Language (ESL) or English as a Second Language (ESL): Noncredit