



ESL Reading and Writing Program Manual

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ESL – English as a Second Language

LEVEL ONE

ESLR005 – Reading English as a Second Language I

0 credits 4.5 class hours

Prerequisite: ACT placement

	Placement Scores	Hours	Credits
COMPASS Exam	0 - 55	4.5	0

Goals, Objectives and Course Description

ESLR005 caters to the ESL student who has taken the CUNY COMPASS exam and has been placed in this level by his/her reading placement test score. This first level reading course is for students whose writing placement exams contain ESL patterns. The primary focus of this course is on the comprehension of written materials. Students receive considerable practice in analyzing paragraphs and expository texts in various academic disciplines. They identify the main idea, supporting details, and cohesive devices. Emphasis is also placed on extending students’ vocabulary. Although this course focuses on the comprehension of written texts, an integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent readers of Standard English. Students must pass the ESLR005 final exam to exit from this course.

The ESL students, in addition, will practice and improve their spoken English as well as comprehend the spoken words, engage in active reading/responding while becoming competent in fundamental college reading and study skills; understand the relationship between reading and writing while writing responses to varied reading materials; gain a multicultural perspective as a means of better understanding U.S. culture; and pass the final exam in reading, participate in class discussion, and complete assignments on time. Students who pass the course receive a P that stands for Pass. Those who fail to meet all criteria and fail the course receive an R that stands for Repeat.

Learning Outcomes

By the end of the semester students will be able to:

1. determine the meaning of unfamiliar words through the use of context;
2. recognize the topic, main idea, and supporting details of a selection of four to ten paragraphs;
3. make inferences and draw conclusions from short and long reading selections;
4. write formal and informal responses to varied readings;
5. outline and summarize short and long selections;
6. read orally with understanding and correct pronunciation;
7. make inferences and draw conclusions from short and long selections;
8. explore the values of another culture by reading and discussing at least one short story or novella and several selections from a different culture;
9. schedule study time;

10. apply test-taking skills;
11. use basic library and computer skills to do on-line searching.

Reading Skills

1. Preview reading to activate background knowledge
2. Prepare for main reading by reading introductory reading, taking a survey, and answering pre-reading questions
3. Identify and paraphrase the main idea
4. Identify and organize details of reading in a chart or flowchart
5. Read and understand charts
6. Organize notes in chart and outline forms
7. Analyze readings through True/False/Inference, Multiple Choice, and Short Answer questions
8. Use context clues to understand vocabulary
9. Read dictionary entries to select accurate definitions
10. Learn about and improve personal reading strategies

Critical Thinking Skills

1. Infer information from the text
2. Support answers or ideas with reasons and examples
3. Identify author's position, tone, and point of view
4. Identify and compare similarities and differences
5. Draw conclusions from statistics and graphs
6. Identify causes and effects
7. Identify problems and solutions
8. Draw conclusions from a reading
9. Interpret graphs and statistics from charts
10. Make inferences about author comments
11. Prioritize a list

Assessment Tools

1. Online central exercise bank
2. Web assessment program, Comfit Learning
3. In-class quizzes

ESLW005 – Writing English as a Second Language I

0 credits 4.5 class hours

Prerequisite: CATW placement

	Placement Scores	Hours	Credits
CATW	0 - 44	4.5	0

Goals, Objectives and Course Description

This first level ESL writing course is for students whose first language is other than English and whose placement scores demonstrate that they have achieved a degree of fluency in writing Standard English. The primary focus of this course is on sentence clarity and basic essay organization. However, the approach utilized will be an integrative learning model, emphasizing listening, speaking, reading, and writing, to help students become more linguistically competent in the writing of Standard English. Students read expository texts from various academic disciplines and compose, revise, and edit short essays. Students must pass the ESLW005 final exam to exit this course.

Students are encouraged to recognize writing as a process involving planning, writing, revising, and editing, develop an understanding of the interrelatedness of reading and writing, and pass the Final Essay Exam with an overall score of 10 and a minimum score of two in each category of the ESLW Writing Evaluation Scale: content, organization, sentence structure, grammar and mechanics. Students who pass the course receive a P that stands for Pass. Those, who fail to meet all criteria and fail the final exam, receive an R that stands for Repeat.

