

ACADEMIC ESL CLASSES at Palomar College

ESL 45/NESL 945: Credit or noncredit course

This is a beginning course in reading and writing academic English for students whose first language is not English.

Students write: Academic paragraphs with topic sentences, examples and details. Paragraphs are one page to one and half pages in length.

At the end of the course, students will be able to:

- ✓ Find the main idea in a paragraph.
- ✓ Write an in-class paragraph using a topic sentence, examples, correct spelling, academic vocabulary and different sentence types.

ESL 105/NESL 975 Credit or noncredit course

Transfers for Elective Units at CSU and UC

ESL 105/NESL 975 is a course in reading and writing academic English for students whose first language is not English. This course emphasizes analytical and critical thinking skills through reading and writing as a process. This course reviews sentence-level grammar and its application to academic writing of summaries and development of paragraph organization and multiple-paragraph essays.

Students write: Academic paragraphs and multi-paragraph compositions with topic sentences, examples and details. Writing will include summary/response papers, one-paragraph papers, and essays. Essays will be 2-4 pages in length.

At the end of the course, students will be able to:

- ✓ Students will be able to write a clear, focused summary of an article. The summary should feature signature components of a summary, academic vocabulary, and appropriate grammar.
- ✓ Students will be able to write an organized, multi-paragraph essay that is on-topic and uses appropriate transitions, varied sentence types, and appropriate grammar.

**ESL 45/
NESL 945**



**ESL 105/
NESL 975**



ESL 106



**ESL 110
Transfer
Level
Composition**

ESL 106: Credit course

Transfers for Humanities at CSU and UC

ESL 106 is an ESL Humanities course in reading and writing academic English for students whose first language is not English. This course features practice in essay development using appropriate vocabulary and source support. It develops students' abilities to critically analyze and respond both objectively and subjectively to published materials from culturally diverse traditions. Topics include writing as a process, essay organization, rhetorical strategies, research strategies, synthesis of sources to support a writing topic, and critical reading. Readings provide exposure to a range of genres and a broader cultural understanding of the world.

Students write: A minimum of 6 academic, multi-paragraph essays with thesis statements, supporting paragraphs, support from outside sources, an introduction, and a conclusion. Multi-paragraph essays in this class are 3-5 pages in length.

At the end of the course, students will be able to:

- ✓ Students will be able to write an organized, detailed, multi-paragraph essay supported by multiple outside sources in response to selected readings. The essay should feature varied sentence types, transitions, academic vocabulary, appropriate grammar, and appropriate citations.
- ✓ Students will be able to write a summary response after reading an article. The summary should feature signature components of a summary, a response that reacts to an idea found in the article, academic vocabulary, and appropriate grammar.

ESL 110: Credit course 4 units

****Transfers for English Composition to UC/CSU****

ESL 110 is an introduction to college-level written English for non-native speakers of English. This course emphasizes critical reading, critical thinking, expository and argumentative writing, and library research techniques. This course includes a close examination of a variety of texts from culturally diverse traditions.

Students write: A minimum of 6,000 words of formal writing is required. Students will write 6-10 essays of at least 800 words each including a minimum of two in-class, timed writing assignments.

Essay writing will include: a maximum of two expository, personal essays; at least two argumentative essays; a synthesis essay; and a research paper of at least 2,000 words. Other writing may include: summaries, analysis, reading responses, journal writing, and other genre writing.

At the end of the course, students will be able to:

- ✓ The student will demonstrate the ability to read, comprehend, and analyze college-level writing and respond with thesis-driven analytic essays, scored according to a rubric for appropriate and adequate development and clarity of language and critical thinking.
- ✓ Students will be able to critically analyze and summarize college-level texts. Summary and analysis will be scored according to a rubric.

**ESL 45/
NESL 945**



**ESL 105/
NESL 975**



ESL 106



**ESL 110
Transfer Level
Composition**