

**Course Outline**

**COURSE:** ESL 549                      **DIVISION:** 70                      **ALSO LISTED AS:**

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

**SHORT TITLE:** INT READ-WRITE II

**LONG TITLE:** Intermediate ESL Reading, Writing II

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 third course in a series of integrated skills courses designed to continue to develop 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 737 or ESL 539 or ESL 739 or ESL Assessment Recommendation.

**PREREQUISITES:**

- Completion of ESL 537, as UG, with a grade of C or better.
- OR
- Completion of ESL 539, as UG, with a grade of C or better.
- OR
- Completion of ESL 737, as NC, with a grade of P or better.
- OR
- Completion of ESL 739, 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. 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

2. Analyze and outline the main ideas and supporting details of a reading selection.

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

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

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

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

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

4. 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, past perfect, past perfect continuous, present/future/past tense modals, gerunds, infinitives, and adjective clauses.

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.

38 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 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 short piece of literature (6th-8th grade level) such as *The Circuit* by Francisco Jimenez. Review the PRESENT CONTINUOUS, SIMPLE PRESENT, SIMPLE PAST, PAST CONTINUOUS, SIMPLE FUTURE tenses and PRESENT/FUTURE MODALS. Introduce PAST MODALS. Introduce the concept of READ AND RESPOND which involves summarizing and paraphrasing a reading. TEST on reading and writing skills and grammar practiced during this first cycle of teaching. Participate in a counselor-led introduction to the Kickstart Orientation and a Campus Tour.

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. Analyze short paragraphs to decipher meaning and nuance. Write sentences using PAST MODALS. Read a text and respond to it.

32 Hours

**CONTENT:** Read passages in 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 literature. Introduce the PRESENT PERFECT, PRESENT PERFECT CONTINUOUS, PAST PERFECT and PAST PERFECT CONTINUOUS tenses. Review writing as a process, brainstorming techniques, the outline, and the structure of a paragraph. Introduce complex sentences. Introduce the comparison/contrast paragraph. Introduce peer review. TEST on reading and writing skills and grammar practiced during this second cycle of teaching. Participate in a counselor-led follow-up session to the Kickstart Orientation.

**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. Analyze paragraphs to decipher meaning and nuance. Use the simple and progressive forms of the PRESENT PERFECT and PAST PERFECT. Using the writing process, write a comparison/contrast paragraph with a topic sentence, supporting sentences, and a concluding sentence. Do a guided peer review. Make an appointment with a counselor to create an Educational Plan.

32 Hours

**CONTENT:** Read passages in 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. Distinguish facts from opinion. Continue with literature. Introduce GERUNDS and INFINITIVES. Review writing as a process, brainstorming techniques, the outline, and the structure of a paragraph. Review and introduce more complex sentences. Introduce the cause/effect paragraph. Do a peer review. 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. Using the writing process, write a cause/effect paragraph with a topic sentence, supporting sentences, and a concluding sentence.

32 Hours

**CONTENT:** Read passages in 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. Distinguish facts from opinions. Continue with literature. Introduce ADJECTIVE CLAUSES (who, whom, whose, which, and that). Review the writing process. 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. Using the writing process, write a paragraph about a topic that incorporates adjective clauses. Do a graded in-class timed writing.

8 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). Review the steps in 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.

Complete Kickstart Orientation online and meet with a counselor to create or update an Ed Plan.

**METHODS OF EVALUATION:**

Objective examinations

Percent of total grade: 60.00 %

Multiple Choice; True/False; Matching Items; Completion.

Writing assignments

**REPRESENTATIVE TEXTBOOKS:**

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

ISBN: 978-019-481870-4

Reading Level of Text, Grade: High Intermediate ESL Verified by: Nicole Cisneros

Recommended Other Texts and Materials

**Recommended Other Texts and Materials**

Barton and Dupaquier's 2015 edition of "Northstar Reading and Writing Book 3" published by Pearson Longman. Heinle Cengage Learning's 2018 edition of "Pathways: Reading, Writing, and Critical Thinking - Book 2". Look into split editions of these texts. 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: N

Program Status: 1 Program Applicable

Special Class Status:

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: B

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 493087