ESLNC 865 - ESL Reading, Writing and Grammar 2 Course Outline

Approval Date: 12/12/2019
Effective Date: 08/14/2020

SECTION A

Unique ID Number	CCC000616075
Discipline(s)	ESL
Division	Language and Developmental Studies
Subject Area	English as a Second Language Noncredit
Subject Code	ESLNC
Course Number	865
Course Title	ESL Reading, Writing and Grammar 2
TOP Code/SAM Code	4930.87 - English as a Second Language?Integrated / E - Non-Occupational
Rationale for adding this course to the curriculum	To mirror the curriculum from the credit ESL 65 course.
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	108.00
Lab	0.00
Activity	0.00
Work Experience	0.00

Total Contact Hours	108
Open Entry/Open Exit	No
Maximum Enrollment	
Grading Option	P/NP Only
Distance Education Mode of Instruction	On-Campus

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course is the reading, writing and grammar component of level 2 of the ESL program. Students will build on basic reading, writing, and grammar skills of Level 1, learning to write simple narrative, descriptive, and expository paragraphs and short compositions, using present, past, and future tenses, and simple, compound, and complex sentences. They will learn to revise and edit their writing as well as improve reading skills such as reading comprehension and speed, vocabulary development (including vocabulary in context), summarizing written material, and overall language fluency.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- Appropriate placement and/or

1b. Corequisite(s): *None*

1c. Recommended

- ESLNC 855 and

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Compose descriptive and expository paragraphs and short compositions which express thoughts clearly and accurately using simple and progressive past, present, and future verb forms.
B. Develop basic understanding of the writing process, including drafting, revising, and editing.
C. Apply critical thinking skills to comprehend, analyze, and summarize assigned readings by understanding basic grammar and sentence structures, and increasing vocabulary in context.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Locate main ideas and supporting details.
B. Apply contextual clues to predict meaning of unfamiliar vocabulary.
C. Use new and learned vocabulary introduced in reading selections.
D. Summarize and rewrite short reading passages, texts, and written material.
E. Increase reading rate and fluency.
F. Create grammatically correct sentences, paragraphs, and short compositions using these tenses and structures.
G. Apply rules of capitalization and punctuation.
H. Revise and edit own writing.
I. Keep own writing focused on topic.
J. Recognize and use paragraph structures.
K. Paraphrase written materials.
L. Correctly apply simple and progressive verb tenses in past, present, and future, including irregular verb forms in affirmative, negative, and interrogatives.
M. Recognize and correctly apply simple modal auxiliaries in the present.
N. Recognize and correctly apply some time clauses.

O. Identify and use basic parts of speech including verbs, nouns, adverbs, adjectives, and pronouns in a variety of sentence structures with some accuracy.

P.

3. Course Content

A. Reading Skills & Strategies
   a. Preview and prediction of content
   b. Skimming to identify main ideas
   c. Scanning to locate supporting details
   d. Vocabulary meaning from context
   e. Comprehension strategies
   f. Distinction between facts and opinions
   g. Basic library dictionary skills
   h. Summaries and book reports
   i. Timed reading techniques
   j. Paraphrasing exercises

B. Writing Skills & Strategies
   a. Previewing and planning strategies
   b. Paragraph and short composition development and cohesion from model prompts leading to independent construction
   c. Content and organization of ideas with appropriate use of topic, supporting, and concluding sentences
   d. Intermediate level conjunctions and transitions (e.g. for, and, nor, but, yet, so, since, because, etc.)
   e. Revision and editing techniques
   f. Peer-review techniques
   g. Writing mechanics: spelling, capitalization, punctuation, and format
   h. Summary writing strategies
   i. Journal entries

C. Grammar Skills & Strategies
   a. Parts of speech: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and prepositions
   b. Simple and progressive verb tenses in past, present, and future, including irregular verb forms in affirmative, negative, and interrogatives
   c. Subject-verb Agreement
   d. Simple, compound, and complex sentence structures
   e. Articles and Determiners
   f. Modal auxiliaries of possibility, possibility, and obligation in the present
   g. Count and non-count nouns and quantifiers
   h.

