

**Course Outline**

**COURSE:** ESL 537                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:** 11/10/2020

**SHORT TITLE:** READ-WRITE II

**LONG TITLE:** Integrated Reading, Writing II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
6	18	Lecture:	6	108
		Lab:	0	0
		Other:	0	0
		Total:	6	108

**COURSE DESCRIPTION:**

This is the second course in a series of integrated skills courses designed to continue the development of reading, writing and grammar skills of low-intermediate ESL students. The course focuses on vocabulary development through the application of different reading strategies to a variety of selections of topics of interest to academically-bound students. It also involves the practice and refinement of sentence and paragraph skills, structure and pronunciation. **PREREQUISITE:** ESL 527 or ESL Assessment Recommendation.

**PREREQUISITES:**

Completion of ESL 527, as UG, with a grade of C or better.

OR

Score of 1 on Intermediate I

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

## SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## STUDENT LEARNING OUTCOMES:

1. Demonstrate reading skills such as identifying the main idea and supporting details, making inferences, and drawing conclusions.

Measure of assessment: Classroom exercises, tests, homework assignments.

Year assessed, or planned year of assessment: 2017

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition

2. Use context clues, parts of speech, and affixation to understand new vocabulary.

Measure of assessment: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2017

Institution Outcome Map: 1. Communication, 2. Cognition

3. Read, recognize and write affirmative and negative statements and questions using the following verb tenses: simple present, present continuous, past continuous, simple past, and future.

Measure of assessment: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2017

Institution Outcome Map: 1. Communication, 2. Cognition, 7. Content Specific

4. Write simple and compound sentences within paragraphs utilizing the correct structure, word order and punctuation.

Measure of assessment: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2017

Institution Outcome Map: 1. Communication, 2. Cognition, 7. Content Specific

## CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/10/2020 - **DE MODIFICATION ONLY**

25 Hours

Participate in an introduction to the course and its requirements. Do ice-breaker activity to get to know the students. Read passages from the

textbook on a theme such as, "Your Personality", and do text work as follows:

Preview each reading via its title, visuals, and pre-reading questions. Answer

True/False, Multiple Choice, and Short

Answer questions. Skim readings for main

idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes.

Make

inferences and draw conclusions. Review the PRESENT CONTINUOUS, SIMPLE PRESENT and FUTURE tenses. Introduce form and punctuation of simple and compound sentences. TEST on reading and writing skills and grammar practiced during this first cycle of teaching.

#### STUDENT PERFORMANCE OBJECTIVES:

Activate any prior knowledge of a subject before reading about it. Distinguish between the main idea

and the details of a reading. Expand vocabulary through context clues. Identify and use the different parts of speech and word affixes.

Make inferences and draw conclusions. Compare and contrast forms and usage of

tenses. Construct yes/no and information questions and affirmative and negative statements. Use frequency adverbs. Differentiate action and non-action verbs.

Use TIME and IF CLAUSES in

the FUTURE. Express FUTURE time using PRESENT

CONTINUOUS and SIMPLE PRESENT. Write controlled paragraphs using the above

mentioned tenses and coordinating conjunctions. Punctuate simple and compound

sentences.

OUT-OF-CLASS ASSIGNMENTS: Do the assigned sentence writing, textbook readings, and exercises.

25 Hours

Read passages from the textbook on a theme such as, "Food", and do text

work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for main idea. Scan readings for specific

information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Make inferences and draw conclusions. Review the SIMPLE PAST tense and

introduce the PAST CONTINUOUS. TEST on reading and writing skills and grammar practiced during this second cycle of teaching.

#### STUDENT PERFORMANCE OBJECTIVES:

Activate any prior knowledge of a subject before reading about it. Distinguish between the main idea and the details of a reading.

Expand vocabulary through context clues. Identify and use the different parts of speech and word affixes.

Make inferences and draw conclusions. Compare and contrast forms and usage of tenses.

Construct yes/no and information questions and affirmative and negative statements. Use TIME CLAUSES in the past. Express past time using SIMPLE PAST and PAST CONTINUOUS. Write controlled paragraphs

using the above mentioned tenses. Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format.

