

ESL-108: ESL COLLEGE COMPOSITION AND READING

Effective Term

Fall 2026

CC Approval

12/05/2025

AS Approval

12/11/2025

BOT Approval

12/18/2025

COCI Approval

03/05/2026

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English as a Second Language (ESL) (Master's Degree)	

Subject Code

ESL - English as a Second Language

Course Number

108

Department

English as a Second Language

Division

Language and Developmental Studies (LADS)

Full Course Title

ESL College Composition and Reading

Short Title

ESL College Comp and Reading

CB03 TOP Code

4930.87 - English as a Second Language - Integrated

CIP Code

16.1701

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Added distance education option.

SECTION B - Course Description

Catalog Course Description

This course provides an integrated approach to reading and writing for highly advanced English-language learners to prepare them for transfer-level English. Students will engage in college level work; practice critical reading, writing, and thinking skills; and improve their vocabulary and study skills. Students will also actively engage with their peers, read and interact with a variety of college-level texts, and complete both formal and informal writing assignments connected to these readings. The course will also cover grammar concepts and revision and editing methods specific to English-language learners.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Completion of ESL-85 with a minimum grade of C or appropriate placement.

SECTION D - Course Standards

Is this course variable unit?

No

Units

5.00

Lecture Hours

90.00

Outside of Class Hours

180

Total Contact Hours

90

Total Student Hours

270

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Compose a 500-600 word unified, coherent, well-supported and grammatically correct essay that has an introduction, body paragraphs and conclusion and is reasonably free from errors.
2.	Formulate an effective thesis, as well as convincing arguments to support the thesis.
3.	Think, read and write critically in English.
4.	Demonstrate ability to summarize, paraphrase, and critically read and discuss a variety of advanced level texts, including full-length works of fiction, non-fiction and textbook selections.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Write expository essays of 500-600 words that have an introduction, a focused thesis, well-developed and supported body paragraphs and a conclusion.
2.	Demonstrate in writing a variety of rhetorical and stylistic conventions of English language essays with effective support of ideas.
3.	Revise and edit to achieve clarity of ideas and correctness of grammar, including correcting punctuation and mechanics, sentence boundaries, fragments, comma splices, run-on sentences, subject/verb agreement, verb tenses and spelling error.
4.	Achieve unity and coherence in written essays that use the following correctly and relatively free of error: conjunctions and sentence connectors; transitional devices; synonyms and pronouns; and sentence variety.
5.	Develop a unique voice in writing.
6.	Apply the steps of the writing process, including generating ideas, drafting, and revising in response to peer and instructor feedback.
7.	Demonstrate an integration of critical thinking, reading, and writing.
8.	Cite, quote, and paraphrase outside sources.
9.	Analyze and critique fiction and nonfiction college-level texts for central ideas and basic organizational structures, and integrate them meaningfully into formal essays.
10.	Apply reading and pre-reading strategies and techniques to read, comprehend and recall college-level texts.
11.	Recognize and identify assumptions, purpose, and implications in a text.
12.	Use reading strategies to improve writing and vocabulary development.
13.	Identify campus resources for college success.

Course Content

1. Writing Skills & Strategies
 - a. Prewriting techniques
 - b. Idea generation (i.e. brainstorming)
 - c. Drafting, revising, and editing
 - d. Creating outlines
 - e. Paragraph development
 - f. Choosing and narrowing a topic
 - g. Topic sentences
 - h. Supporting details
 - i. Moving from the general to the specific
 - j. Peer review
2. Essay structure and development
 - a. Thesis statements
 - b. Topic sentences
 - c. Paragraph development (e.g. details, evidence)
 - d. Transitions
 - e. Introduction, body, conclusion
 - f. Unity and coherence
 - g. Appropriate citation, quotation, and paraphrasing of outside sources
 - h. Direct and indirect quotations
 - i. Avoiding plagiarism

3. Essay and paragraph organization
 - a. Sentence variety
 - b. Conjunctions and sentence connectors
 - c. Transitional phrases and sentences
 - d. Synonyms and pronouns
4. Advanced grammar and mechanics skills & strategies:
 - a. Coordination and subordination
 - b. Avoiding sentence fragments, run on sentences, and comma splices
 - c. Verb tenses and verb forms
 - d. Subject /verb agreement
 - e. Plural word endings
 - f. Count vs. non-count nouns
 - g. Articles and determiners
 - h. Punctuation, capitalization, and spelling
 - i. Syntax
5. Reading Skills & Strategies
 - a. Skimming and Scanning
 - b. Methods for textual comprehension (e.g. annotation, graphic organization, reading responses)
 - c. Summary and summary response
 - d. Identifying figurative language (e.g. metaphors, similes, analogies) and varieties of tone (e.g. irony, humor)
 - e. Identifying main and supporting ideas
 - f. Identifying thesis statements and topic sentences
 - g. Drawing inferences
 - h. Recognizing patterns of development in essays
 - i. Analysis and critique of a full length work of fiction or non-fiction
 - j. Using contextual clues and dictionary skills to expand vocabulary

