

Course Outline

COURSE: ESL 727 DIVISION: 90 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2017 CURRICULUM APPROVAL DATE: 02/27/2017

SHORT TITLE: NC READ-WRITE I

LONG TITLE: NC Integrated Reading, Writing I

| Units | Number of Weeks | | Contact Hours/Week | | Total Contact Hours |
|-------|-----------------|----------|--------------------|----------|---------------------|
| 0 | 18 | Lecture: | 6 | Lecture: | 108 |
| | | Lab: | 0 | Lab: | 0 |
| | | Other: | 0 | Other: | 0 |
| | | Total: | 6 | Total: | 108 |

COURSE DESCRIPTION:

This is the first course in a series of integrated skills courses designed to develop the reading, writing and grammar skills of ESL students. This beginning course focuses on vocabulary development, basic reading strategies and comprehension, basic grammar and beginning writing skills (sentence level and basic paragraphs.) The aim of this course is to assist beginning level students in becoming more literate while participating in holistic reading and writing activities based on engaging multicultural topics. **ADVISORY:** ESL Assessment Recommendation

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Identify the main idea and supporting details of a reading.

Measure of assessment: classroom exercises, tests

Year assessed, or planned year of assessment: 2017

2. Employ context clues to derive meaning of new vocabulary.

Measure of assessment: classroom exercises, tests

Year assessed, or planned year of assessment: 2017

3. Write simple sentences and very basic paragraphs using correct structure, word order and punctuation.

Measure of assessment: classroom exercises, tests

Year assessed, or planned year of assessment: 2017

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

Measure of assessment: classroom exercises, tests

Year assessed, or planned year of assessment: 2017

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

Curriculum Approval Date: 02/27/2017

10 Hours

Content: Orientation to class. Explanation of green sheet, class requirements and procedures. Student introductions and ice-breaker

activity. Focus on a theme such as "cultural celebrations or holidays". Do pre-reading activities to activate prior knowledge, use context clues to decipher meaning of new vocabulary, read a simple passage to find the main idea and supporting details, and do post-reading comprehension exercises. Review simple sentence structure and punctuation. Introduce simple present tense affirmative and negative statements.

Student Performance Objectives (SPO): State class requirements and objectives. Introduce oneself to classmates. Talk about a pre-reading photo. Read a passage and guess at new vocabulary using context clues. Identify the main idea and supporting details. Write simple present tense affirmative and negative sentences using correct word order and punctuation.

Out-of-Class

Assignments: Do assigned textbook pages and write simple present tense sentences.

7 Hours

Content: Read a second passage/short story focusing on the theme of "cultural celebrations or holidays". Do "pre" and "post" activities including: pre-reading questions, vocabulary from context, main idea and detail questions, and comprehension exercises. Continue simple sentence work, including: subjects, objects, complements, and punctuation and capitalization rules. Introduce the basic format of a simple paragraph. Write simple present tense yes/no and information questions. TEST ON SIMPLE PRESENT TENSE, the format of a basic paragraph and basic reading, vocabulary and comprehension skills.

Student Performance Objectives (SPO): Ask and answer pre-reading questions. Read a passage and guess at

new vocabulary using context clues. Identify main idea and supporting details. Write simple present tense "yes/no" and "information" questions using correct word order and punctuation. Write a very basic controlled paragraph about a cultural celebration or holiday.

Out-of-Class Assignments: Do assigned textbook pages, write simple present tense questions, and write a simple guided paragraph.

7 Hours

Content: Focus on a theme such as "places". Do pre-reading activities, vocabulary from context, main idea and detail questions and comprehension exercises. Continue simple sentence work with a focus on adjectives. Write a basic guided paragraph.

Student Performance Objectives (SPO): Ask and answer pre-reading questions. Read a passage and guess at new vocabulary using context clues.

Identify main idea and supporting details. Use adjectives while writing simple present tense sentences and a short, guided "descriptive" paragraph about a special place.

Out-of-Class Assignments: Do

assigned textbook pages and write simple present tense sentences and/or guided paragraph using adjectives.

7 Hours

Content: Read a second passage/short story focusing on the theme of "places" and do pre-reading activities, vocabulary from context, main idea and detail questions, comprehension and discussion exercises, continued sentence writing and guided paragraph writing with a focus on comparative and superlative adjectives. TEST ON ADJECTIVES and basic reading and vocabulary skills.

Student Performance Objectives (SPO): Ask and answer pre-reading questions. Read a passage and guess at new vocabulary using context clues. Identify main idea and supporting details. Discuss a reading. Write simple present tense sentences utilizing comparative and superlative adjectives. Write a short, guided paragraph about one's native country.

Out-of-Class Assignments: Do assigned textbook exercises and write simple present tense sentences using comparative and superlative adjectives.

7 Hours

Content: : Focus on a theme such as "health" or "psychology". Read a passage or short story and do pre-reading activities, vocabulary from context, main idea and detail questions, comprehension exercises, and sentence and guided paragraph writing. Write simple present tense sentences using frequency adverbs.

Student Performance Objectives (SPO): Ask and answer pre-reading questions. Read a passage and guess at new vocabulary using context clues. Identify main idea and supporting details. Write simple present tense sentences utilizing frequency adverbs. Write a guided paragraph based on the health or psychology topic covered.

Out-of-Class Assignments: Do assigned textbook exercises.

7 Hours

Content: Read a second passage or short story based on the topic of "health" or "psychology" and do pre-reading activities, vocabulary from context, main idea and detail questions, comprehension exercises, and sentence and guided paragraph writing with a focus on adverbs (frequency, manner, too, very and enough). TEST ON ADVERBS and basic reading and vocabulary skills.