Learning Outcomes

By the end of the semester, students will be able to:

1. compose, revise, and proofread essays which emphasize the narrative form and are a minimum of 350 words;
2. develop well-organized and coherent paragraphs which contain topic sentences, supporting sentences, transitional devices, and terminators;
3. identify and correct problems related to the organization and coherence of the narrative essay;
4. complete in-class and out-of-class writing assignments on a weekly basis;
5. learn on-line searching and computer skills;
6. learn the research skills of note taking, outlining, and summarizing;
7. complete a single source research assignment;
8. compose well-constructed varied sentences: simple, compound, and complex;
9. identify and correct sentence structure problems: fragments, run-ons, comma splices, misplaced and dangling modifiers, wordiness, and faulty parallelism;
10. have a basic control over grammar and mechanics; and
11. identify and correct problems related to idiomatic structure and phrases, pronouns, verb forms, word choice, inflectional endings, written phonetic constructions, and mechanics.

Critical Thinking Skills

1. Write responses to reading materials that demonstrate clear understating of the author’s position, tone, and point of view
2. Make inferences about author comments
3. Support claims with reasons and examples from the text
4. Identify and compare similarities and differences
5. Draw conclusions from statistics and graphs
6. Interpret graphs and statistics from charts
7. Identify causes and effects
8. Identify problems and solutions
9. Draw conclusions from a reading

Assessment Tools

1. In-class quizzes
2. Midterm and final exams

Grading Rubric

All ESL essays are graded holistically in four categories: content, organization, sentence structure, and grammar and mechanics. Each category is rated on a three-point scale in the following manner:

1 – Need improvement 2. – Acceptable 3. – Good

- ESLW005 students must score a minimum of 2 in each category and receive a total of 10 to pass the exam.
- ESLW006 students must score a minimum of 3 in each category and receive a total of 12 to pass the exam.

	1 st Reader	2 nd Reader	3 rd Reader
CONTENT			
ORGANIZATION			
SENTENCE STRUCTURE			
GRAMMAR/MEC HANICS			
TOTAL=			

Content:

- a. The text is fluent and contains a minimum of 250 words.
- b. The writer responds to the assigned questions and does not make meaningless digressions or unrelated statements.
- c. The piece contains a central theme.
- d. The central theme is supported and not merely repeated.

Organization:

- a. There is a clear statement of topic and main idea.
- b. The events described are sequenced logically.
- c. A basic knowledge of paragraph development is evident.

Sentence Structure:

- a. The writer demonstrates an understanding of the boundaries of a sentence.
- b. The syntax shows little evidence of first language interference.
- c. Problems with wording and phrasing do not prevent the reader from grasping sentence meaning.

Grammar/Mechanics:

- a. Spelling errors do not interfere with meaning.
- b. Verb use does not interfere with either logic or meaning.
- c. Periods, capital letters, and paragraph indentations are generally used correctly.

LEVEL TWO**ESLR006 – Reading English as a Second Language II**

0 credits 4.5 hours

Prerequisite: Successful completion of ESR005 or a placement score of 56-69 on the COMPASS reading exam and evidence of ESL writing patterns.

Advanced Level – ESL006

	Placement Scores	Hours	Credits
COMPASS Exam	56 - 69	4.5	0

Goals, Objectives and Course Description

ESLR006 is the advanced level ESL Reading course that is designed primarily to help students pass the CUNY Compass/ESL Test on Reading. This ultimate goal is achieved by a careful and skills-oriented course design and discipline-based reading selections. The primary purposes are to help students build essential college reading skills and to guide their application in nine academic disciplines and two related workplaces. This course aims to show the relevance of college studies to events and issues in everyday life through the use of engaging readings. Course instructions are structured to help students develop basic vocabulary and comprehension skills, as well as inferential and critical reading and thinking skills. Student read content-specific materials to ready themselves for their respective majors and to practice the process approach to reading and reader response.

Learning Outcomes

By the end of the semester, students will be able to

1. determine the specific meanings of difficult, unfamiliar, or ambiguous words based on the surrounding context
2. understand and use specialized vocabulary (e.g. to be familiar with figurative language)
3. read orally with understanding and correct pronunciation
4. recognize paragraph patterns
5. analyze and interpret passages of ten or more paragraphs by recognizing the topic, main idea, and supporting details
6. make appropriate inferences
7. pose relevant questions about material explicitly stated in a passage
8. critically analyze and make predictions from a prose selection by making inferences and drawing conclusions
9. distinguish between fact and opinion
10. write formal and informal responses to varied readings
11. outline a selection
12. summarize short and long articles
13. use a study method (e.g. SQ3R)
14. be familiar with note-taking techniques
15. use appropriate test-taking skills
16. use appropriate library and computer skills for on-line searching

