

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 11/10/2020

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

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:

1. Demonstrate reading skills such as identifying the main idea and supporting details, making inferences, and drawing conclusions.

Measure of assessment Classroom exercises, tests, homework assignments.

Year assessed, or planned year of assessment 2017

Institution Outcome Map: 1. Communication, 2. Cognition

2. Use context clues, parts of speech, and affixation to understand new vocabulary.

Measure of assessment classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment 2017

Institution Outcome Map: 1. Communication, 2. Cognition

3. 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.

Measure of assessment classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment 2017

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

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

Measure of assessment classroom exercises, tests, homework assignments

Year assessed, or planned year of assessment 2017

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

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

Curriculum Approval Date: 11/10/2020 - **DE MODIFICATION ONLY**

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.

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. Use frequency adverbs. Differentiate action and non-action verbs. Use TIME and IF CLAUSES in the FUTURE. Express FUTURE time using PRESENT CONTINUOUS and SIMPLE PRESENT. Write controlled paragraphs using the above mentioned tenses and coordinating conjunctions. Punctuate simple and compound sentences.

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

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. Use TIME CLAUSES in the past. Express past time using SIMPLE PAST and PAST CONTINUOUS. Write controlled paragraphs using the above mentioned tenses. Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format.

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

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.

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. Spell SINGULAR and PLURAL noun forms. Differentiate between COUNT and NONCOUNT nouns and use with

appropriate QUANTIFIERS (much, many, a little, a few, etc.). Identify the function of a noun in a sentence (SUBJECT, OBJECT, OBJECT OF A PREPOSITION). Use NOUNS AS ADJECTIVES. Substitute appropriate

PRONOUNS (SUBJECT, OBJECT, POSSESSIVE, REFLEXIVE, POSSESSIVE ADJECTIVES) for nouns. Analyze short paragraphs to decipher meaning and nuance. Write paragraphs using the above mentioned parts of speech.

Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format.

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

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.

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 the form, function and placement of ADJECTIVES and ADVERBS in a sentence. Analyze short paragraphs to decipher meaning and nuance. Use SINCE, FOR, ALREADY, YET, STILL and ANYMORE. Write controlled paragraphs using the above mentioned parts of speech and tense. Punctuate simple and compound sentences. Edit for tense consistency and correct paragraph format.

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

6 Hours

REVIEW various parts of course content depending on student need.

STUDENT PERFORMANCE OBJECTIVES: Review and practice reading skills taught.

Read, write and correctly punctuate simple and compound 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: 20.00 %

Writing Assignments: Percent range of total grade: 20 % to 40 % Written Homework Other: guided paragraph writing

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 Other: paragraph reading and writing

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Sarah Lynn. Q: Skills for Success Reading and Writing - Book 1.. Oxford University Press,2015.

or other appropriate college level text.

ISBN: 978-019475622-8 (possibly ask for a split edition)

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 2 (First Half)", 6th 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: E

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000593274

Sports/Physical Education Course: N

Taxonomy of Program: 493087