Student Performance Objectives (SPO): Ask and answer pre-reading questions. Read a passage and guess at new vocabulary using context clues. Identify main idea and supporting details. Write simple present tense sentences and a guided paragraph based on a health or psychology topic. Correctly utilize adverbs of manner in speech and writing.

Out-of-Class Assignments: Do assigned textbook pages and write sentences using adverbs.

7 Hours

Content: : Introduce Present Continuous Tense and contrast with Simple Present Tense. Review the formation of affirmative and negative statements and yes/no and information questions in both the present continuous and simple present tense.

Student

Performance Objectives (SPO): Write original affirmative and negative statements and yes/no and information questions in both the simple present and present continuous tenses.

Out-of-Class

Assignments: Write and manipulate sentences in the simple present and present continuous tenses.

7 Hours

Content: Focus on a theme such as "customs." Read a passage or short story and do pre-reading questions, vocabulary from context, main idea and detail questions, and comprehension exercises. Continue writing sentences and guided paragraphs in both the simple present and present continuous tenses. Introduce Nouns -regular & irregular singular and plural and count/noncount nouns. TEST ON SIMPLE PRESENT TENSE AND PRESENT CONTINUOUS TENSE AND NOUNS.

Student Performance Objectives (SPO):

Ask and answer pre-reading questions. Read a passage and guess at new vocabulary using context clues. Identify main idea and supporting details. Correctly spell regular and irregular singular and plural nouns. Distinguish between count and noncount nouns and use appropriate modifiers. Write sentences using both simple present and present continuous tenses. Write a short, guided paragraph about a special day in one's culture.

Out-of-Class Assignments: Do assigned textbook exercises.

7 Hours

Content: Introduce Future Tense with "Will" and "Be Going To".

Student Performance Objectives

(SPO): Write original affirmative and negative statements and yes/no and information questions using both forms of the future tense. Make basic distinctions about when to use each form. Write "if and time clauses" using a combination of simple present tense and future tense.

Out-of-Class Assignments: Write and manipulate sentences in the future tense.

7 Hours

Content: Read a second passage or

short story about "customs" and do pre-reading activities, vocabulary from context, main idea and detail questions and comprehension exercises. Introduce prepositional phrases. **TEST ON FUTURE TENSE AND PREPOSITIONAL PHRASES.**

Student Performance Objectives (SPO): Ask and answer pre-reading questions. Read a passage and guess at new vocabulary using context clues. Identify main idea and supporting details. Write sentences using the future tense and prepositional phrases. Write a short, guided paragraph about an interesting or unique custom in one's culture.

Out-of-Class Assignments:

Do assigned textbook pages.

12 Hours

Content: Introduce simple past tense. Practice writing and manipulating affirmative and negative statements and yes/no and information questions using the past

tense. Use regular and irregular verbs as well as the past tense of BE. Write an original basic paragraph using the past tense.

Student Performance Objectives (SPO): Write and manipulate affirmative

and negative statements and yes/no and information questions using the simple past tense. Correctly spell and use the past tense of BE and basic regular and irregular verbs. Write a basic paragraph using the past tense.

Out-of-Class Assignments: Do assigned textbook pages and write original past tense sentences.

7 Hours

Content: Focus on a theme such as "food" or "nutrition". Read a passage

or short story and do pre-reading activities, vocabulary from context, finding the main idea and details, comprehension and discussion exercises. Practice writing simple instructions. Review of regular and irregular past tense verbs. **TEST ON PAST TENSE** and basic reading and vocabulary skills.

Student Performance Objectives (SPO): Ask and answer pre-reading questions. Read a passage and guess at new vocabulary using context clues. Identify the main idea and supporting details. Write simple instructions. Write sentences using the past tense.

Out-of-Class Assignments: Do assigned

textbook pages. Write original past tense sentences using regular and irregular verbs.

7 Hours

Content: Pronouns. Identify and use subject pronouns, object pronouns, possessive pronouns, possessive adjectives and possessive nouns.

Student Performance Objectives (SPO): Write and manipulate sentences using subject, object and possessive pronouns, and possessive adjectives and nouns.

Out-of-Class

Assignments: Do assigned textbook pages and practice exercises using pronouns, adjectives and nouns.

7 Hours

Content: Review of course content.

Student Performance Objectives (SPO): Read a passage

using context clues to decipher new vocabulary. Skim and scan to identify main idea and supporting details.

Respond to the reading in both oral and written form. Write simple affirmative and negative

statements and yes/no and information questions using correct punctuation in the simple present, present continuous, simple past and future tenses. Identify and use in speech and writing: nouns

(regular, irregular, possessive, count/noncount), adjectives (comparative/superlative, possessive), adverbs, pronouns (subject, object, possessive) and prepositional phrases. Write a basic paragraph

on a simple topic.

METHODS OF INSTRUCTION:

Students are taught in a holistic manner through a variety of activities that include: lecture, pair work, small and large group activities, written and oral textbook exercises, reading assignments, discussion, and sentence and paragraph writing in controlled and free contexts.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 30 % – Substantial writing assignments including: Written Homework.

Objective examinations

Percent of total grade: 70.00 %

Percent range of total grade: 70 % to 85 % Multiple Choice; True/False; Matching Items; Completion; Other: paragraph reading and writing

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: Textbook exercises.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Recommended Representative Textbooks

Jennifer Bixby and Joe McVeigh. Q: Skills for Success Reading and Writing - Intro.. Oxford University Press,2015.

Or other appropriate college level text.

ISBN: 978-0194818056

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

Recommended Other Texts and Materials

or "Grammar in Context Book 1", 6th Edition, by Sandra Elbaum, Cengage Learning, 2015.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: F

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 0

Minimum Hours: 0

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 493087