

ESL 255/455 Course Syllabus
Fall 2024 Quarter

Instructor: Mrs. Modirzadeh (Mrs. Modir)

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Class Time: 9:30 am-12:20 pm

Office hours: M-Th 9am- 9:30 am

Location: L34

Final Exam Day: December 9th

Final Exam Time: 9:15 am-11:15 am

FOG: ESL 255/455 W4KA-M3KA

Prerequisite: Qualifying score on English as a Second Language Placement Test; or ESL 244/444 with a grade of C or better.

How to contact me:

I am available via email during business hours (9 am- 5Pm) Monday through Friday. Any emails that come to me after 5 pm will be responded to the following business day.

Learning Outcomes and Objectives

Course Objectives

- Demonstrate reading comprehension for both content and organization of high-intermediate reading materials by using a variety of reading skills.
- Expand high frequency words, academic vocabulary, and idioms.
- Demonstrate knowledge and skills in using high intermediate sentences and paragraphs free of major/global errors that interfere with meaning.
- Write organized and well-developed single and connected paragraphs of description, narration, and explanations that reflect diverse perspectives and demonstrate topic unity based on readings.
- Evaluate own writing for content, clarity, punctuation, spelling, and grammatical correctness by means of revision and editing.

CSLOs

- Develop high intermediate English reading comprehension skills and vocabulary building skills in extended written materials.
- Demonstrate understanding and usage of high intermediate vocabulary in readings and writing.
- Write well-developed, single and connected narrative, descriptive, and explanatory paragraphs demonstrating high intermediate grammar and vocabulary in response to reading materials.
- Evaluate own writing for rhetorical structure, clarity, organization, and grammatical correctness by means of revision and editing.

Outline

- A. Demonstrate reading comprehension for both content and organization of high-intermediate reading materials by using a variety of reading skills.
 1. Recognize, comprehend, and analyze main ideas and important supporting ideas in academic reading materials, including non-fiction and short fiction texts

2. Identify and analyze organization of ideas in academic reading materials
 3. Demonstrate critical thinking skills through class discussions and writing summaries of non-fiction reading selections
 4. Infer meaning
 5. Develop a variety of reading strategies such as pre-reading, skimming, scanning, and outlining
- B. Expand high frequency words, academic vocabulary, and idioms.
1. Use context clues to understand and use vocabulary
 2. Determine appropriate definition from the dictionary
 3. Identify denotative and connotative meanings
 4. Identify the meaning of common prefixes and suffixes
 5. Recognize and apply word roots to learn new vocabulary
 6. Use synonyms, antonyms, and collocations
- C. Demonstrate knowledge and skills in using high intermediate sentences and paragraphs free of major/global errors that interfere with meaning.
1. Review and use grammatical structures essential for sentence and paragraph level writing.
 - a. Basic tense review
 - b. Present perfect, present perfect progressive, past perfect, past perfect progressive
 - c. Adjective, adverb, and noun clauses
 - d. Passive voice and reported speech
 - e. Conditionals and modals with perfect aspect
 - f. Agreement, word forms, and word choice
 2. Use a variety of sentence types (simple, compound, complex), conjunctions, and transitional words to connect ideas in paragraphs.
- D. Write organized and well-developed single and connected paragraphs of description, narration, and explanations that reflect diverse perspectives and demonstrate topic unity based on readings.
1. Generate ideas through pre-writing activities such as listing, clustering, class discussions, and journaling.
 2. Develop details and support for topics with personal experience, examples, facts, and opinions.
 3. Identify essential paragraph elements such as idea development, topic unity, and cohesive devices in examples from texts, and/or student writing samples.
 4. Develop ideas for writing based on readings discussed in class.
 5. Practice paragraph structure using topic sentences, supporting sentences, and concluding sentences.
 6. Write multiple drafts to improve content, organization, coherence, and high intermediate grammar accuracy in verb tense, verb forms, word choice, word forms, spelling, and punctuation.
- E. Evaluate own writing for content, clarity, punctuation, spelling, and grammatical correctness by means of revision and editing.
1. Revise to improve content, organization, and grammar through guided peer reviews and instructor feedback.
 2. Edit own writing by focusing on specific grammar points such as verb tense, word forms, spelling, punctuation, and sentence variety.

Methods of Evaluation

- A. **Quizzes** on reading comprehension and vocabulary.

- B. A minimum of **two summaries** of reading selections that contain **main and supporting ideas** with appropriate grammar and vocabulary.
- C. **Graded vocabulary logs** that demonstrate understanding and usage of new vocabulary.
- D. Reader response paragraph-length journals that demonstrate understanding of reading materials.
- E. **Two in-class expository paragraphs** of which one is developed into a drafted take-home assignment. Additionally, **two take-home multi-drafted expository paragraph** assignments based on readings. In-class and take-home assignments should demonstrate high intermediate vocabulary and grammar as well as topic development, unity, cohesion, and appropriate structure and organization (topic sentence, support, and concluding sentence). Both the in-class and multi-drafted take-home paragraphs should be between 250-500 words in length.
- F. Editing **exercises and quizzes** in single sentences and connected paragraphs on mastery of concepts and usage of **grammar** points.
- G. **Midterm** and a comprehensive **final examination** which test reading comprehension, inferencing, vocabulary recognition and usage, and accuracy of high intermediate grammar points.

Essential Student Materials

Textbooks:

Fuchs, Marjorie and Margaret Bonner. Focus on Grammar 4 with MyEnglishLab. 5th revised ed. Pearson Education, 2016.

Smith, Lorraine C and Nancy Nici Mare. Reading for Today 4: Concepts for Today. 4th ed. Heinle/Cengage, 2017.

Materials:

1. Three ring binder
2. Three ring binder paper
3. Blue/Black pen
4. Highlighter
5. Whiteout

Assignment Groups and Weight

Summary Assignments	12%
Reading Comprehension and Vocabulary quizzes	12%
Vocabulary Log	4%
In Class Writing (Expository)	12%
Focus On Grammar	15%
Mid-Term Exam	15%
Final Exam	20%
Class Participation	10%

For schedule and due dates please refer to our class Canvas Modules.