4. Methods of Instruction:

Activity: Partner, group, and whole class activities to practice and demonstrate understanding of content covered in class.
Lecture: Teacher leads discussion to introduce new material.
Other: Group work: Students actively participate in pairs and/or groups to complete classroom exercises. Peer review: Students review and critique each other's writing. Practical: Students practice and apply learned material through a variety of interactive reading and writing exercises.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- 5-6 grammar tests covering grammatical structures taught in class.
Quizzes -- Weekly multiple choice and/or fill-in-the-blank quizzes on learned vocabulary from readings.
Class Work -- Actively participate in all class activities, including assigned textbook exercises, pair and group work, and classroom discussion.
Home Work -- Complete all assigned paragraph and composition assignments, grammar exercises, and other work as assigned.
Final Exam -- In-class writing exam of one to two paragraphs demonstrating writing competency. Final accumulative multiple-choice and/or fill-in-the-blank exam of learned vocabulary and grammatical structures learned in class.

Additional assessment information:

5-6 writing assignments with revisions.

Grammar application activities to demonstrate accurate use of grammatical structures learned in class.

Completion of homework assignments, including weekly journal assignments.

P/NP Only

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments
Complete the assigned reading from the text.

1. Read the model composition on pages 34-35 of "NorthStar Reading & Writing 2" two times. In your first reading, focus on content and main ideas and answer the comprehension questions. In your second reading, highlight the new vocabulary and highlight all the imperative verb forms.

2.Read the four model compositions on pages 48-60 of "NorthStar Reading & Writing 2" two times. In your first reading, identify the missing parts of the paragraph (e.g. topic sentence, supporting sentence or conclusion). In the second reading, highlight each of the three supporting reasons given for the main idea of each composition and identify areas where you can add more information to the paragraph.

B. Writing Assignments
Read assigned text and supplemental materials.
Write 6-8 short writing assignments practicing grammar points.
Complete grammar & writing exercises in book and on handouts.
Weekly journal entries. Example: Maintain a reading log (10-20 informal summaries/responses and vocabulary/definitions) based on books selected from the class reading list.

1. Interview a classmate and gather information about his/her family background, interests and hobbies, and goals and plans for the future.
b. Write a three paragraph composition which introduces this classmate to the rest of the class.

2. Write a first person narrative composition about an event or experience that has affected you in some important way. In choosing your topic, select an event that occurred during a short period in the past.

C. Other Assignments
Vocabulary logs: Create a vocabulary log to keep track of new vocabulary. The log will contain 5 parts: vocabulary word, part of speech, definition, how the word was used in writing, and creation of a sentence using new vocabulary word.

Complete all other assigned activities.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:
Author: -
Title: Longman's Dictionary of American English
Publisher: Addison, Wesley, Longman
Date of Publication: 2008
Edition: 4th

Book #2:
Author: Azar, Betty
Title: Basic English Grammar
Publisher: Addison, Wesley, Longman
Date of Publication: 2006
Edition: 3rd

Book #3:
Author: Haugnes N. and B. Maher
Title: NorthStar 2 Reading and Writing
Publisher: Pearson Education ESL
Date of Publication: 2017
Edition: 4th

Book #4:
Author: Broukal, M.
Title: Weaving It Together 2: Connecting Reading and Writing
Publisher: Heinle ELT
Date of Publication: 2010
Edition: 4th

Book #5:
Author: Richards, J.C.
Title: Interchange 1
Publisher: Cambridge University Press
Date of Publication: 2017
Edition: 5th

B. Other required materials/supplies.

8. CB Codes

CB04 Credit Status: N - Noncredit

CB08 Basic Skills Status:	N - Not Basic Skills
CB10 Course COOP Work Exp-ED:	NCOOP = Not part of Coop Work Exp
CB11 Course Classification Status:	L = Non-enhanced Funding
CB13 Special Class Status:	N - Not a Special Class
CB21 Prior Transfer Level:	Y - Not applicable
CB22 Noncredit Category:	A - English as a Second Language (ESL)
CB23 Funding Agency Category:	Y - Not Applicable
CB24-Program Course Status:	2 = Stand-alone