



5055 Santa Teresa Blvd  
Gilroy, CA 95023

### Course Outline

**COURSE:** ESL 737                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2023                      **CURRICULUM APPROVAL DATE:** 03/14/2023

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

**LONG TITLE:** NC Integrated Reading, Writing II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	6	108
		Lab:	0	0
		Other:	0	0
		Total:	6	108

Out of Class Hrs: 216.00

Total Learning Hrs: 324.00

#### **COURSE DESCRIPTION:**

This is the second course in a series of integrated skills courses designed to continue the development of 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 pronunciation. **PREREQUISITE:** ESL 727 or ESL Assessment Recommendation

#### **PREREQUISITES:**

Completion of ESL 727, as NC, with a grade of P or better.

OR

Score of 1 on Intermediate I

#### **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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Apply reading skills such as identifying the main idea and supporting details, making inferences, drawing conclusions, and understanding new vocabulary in context to a new level-appropriate reading.
2. Write simple and compound sentences within short paragraphs utilizing the correct structure, word order and punctuation.

## COURSE OBJECTIVES:

By the end of this course, a student should:

1. Read, recognize and write affirmative and negative statements and questions using the following verb tenses: simple present, present continuous, past continuous, simple past, and future.
2. Practice reading skills such as identifying the main idea and supporting details, making inferences, drawing conclusions, and using context clues, parts of speech, and affixes to understand new vocabulary in level-appropriate texts.

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

Curriculum Approval Date: 03/14/2023

25 Hours

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 on a theme such as, "Your Personality", 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 PRESENT CONTINUOUS, SIMPLE PRESENT and FUTURE tenses. Introduce form and punctuation of simple and compound sentences. TEST on reading and writing skills and grammar practiced during this first cycle of teaching.

25 Hours

Read passages from the textbook on a theme such as, "Food", 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 SIMPLE PAST tense and introduce the PAST CONTINUOUS. TEST on reading and writing skills and grammar practiced during this second cycle of teaching.

25 Hours

Read passages from the textbook on a theme such as, "Customs and Traditions", 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 NOUNS and PRONOUNS. TEST on reading and writing skills and grammar practiced during this third cycle of teaching.

25 Hours

Read passages from the textbook on a theme such as, "Famous 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. Review ADJECTIVES and ADVERBS. TEST on reading and writing skills and grammar practiced during this fourth cycle of teaching.

6 Hours

REVIEW various parts of course content depending on student need.

2 Hours

FINAL EXAM

**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 216

Assignment Description

Textbook exercises, paragraph writing, reading assignments.

**METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 40

Evaluation Description

Writing Assignments: Percent range of total grade: 20 % to 40 %

Written Homework Other: guided paragraph writing

Objective examinations

Evaluation Percent 60

Evaluation Description

Objective examinations: Percent range of total grade: 60 % to 80 %

Multiple Choice

True/False

Matching Items

Completion

Other: paragraph reading and writing

**REPRESENTATIVE TEXTBOOKS:**

Sarah Lynn. Q: Skills for Success Reading and Writing - Book 1.. Oxford University Press,2019.  
or other appropriate college level text.

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

Haugnes and Maher's 2019 edition of "Northstar Reading and Writing Book 2", Pearson Longman  
Heinle Cengage Learning's 2017 edition of "Pathways: Reading, Writing, and Critical Thinking - Book 1

More Grammar Practice Book 2 (First Half)", 2nd Edition, Heinle ELT, 2010  
ISBN: 978-11112-20426

"Grammar in Context Book 2 (First Half)", 7th Edition, by Sandra Elbaum, 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: 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: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000637485

Sports/Physical Education Course: N

Taxonomy of Program: 493087