17. read and interpret photographs, graphics, graphic organizers (maps, etc.), charts, and diagrams
18. interpret graphs and statistics from a chart
19. draw conclusions from statistics and graphs
20. pass the CUNY Compass/ESL test on Reading with a score of 70 or higher

Reading Skills

1. Preview reading to activate background knowledge
2. Prepare for main reading by reading introductory reading, taking a survey, and answering pre-reading questions
3. Identify and paraphrase the main idea
4. Identify and organize details of reading in a chart or flowchart
5. Read and understand charts
6. Organize notes in chart and outline forms
7. Analyze readings through True/False/Inference, Multiple Choice, and Short Answer questions
8. Use context clues to understand vocabulary
9. Read dictionary entries to select accurate definitions
10. Learn about and improve personal reading strategies

Critical Thinking Skills

1. Infer information from the text
2. Support answers or ideas with reasons and examples
3. Identify author's position, tone, and point of view
4. Identify and compare similarities and differences
5. Draw conclusions from statistics and graphs
6. Identify causes and effects
7. Identify problems and solutions
8. Draw conclusions from a reading
9. Interpret graphs and statistics from charts
10. Make inferences about author comments
11. Prioritize a list

Assessment Tools

- CUNY Compass exam for ESL learners

ESLW006 – Writing English as a Second Language II

0 credits 4.5 class hours

Prerequisite: Successful completion of ESLW005 or a placement score of 45-55 on CUNY’s CATW writing test and show evidence of ESL writing patterns.

Advanced Level – ESLW006

	Placement Scores	Hours	Credits
CATW	45 - 55	4.5	0

Goals, Objectives, and Course Description

This second level writing course is for students whose first language is other than English. The primary focus of this course is on students’ mastery of the essay form. An integrative learning model is used to: *a*) enable students to read and analyze literary and expository essays, and *b*) use a variety of rhetorical models as they compose, revise, and edit essays. In addition, students review diction, word order, use of tenses, control of articles and prepositions, and idiomatic expressions. Students must pass the departmental final to exit this course.

Learning Outcomes

By the end of the semester, students will be able to

1. identify key ideas within a reading passage
2. annotate a text
3. write a brief summary of key ideas in a reading
4. demonstrate basic critical thinking and ability to analyze texts.
5. identify a key idea in a reading passage and present a clearly written response to that idea
6. write an expository essay that is well organized and shows connections between ideas.
7. support ideas with relevant personal experience, readings, schoolwork, and/or other sources of information
8. demonstrate competence in sentence construction, sentence variety, and word choice.
9. demonstrate correct usage, grammar, and mechanics
10. proofread and edit CATW responses

Assessment Tools

- CUNY Exit Test: CATW

Scoring the CATW Exam

The CATW exam is scored by two independent and certified CATW scorers. It is assessed according to a scoring rubric that is divided vertically into 6 score points, 1 being the lowest and 6 being the highest, and horizontally into five domains. Below is the scoring scale, or rubric, that is used to score the CATW exam.

