

Course Outline

COURSE: ESL 747 DIVISION: 90 ALSO LISTED AS:

TERM EFFECTIVE: Spring 2018 CURRICULUM APPROVAL DATE: 10/09/2017

SHORT TITLE: NC READ-WRITE III

LONG TITLE: NC Integrated Reading, Writing III

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 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 737 or ESL Assessment Recommendation

PREREQUISITES:

Completion of ESL 737, as NC, with a grade of P or better.

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of

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 of assessment: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2018

Institution Outcome Map: 2. Cognition

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

Measure of assessment: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2018

Institution Outcome Map; 1. Communication, 2. Cognition

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 of assessment: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2018

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

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

Measure of assessment: classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment: 2018

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

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

Curriculum Approval Date: 10/09/2017

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

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:

Assignment Description: Textbook exercises.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 15.00 %

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

Skill demonstrations

Percent of total grade: 5.00 %

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

Objective examinations

Percent of total grade: 60.00 %

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

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

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

Or other appropriate college level text

ISBN: 978-019-481870-4 (possibly ask for a split edition)

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

Recommended Other Texts and Materials

or "Grammar in Context Book 2 (Second Half)", 6th Edition, by Sandra Elbaum, Cengage Learning.

For Your Information Book 3 for a Reading text. For a novel option: 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: 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: D
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