OUT-OF-CLASS ASSIGNMENTS: Do the assigned paragraph writing, textbook readings, and exercises.

25 Hours

Read passages from the textbook on a theme such as, "Customs and Traditions", and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Make inferences and draw conclusions. Review NOUNS and PRONOUNS. TEST on reading and writing skills and grammar practiced during this third cycle of teaching.

STUDENT PERFORMANCE OBJECTIVES:

Activate any prior

knowledge of a subject before reading about it. Distinguish between the main idea and the details of a reading. Expand vocabulary through context clues. Identify and use the different parts of speech and word affixes.

Make inferences and draw conclusions. Compare and contrast forms and usage of tenses. Construct yes/no and information questions and affirmative and negative statements. Spell SINGULAR and PLURAL noun forms. Differentiate between COUNT and NONCOUNT nouns and use with

appropriate QUANTIFIERS (much, many, a little, a few, etc.). Identify the function of a noun in a sentence (SUBJECT, OBJECT, OBJECT OF A PREPOSITION). Use NOUNS AS ADJECTIVES. Substitute appropriate

PRONOUNS (SUBJECT, OBJECT, POSSESSIVE, REFLEXIVE, POSSESSIVE ADJECTIVES) for nouns. Analyze short paragraphs to decipher meaning and nuance. Write paragraphs using the above mentioned parts of speech.

Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format.

OUT-OF-CLASS ASSIGNMENTS: Do the assigned paragraph writing, textbook readings, and exercises.

25

Hours

Read passages from the textbook on a theme such as, "Famous People", and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Make inferences and draw

conclusions. Review ADJECTIVES and ADVERBS. TEST on reading and writing skills and grammar practiced during this fourth cycle of teaching.

**STUDENT PERFORMANCE OBJECTIVES:**

Activate any prior knowledge of a subject before reading about it. Distinguish between the main idea and the details of a reading. Expand vocabulary through context clues. Identify and use the different parts of speech and word affixes. Make inferences and draw conclusions. Compare and contrast the form, function and placement of ADJECTIVES and ADVERBS in a sentence. Analyze short paragraphs to decipher meaning and nuance. Use SINCE, FOR, ALREADY, YET, STILL and ANYMORE. Write controlled paragraphs using the above mentioned parts of speech and tense. Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format.

OUT-OF-CLASS ASSIGNMENTS: Do the assigned paragraph writing, textbook readings, and exercises.

6 Hours

REVIEW various parts of course content depending on student need.

STUDENT PERFORMANCE OBJECTIVES: Review and practice reading skills taught.

Read, write and correctly punctuate simple and compound sentences utilizing the verb tenses and other parts of speech studied in the course. Manipulate sentence forms (questions, negatives, affirmatives).

OUT OF CLASS ASSIGNMENTS: Do the assigned textbook reading and exercises.

2 Hours

**METHODS OF INSTRUCTION:**

Reading, lecture, discussion, pair work, small and large group activities, written and oral textbook exercises, paragraph writing in controlled and free contexts, reading and analysis of model paragraphs, self-evaluation, test feedback.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 35 % Written Homework

Objective examinations

Percent of total grade: 60.00 %

Percent range of total grade: 60 % to 80 % Multiple Choice; True/False; Matching Items; Completion

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: Textbook exercises.

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Recommended Representative Textbooks

Sarah Lynn. Q: Skills for Success Reading and Writing - Book 1. Oxford,2015.

Or other appropriate college level text.

ISBN: 978-019-475622-8

Reading Level of Text, Grade: Integrated ESL Beginning High (From the ESL CB 21 Rubric) Verified by:  
Nicole Cisneros

Recommended Other Texts and Materials

Use a grammar book to supplement grammar topics, such as:"More Grammar Practice Book 2 (First Half)",  
2nd Edition, published by Heinle Cengage Learning, and"Grammar in Context Book 2 (First Half)", 6th  
Edition, by Sandra Elbaum, also published by Heinle Cengage Learning.

Azar's Fundamentals of English Grammar and Reading for Your Information Book 2

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: E

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000503350

Sports/Physical Education Course: N

Taxonomy of Program: 493087