

Course Outline

COURSE: ESL 539 **DIVISION:** 70 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 03/12/2019

SHORT TITLE: INT READ-WRITE I

LONG TITLE: Intermediate ESL Reading, Writing I

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
8	18	Lecture:	8	Lecture:	144
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	8	Total:	144

COURSE DESCRIPTION:

This is the second course in a series of integrated skills courses designed to develop 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 punctuation. **PREREQUISITE:** ESL 527 or 727 or ESL Assessment Recommendation.

PREREQUISITES:

- Completion of ESL 527, as UG, with a grade of C or better.
- OR
- Completion of ESL 727, as NC, with a grade of P or better.

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

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.

Semester/Year assessed, or planned Semester/Year of assessment: 2021

2. Use context clues to guess at the meaning of new vocabulary.

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

Semester/Year assessed, or planned Semester/Year of assessment: 2021

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

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

Semester/Year assessed, or planned Semester/Year of assessment: 2021

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

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

Semester/Year assessed, or planned Semester/Year of assessment: 2021

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

Curriculum Approval Date: 03/12/2019

OUT-OF-CLASS ASSIGNMENTS: Written textbook assignments; assigned readings; paragraph writing; vocabulary memorization; online practice.

CONTENT Note: Themes may vary by textbooks, but they should be more academic focused, such as Psychology, Health, or Business. When introducing new vocabulary, also include word families, synonyms, antonyms, affixes, and idioms.

35 Hours

CONTENT: 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 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 parts of speech and affixes. Make inferences and draw conclusions. Begin a little reader which is modified for ESL students. Review the PRESENT CONTINUOUS, SIMPLE PRESENT and FUTURE tenses. Review form and punctuation of simple sentences and introduce 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.

33 Hours

CONTENT: Read passages from the textbook 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 parts of speech and affixes. Make inferences and draw conclusions. Continue with little readers. Review the SIMPLE PAST tense and introduce the PAST CONTINUOUS. Introduce writing as a process and logical division. Introduce a brainstorming technique, the outline, and the structure of a paragraph. 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. Using the writing process, write a logical division paragraph with a topic sentence, supporting sentences, and a concluding sentence.

33 Hours

CONTENT: Read passages from the textbook 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 parts of speech and affixes. Make inferences and draw conclusions. Continue with little readers. Introduce PRESENT AND FUTURE MODAL AUXILIARIES AND RELATED EXPRESSIONS to indicate different meanings: obligation, ability, permission, advice, politeness, and more. Review the writing process and introduce the narrative paragraph. 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 and use of modal auxiliaries (might, can) and related expressions (would rather, have to) to render different meanings. Construct yes/no and information questions and affirmative and negative statements. Analyze short paragraphs to decipher meaning and nuance. Write paragraphs using the structures mentioned above. Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format. Using the writing process, write a narrative paragraph with a topic sentence, supporting sentences, and a concluding sentence.

33 Hours

CONTENT: Read passages from the textbook 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 parts of speech and affixes. Make inferences and draw conclusions. Continue with little readers. Review ADJECTIVES and ADVERBS. Review COMPARATIVES and SUPERLATIVES. Review the writing process and introduce the descriptive paragraph. TEST on reading and writing skills and grammar practiced during this fourth cycle of teaching. Do a practice ungraded in-class timed writing.

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, ADVERBS, COMPARATIVES, and SUPERLATIVES in a sentence. Analyze short paragraphs to decipher meaning and nuance. Write controlled paragraphs using the above mentioned structures. Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format. Using the writing process, write a descriptive paragraph with a topic sentence, supporting sentences, and a concluding sentence.

8 Hours

CONTENT: 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). Write a paragraph using the writing process.

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 288

Assignment Description: (16 hours/week) Homework may include: written textbook assignments; assigned readings; paragraph writing; vocabulary memorization; online practice.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Written Homework, paragraph writing.

Objective examinations

REPRESENTATIVE TEXTBOOKS:

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

ISBN: 978-019-475622-8

Reading Level of Text, Grade: Low Intermediate ESL Verified by: Nicole Cisneros Recommended Other Texts and Materials

Recommended Other Texts and Materials

Haugnes and Maher's 2015 edition of "Northstar Reading and Writing Book 2" published by Pearson Longman. Heinle Cengage Learning's 2018 edition of "Pathways: Reading, Writing, and Critical Thinking - Book 1". Look into split editions of these texts. 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: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: C

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000608121

Sports/Physical Education Course: N

Taxonomy of Program: 493087