	Critical Response to Writing Task and the Text	Development of Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, Mechanics
6	<ul style="list-style-type: none"> • A thoughtful and insightful response to the task effectively integrates a critical discussion of ideas in the text and relevant elements of the writer's reading and experience. • The discussion demonstrates a thorough understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> • Ideas are fully developed and approaches to development (e.g., summarizing, evaluating, narrating) are used skillfully to support and convey the writer's ideas throughout the response. • Reasons and specific details and examples from the text and from the writer's reading and experience are used effectively to develop ideas. 	<ul style="list-style-type: none"> • Organization demonstrates a well-designed progression of ideas that supports the writer's central focus and the clarity of ideas throughout the response. • Sophisticated and effective use of transitions conveys relationships among ideas throughout the response. 	<ul style="list-style-type: none"> • Sentences are consistently well-controlled with effective variety in structure. • Word choice is sophisticated, precise, and effectively conveys the writer's ideas throughout the response. 	<ul style="list-style-type: none"> • Though there may be a few errors in grammar, usage and mechanics, strong command of language is apparent and meaning is clear throughout the response.
5	<ul style="list-style-type: none"> • The response effectively integrates a critical discussion of ideas in the text and relevant elements of the writer's reading and experience. • The discussion demonstrates a good understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> • Ideas are well-developed and approaches to development (e.g., summarizing, evaluating, narrating) are usually used skillfully to support and convey the writer's ideas. • Reasons and specific details and examples from the text and from the writer's reading and experience are usually used effectively to develop ideas. 	<ul style="list-style-type: none"> • Organization generally demonstrates a clear plan with some progression of ideas that supports the writer's central focus and the clarity of the writer's ideas. • Transitions clearly convey relationships among ideas throughout the response. 	<ul style="list-style-type: none"> • Sentences are usually well controlled and there is some effective variety in structure. • Word choice is usually specific and usually effective in conveying the writer's ideas. 	<ul style="list-style-type: none"> • Though there may be a few errors in grammar, usage and mechanics, good command of language is apparent and meaning is usually clear.
4	<ul style="list-style-type: none"> • The response competently integrates a critical discussion of ideas in the text and relevant elements of the writer's reading and experience. • The discussion consistently demonstrates an 	<ul style="list-style-type: none"> • Most ideas are competently developed and approaches to development (e.g., summarizing, evaluating, narrating) are competently used to support and convey the writer's 	<ul style="list-style-type: none"> • An organizational structure is evident and competently supports the writer's central focus and the clarity of ideas. Relevant ideas are grouped together and there may be some evidence of 	<ul style="list-style-type: none"> • Most sentences demonstrate competent control and there is a little structural variety to support the clarity of ideas. • Word choice is somewhat general but clearly conveys 	<ul style="list-style-type: none"> • Language use is competent. Grammar, usage, and mechanics are mostly correct and meaning is usually clear.

	understanding of the main ideas and of some of the complexity in the text.	ideas. <ul style="list-style-type: none"> Reasons and specific details and examples from the text and from the writer's reading and experience are competently used to develop ideas. 	progression of ideas. <ul style="list-style-type: none"> Though often simple and obvious, transitions are usually used to convey relationships among ideas. 	meaning.	
3	<ul style="list-style-type: none"> The response integrates some ideas from the text and some relevant elements of the writer's reading and experience, but may do so in an uneven manner. The response demonstrates some understanding of the main ideas in the text, but understanding is superficial or incomplete. 	<ul style="list-style-type: none"> Development of ideas is general or uneven, but approaches to development sometimes support the clarity of the writer's ideas. The response uses some reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas. 	<ul style="list-style-type: none"> The response uses a basic or uneven organizational structure that sometimes supports the writer's central focus and the clarity of ideas. For the most part, relevant ideas are grouped together. Some simple and obvious transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentence control is uneven, but there is some structural variety to support the clarity of ideas. Word choice is simple but usually clear enough to convey meaning. 	<ul style="list-style-type: none"> Command of language is uneven. Grammar, usage and mechanics are usually correct, but some errors are distracting and may occasionally impede understanding.
2	<ul style="list-style-type: none"> There is little integration of ideas from the text and elements of the writer's reading and experience. The response demonstrates a weak understanding of the main ideas in the text. 	<ul style="list-style-type: none"> Development of ideas is weak, and there may be little use of relevant approaches to development. If present, reasons, details and examples from the text and from the writer's reading and experience are brief, general, inadequately developed, or not clearly relevant. 	<ul style="list-style-type: none"> The response shows an attempt to create a central focus and to put related ideas together, but relationships among ideas may be unclear. Few, if any, transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentences demonstrate weak control and there is little, if any, sentence variety to support clarity. Word choice is simple and sometimes meaning is not clear. 	<ul style="list-style-type: none"> The response demonstrates a weak command of language. Grammar, usage and mechanics are sometimes correct, but errors are often distracting and some impede understanding.
1	<ul style="list-style-type: none"> There is minimal, if any, integration of ideas from the text and elements of the writer's reading and experience. The response demonstrates little, if any, understanding of the main ideas in the text. 	<ul style="list-style-type: none"> There is minimal or no development of ideas and little, if any, use of relevant approaches to development. If any reasons, details or examples from the text or from the writer's reading and experience are present, these elements are brief, general, undeveloped or irrelevant. 	<ul style="list-style-type: none"> There may be an attempt to group related ideas together, but the main focus of the response is unclear. Transitions are rarely used. 	<ul style="list-style-type: none"> Sentences demonstrate minimal or no control. Word choice is often unclear and often obscures meaning. 	<ul style="list-style-type: none"> The response demonstrates minimal command of language. Grammar, usage and mechanics are often incorrect and errors frequently impede understanding.