



ESLNC 885 - ESL Reading, Writing, and Grammar 4 Course Outline

Approval Date: 12/12/2019

Effective Date: 08/14/2020

SECTION A

Unique ID Number CCC000616078

Discipline(s) ESL

Division Language and Developmental Studies

Subject Area English as a Second Language Noncredit

Subject Code ESLNC

Course Number 885

Course Title ESL Reading, Writing, and Grammar 4

TOP Code/SAM Code 4930.87 - English as a Second Language?Integrated /
E - Non-Occupational

Rationale for adding this course to the curriculum This is to mirror the curriculum from the credit ESL 85.

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 0.00

Lab 108.00

Activity 0.00

Work Experience 0.00

Total Contact Hours 108

Open Entry/Open Exit No

Maximum Enrollment 25

Grading Option Letter Grade or P/NP

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 Level 4 of the college ESL program focusing on the integration of the major language learning components, including reading, writing, and grammar. Students will build on the major components of ESL Reading, Writing, and Grammar 3, reading full-length works of fiction and/or nonfiction and continuing to improve and expand reading comprehension, vocabulary skills, and overall written fluency. They will write, revise, and edit paragraphs and short essays, summarize and respond to selected readings, and improve their ability to identify and correct common errors of in grammar and syntax.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Compose a developed and organized 400-500 word essay with an explicitly stated thesis, clear introduction, body, and conclusion.
- B. Demonstrate competency using simple, progressive, and perfect tenses with few basic errors in writing.
- C. Identify and correct common errors of grammar and syntax.
- D. Demonstrate ability to summarize, paraphrase, and critically read and comprehend a variety of low-advanced level vocabulary and reading materials, including full-length works of fiction and non-fiction, and textbook selections.

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

- A. Utilize a variety of reading strategies.
- B. Identify, analyze and interpret main ideas and important supporting ideas and examples in non-fiction and fiction reading materials.
- C. Demonstrate understanding of literal and inferred meaning of low-advanced written text.
- D. Expand academic vocabulary comprehension and usage.
- E. Interpret and use appropriate resources for vocabulary development (e.g. dictionary, thesaurus, footnotes).
- F. Compose simple, compound and complex sentences.
- G. Compose narrative, descriptive, and problem/ solution paragraphs and compositions.
- H. Compose paragraphs that develop main ideas with supporting details and examples.
- I. Summarize selected reading passages.
- J. Compose a composition expressing opinions and facts supported by logical reasoning.
- K. Identify and correct common errors of grammar and syntax, including run-on sentences and sentence fragments.
- L. Edit writing for grammar, syntax, and punctuation errors.
- M. Use all simple and progressive tenses, and the present perfect verb tense, with a high degree of accuracy.
- N. Demonstrate familiarity with the past perfect verb tense.

- O. Correctly use adverbial and noun clauses.
- P. Use participial adjectives and recognize other uses of passive voice.
- Q. Identify and correctly use gerunds and infinitives.
- R. Correctly use selected modal auxiliaries of probability, possibility, obligation, necessity, and advice in present and past (i.e. perfect) forms, including phrasal modals.
- S.

3. Course Content

- A. Reading Skills & Strategies
 - a. Pre-reading strategies and prediction of content
 - b. Skimming to categorize main points and text structures
 - c. Scanning to identify different types of supporting details, examples and reasons
 - d. Analysis of persuasive language
 - e. Vocabulary learning strategies
 - a. Affixes, suffixes, and root words
 - b. Parts of speech
 - c. Context clues
 - d. Determining appropriate definition from the dictionary
 - e. Demonstration and usage of academic vocabulary with few errors
 - f. Identification of themes in writing
 - g. Distinction between fact and opinion
 - h. Inferring meaning from context
 - i. Analysis of points of view
 - j. Analysis of organization and purpose
 - k. Annotation and highlighting
- B. Writing Skills & Strategies
 - a. Composition and writing process
 - a. Pre-writing strategies, including brainstorming
 - b. Drafting
 - c. Revising
 - d. Editing
 - b. Basic 5-paragraph essay structure and development
 - a. Introduction paragraphs
 - b. Thesis statements
 - c. Body paragraphs with effective topic sentences, supporting sentences, and transition sentences
 - d. Body paragraph development: logical ordering of paragraphs and development of cohesion
 - e. Conclusion paragraphs with restatement of thesis
 - c. Incorporation of in-text citations and reference lists
 - d. Integration of source material such as data
 - e. Accuracy and editing techniques: mechanics, spelling, format, sentence structure analysis and boundaries
 - f. Accuracy and revision of sentence level errors: fragments, run-on sentences, etc.
- C. Grammar Skills & Strategies
 - a. Review and practice of verb tenses, including correct use of:
 - a. Present perfect vs. past
 - b. Irregular past verbs and past participles
 - c. Simple present vs. present progressive
 - d. Simple past vs. past progressive

