

Course Outline

COURSE: ESL 547 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 04/10/2017

SHORT TITLE: READ-WRITE III

LONG TITLE: Integrated Reading, Writing III

<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 third course in a series of integrated skills courses designed to expand the development of reading, writing, and grammar skills of high-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 further practice and refinement of sentence and paragraph skills, structure and punctuation. **PREREQUISITE:** ESL 537 or ESL Assessment Recommendation.

PREREQUISITES:

Completion of ESL 537, as UG, with a grade of C 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. Analyze and outline the main ideas and supporting details of a reading selection.

Measure: classroom exercises, tests, homework assignments

Year assessed or anticipated year of assessment: 2018

2. Interpret the ideas and concepts in a reading and make inferences.

Measure: classroom exercises, tests, homework assignments

Year assessed or anticipated year of assessment: 2018

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, present perfect, present perfect continuous, present tense modals, gerunds, and infinitives.

Measure: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2018

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

Measure: Measure: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2018

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

Curriculum Approval Date: 04/10/2017

25 Hours

CONTENT:

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

passages in the textbook on a theme such as, "Symbols", 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. Introduce the differences between topic, topic sentence, main idea and summary. Review the PRESENT CONTINUOUS , SIMPLE PRESENT, SIMPLE PAST, PAST CONTINUOUS , SIMPLE

FUTURE tenses and MODALS.

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

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.

25 Hours

CONTENT: Read passages in the textbook on a theme such as, "Customs", 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 differences between topic, topic sentence, main idea and summary. Review the PRESENT PERFECT and introduce the PRESENT PERFECT CONTINUOUS tense.

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. Make

inferences and draw conclusions. Organize the information and use it to formulate a summary. Expand vocabulary through context clues. Identify and use the different parts of speech and word affixes.

Compare and contrast forms and usage of tenses. Construct yes/no and information questions and affirmative and negative statements. Use the simple and progressive forms of the PRESENT PERFECT and PAST

PERFECT.

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

25 Hours

CONTENT: Read passages in the textbook on a theme such as, "Mind and Body", 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. Distinguish facts from opinion. Review the differences between topic, topic sentence, main idea and summary. Introduce GERUNDS and INFINITIVES. 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. Make inferences and draw conclusions. Organize the information and use it to formulate a summary. Expand vocabulary through context clues. Identify and use the different parts of speech and word affixes. Compare and contrast forms and usage of tenses. Construct yes/no and information questions and affirmative and negative statements. Identify GERUNDS and INFINITIVES in sentences and analyze their functions.

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

25 Hours

CONTENT: Read passages in the textbook on a theme such as, "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. Distinguish facts from opinions. Introduce ADJECTIVE CLAUSES (who, whom, whose, which, and that); COMPARATIVE, SUPERLATIVE and EQUALATIVE forms of 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. Make inferences and draw conclusions. Organize the information and use it to formulate a summary. Expand vocabulary through context clues. Identify and use the different parts of speech and word affixes. Compare and contrast forms and usage of tenses. Construct yes/no and information questions and affirmative and negative statements. Use ADJECTIVE CLAUSES and the COMPARATIVE,

SUPERLATIVE, AND EQUALATIVE forms of adjectives and adverbs.

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

6 Hours

CONTENT: REVIEW various parts of course content depending on student need.

STUDENT PERFORMANCE OBJECTIVES: Review reading skills taught. Read, write and correctly punctuate simple, compound and complex 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

OUT OF CLASS ASSIGNMENTS:

Assignment Description: Textbook exercises.

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: 15.00 %

Percent range of total grade: 15 % to 30 % Written Homework; Reading Reports; Other: Short compositions

Skill demonstrations

Percent of total grade: 5.00 %

Percent range of total grade: 5 % to 20 % Class Performance/s; Performance Exams

Objective examinations

Percent of total grade: 60.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Recommended Representative Textbooks

McVeigh and Bixby. Q: Skills for Success Reading and Writing - Book 2. Oxford,2015.

Or other appropriate college level text

ISBN: 978-019-481870-4

Reading Level of Text, Grade: Integrated ESL Low Intermediate (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 (Second Half)", 2nd Edition, published by Heinle Cengage Learning, and "Grammar in Context Book 2 (Second Half)", 6th Edition, by Sandra Elbaum, also published by Heinle Cengage Learning.

For Your Information Book 3 for a reading text. Novel options: The Circuit; Two Kill a Mockingbird

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: D
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000503352
Sports/Physical Education Course: N
Taxonomy of Program: 493087