

ESL 714RW Course Outline as of Fall 2011**CATALOG INFORMATION**

Dept and Nbr: ESL 714RW Title: BEG- HI NC ESL RDG/WRIT
 Full Title: Beginning-High Non-Credit ESL Reading/Writing
 Last Reviewed: 2/10/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	0	Lab Scheduled	3.00	6	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 52.50

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly:

Catalog Description:

This class is for non-native speakers of English with limited ability to function independently in English in everyday situations. Particular emphasis on reading and writing skills needed in a variety of academic, vocational, and community settings.

Prerequisites/Corequisites:**Recommended Preparation:**

Completion of ESL 713 OR Qualifying Score on NC ESL Writing Assessment

Limits on Enrollment:**Schedule of Classes Information:**

Description: This class is for non-native speakers of English with limited ability to function independently in English in everyday situations. Particular emphasis on reading and writing skills needed in a variety of academic, vocational, and community settings. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Completion of ESL 713 OR Qualifying Score on NC ESL Writing Assessment

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
---------------	----------------------	------------	-----------

CSU Transfer:	Effective:	Inactive:
----------------------	------------	-----------

UC Transfer:	Effective:	Inactive:
---------------------	------------	-----------

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Use level appropriate pre-reading skills to predict the content of fiction and non-fiction selections.
2. Identify basic elements of fiction.
3. Identify the main idea and supporting details in a reading passage on a familiar topic.
4. Use scanning strategies to find specific information.
5. Predict the meaning of new vocabulary and phrases from context.
6. Improve reading speed and comprehension.
7. Use level-appropriate pre-writing skills to brainstorm and organize ideas on familiar topics.
8. Fill out simple authentic forms and applications.
9. Use basic verb tenses and conventions of writing and punctuation to write a short, loosely organized paragraph on a familiar topic or personal experience.

Topics and Scope:

A. Reading

1. Pre-reading skills needed to survey, predict, skim and scan readings.
2. Identification of main ideas and related details in fiction and non-fiction selections.
3. Fiction and non-fiction materials (e.g. authentic schedules and brochures) related to work, school, home and the community.
4. Basic elements of fiction including plot, setting, character, conflict and theme.
5. Oral and written summarizing skills at a basic level.

B. Vocabulary Skills

1. Use of contextual clues to guess the meaning of new words.
2. Synonyms, antonyms and homonyms.
3. Commonly used prefixes, suffixes and roots.
4. Dictionary skills including alphabetizing, use of guide words, definitions of new vocabulary and parts of speech.

C. Writing Skills

1. Steps of writing process: brainstorming, organizing, drafting, revising, editing.
2. Short, controlled paragraphs consisting of a main idea and 3-5 related sentences.
3. Basic authentic forms and materials related to school, work and the community.
4. Verb tenses and language structures needed to write notes and simple paragraphs on topics related to school, work and the community:
 - a. simple present tense
 - b. present continuous
 - c. simple past tense
 - d. past continuous
 - e. future tense
 - f. there is/there are
 - g. modals
 - h. simple compound sentences
 - i. pronouns (subject, object, possessive)
 - j. adjectives (descriptive, demonstrative, possessive)
 - k. time phrases
 - l. transitions (first, second, then, finally)
 - m. question formation
5. Self-editing for verb tenses and grammatical structures covered in class and basic conventions of punctuation and capitalization.

Assignment:

The following represent the types of assignments that may be included:

A. In-class work

1. Vocabulary and reading comprehension exercises
2. Pair and group activities and oral presentations
3. Discussions of readings focusing on a variety of themes related to school, work and the community
4. Objective exams and quizzes
5. Oral summarizing activities
6. Writing in response to visual prompts
7. Silent sustained reading
8. Controlled writing activities
9. Language Experience Approach (LEA) stories
10. Editing sentences for punctuation and capitalization
11. Holistically scored in-class writing assignments

B. Homework

1. Comprehension exercises from the assigned textbook including main idea and details
2. Vocabulary log journal of high-frequency vocabulary found in fiction and nonfiction readings
3. Reader response journals
4. Completion of written exercises focused on grammar, vocabulary, and writing mechanics related to in-class assignments

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, in-class writing activities

Writing
20 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, cooperative group work and projects

Problem solving
30 - 40%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Group presentations

Skill Demonstrations
10 - 15%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, matching items, completion, holistically-scored writing

Exams
10 - 15%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation

Other Category
10 - 15%

Representative Textbooks and Materials:

New Oxford Picture Dictionary, Shapiro, et al., Oxford University Press, 1998, and accompanying Literacy Program (Classic)

Live Action English, Romjin, Command Performance Language Institute, 1997 (Classic)

All New Very Easy True Stories, by Heyer, 2004

Weaving it Together, Book 1, by Broukal, Cengage, 2002

Our Own Stories, by Dresser, Pearson Longman, 1995 (Classic)

New Password 1, by Butler, Pearson Longman, 2009

Instructor prepared materials