- e. Past perfect
- b. Infinitives and gerunds as subjects and objects
- c. Passive vs. Active Voice
- d. Noun clauses and reported speech
- e. Independent and dependent clauses, including correct use of:
 - a. Compound sentences with coordinate and adverbial conjunctions
 - b. Complex sentences with subordinate conjunctions
- f. Subject-verb agreement
- g. Prepositional phrases
- h.

4. Methods of Instruction:

Activity: Students actively participate in pair or group work to complete classroom exercises.

Discussion: Collaborative group exercises and projects in which students discuss concepts and ideas presented in lectures and readings.

Lecture: Teacher lectures and leads discussion to introduce new material.

Other: Practical: Students practice and apply learned material through a variety of interactive activities, including peer review of writing assignments.

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 -- Grammar chapter tests.

Quizzes -- Verb form quizzes. Vocabulary quizzes: Example: Vocabulary quizzes with 15-20 multiple choice options and/or fill-in-the-blank question types covering content related to reading tasks.

Portfolios -- Instructor may choose to use portfolio method to assess writing.

Papers -- 6-8 paragraph/composition assignments.

Final Exam -- Cumulative grammar final and in-class writing assessment. Reading final: Example: Final exam which assesses reading comprehension, inference, grammar and usage of vocabulary

Additional assessment information:

1. Test for each unit covered in grammar text.
2. Weekly verb quizzes.
3. Cumulative grammar exam.
4. 6-8 paragraph and composition assignments with revisions.
5. Completion of homework assignments.
- 5-8 vocabulary and reading comprehension quizzes.

Letter Grade or P/NP

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

Read and comprehend passages and articles in assigned text and handouts.

Example 1:

Read the article, "The Water Beneath Our Feet," on pages 49-50 of the text, "From Reading to Writing." After completing the comprehension and analytical exercises which follow on pages 50-52, write a concise summary of the article.

Example 2:

Select and read a newspaper article about any subject of interest. Highlight the sentences that contain reported speech and direct quotations. Write a one paragraph summary of the article.

B. Writing Assignments

1. 6-8 paragraph and composition assignments
2. Weekly journal writing
3. Summary/responses of selected readings
4. All assigned grammar exercises.

Example 1.

Summarize sections of assigned reading from a low advanced fiction or non-fiction book and write an essay or book report. Your goal is to make your reader understand the author's main arguments and/or theses as well as critically analyze the literary techniques used.

Example 2.

Write an essay in which you describe an important family tradition. Be sure to explain what happens during this time, who is involved, and the importance of the tradition.

C. Other Assignments

Instructor may choose to give internet based writing and/or reading assignments to supplement text.

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

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: Ward, C.
Title: From Reading to Writing 4
Publisher: Pearson Longman
Date of Publication: 2010
Edition:

Book #3:

Author: Broukal, M.
Title: Weaving It Together 4: Connecting Reading and Writing
Publisher: Heinle-ELT
Date of Publication: 2016
Edition: 4th

Book #4:

Author: Roehr, S.
 Title: More Grammar Practice 3
 Publisher: Heinle-Cengage
 Date of Publication: 2011
 Edition: 2nd
 Book #5:
 Author: Wallis, V.
 Title: Two Old Women
 Publisher: Epicenter Press
 Date of Publication: 2004
 Edition: 1st
 Book #6:
 Author: Albom, M.
 Title: The Five People You Meet in Heaven
 Publisher: Hachette Books
 Date of Publication: 2003
 Edition:
 Book #7:
 Author: Azar B. S. and S. A. Hagen
 Title: Understanding and Using English Grammar
 Publisher: Pearson Longman
 Date of Publication: 2017
 Edition: 5th
 Book #8:
 Author: Smith, L.
 Title: Reading for Today 4: Concepts
 Publisher: National Geographic/(ELT)
 Date of Publication: 2016
 Edition: 4th

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