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	In-class and homework writing assignments.
Discussion	Students will participate in pair, group, or whole class discussions (written or oral) to analyze and critique written texts and reading assignments.
Individualized Instruction	Students are directed to Success Centers for individualized support with specific, identified skill needs.
Lecture	Teacher leads discussion to introduce new material. Group work: Students actively participate in groups to complete classroom exercises and activities. Peer Review: Students review and critique each other's writing. Practical: Students practice and apply material learned through a variety of exercises and activities.
Other	Students will engage a variety of instructional modes, including lectures, discussion and collaborative group work. Multi-media tools, including recordings, podcasts, film, and documentaries may be encountered. Delivery of content will be balanced with hands-on practice of writing and response.

Online Adaptation

Types	Examples of learning activities
Activity	
Directed Study	
Discussion	
Group Work	
Lecture	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards

E-mail Communication
Telephone Conversations
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Grammar, vocabulary, reading and in-class essay exams.
Quizzes	Grammar, vocabulary, and reading comprehension quizzes.
Essays/Papers	Papers, such as response essays, compare contrast essays, thesis driven argument essays, literary analysis or response essays, written at home or in class to prepare students for transfer level English. Low stakes writing such as journaling, free-writing, and reading responses.
Work Assessments	Grade will be based upon: 1. Four compositions and other writings as assigned. 2. Grammar quizzes 3. Vocabulary quizzes 4. Journal activities 5. In-class essay final exam

Assignments

Reading Assignments

In addition to reading all selections from assigned texts, students will read a full-length work of fiction or non-fiction.

Example: Do the assigned reading in *The Giver* and prepare a presentation in which you summarize the main events. Then, discuss and analyze how one of the following themes are present in the reading (family, freedom, or sacrifice). Use quotations from the book to support your analysis.

Example: Read and annotate the article, "Have Smartphones Destroyed a Generation?" by Joan M. Twenge. Identify main points; mark and differentiate information that has empirical support and information that is personal or subjective.

Writing Assignments

Students will write four essays which range from 300-600 words, a critique of a full-length work of fiction or non-fiction, and they will maintain a journal.

Example: Think of an important decision that you have made and discuss either your reasons for making this decision or the consequences of it in a five-paragraph essay. You need to have three reasons or three consequences. Your essay should follow the model of the "five paragraph essays" we have analyzed in class. The introductory paragraph must introduce your topic and contain your thesis statement. Each of the three body paragraphs must have a clear topic sentence that focuses on one point of the thesis. The fifth paragraph is your conclusion.

Example: Write a 3-5 page essay with a clear, arguable thesis that takes a stand on the effect of smartphones. Use paraphrases and quotations from the articles we have read to support your thesis and ideas.

Example: Write a book review of *The Namesake* (Jhumpa Lahiri) which contains a summary of the story, a discussion of one of the major themes of the novel that has been discussed in class, and a personal assessment of the novel. The summary of the novel must introduce the main characters, describe the setting, and explain the major elements of the plot.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Azar, B. S., and Stacey A. Hagen

Title

Understanding and Using English Grammar

Edition/Version

5th

Publisher

Pearson Education ESL

Year

2016

Material Type

Textbook

Author

Lane, J. and Ellen Lange

Title

Writing Clearly: Grammar for Editing

Edition/Version

3rd

Publisher

Heinle ELT

Year

2011

Material Type

Textbook

Author

Lowry, Lois

Title

The Giver

Edition/Version

1st

Publisher

HMH Books for Young Readers

Year

1993

Material Type

Textbook

Author

Lahiri, J.

Title

The Namesake

Publisher

Mariner Books

Year

2007

Material Type

Textbook

Author

Meyers, A.

Title

Longman Academic Writing Series 5: Essays to Research Papers

Edition/Version

1st

Publisher

Pearson Education ESL

Year

2013

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

Needs DEI Statement.

Course Codes (Admin Only)**CB00 State ID**

CCC000308226

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No