

ESL 716RW Course Outline as of Fall 2011**CATALOG INFORMATION**

Dept and Nbr: ESL 716RW Title: INT NC ESL RDG/WRIT
 Full Title: Intermediate 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 the ability to function independently in English in most contexts. Particular emphasis on reading and writing skills needed to be effective in academic, vocational, and community settings.

Prerequisites/Corequisites:**Recommended Preparation:**

Course completion of ESL 714 or ESL 715 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 the ability to function independently in English in most contexts. Particular emphasis on reading and writing skills needed to be effective in academic, vocational, and community settings. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Course completion of ESL 714 or ESL 715 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:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

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

1. Employ pre-reading skills to understand content area reading on unfamiliar topics.
2. Identify the main ideas, details and organizational patterns in reading.
3. Improve reading speed and comprehension.
4. Apply a variety of reading strategies to read, interpret and analyze short stories.
5. Use context clues to interpret the meaning of unfamiliar vocabulary and phrases.
6. Fill out complex forms in academic and/or vocational settings.
7. Employ pre-writing and drafting skills to write compositions of two or more paragraphs (introduction, body and conclusion) with appropriate topic sentences and supporting details.
8. Employ conventions of writing and punctuation and use a variety of sentence structures and verb tenses in writing.

Topics and Scope:

A. Reading

1. Pre-reading skills needed to survey, predict, skim and scan readings
2. Main ideas and related details in fiction and non-fiction selections
3. Interpretation and analysis of non-fiction readings including articles about career goals and community related issues
4. Analysis of plot and theme in short stories and other literature
5. Oral and written summaries of reading passages

B. Vocabulary Skills

1. Vocabulary building strategies including guess from context activities and analysis of word parts (prefixes, suffixes and roots) to predict the meaning of new words.
2. Synonyms, antonyms and homonyms
3. Academic vocabulary related to matriculation
4. Dictionary skills including the use of guide words, pronunciation table, parts of speech and

definitions of new vocabulary

C. Writing Skills

1. Writing process: brainstorming, organizing, drafting, revising, editing
2. Multiple paragraphs and compositions
3. Complex applications related to school, work and the community
4. Verb tenses and language structures needed to effectively communicate ideas in writing in academic, vocational and community settings:
 - a. simple, continuous and perfect tenses
 - b. modals
 - c. comparatives
 - d. gerunds and infinitives
 - e. question formation
 - f. adverbs
 - g. compound sentences
 - h. transitions
 - i. time phrases
 - j. conditionals
 - k. dependent clauses
5. Peer and self-editing techniques

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. Summarizing activities
6. Timed nonfiction reading
7. Silent Sustained Reading (SSR)
8. Composing sentences, paragraphs, and essays
9. Filling out authentic forms
10. 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. Summaries
4. Reader responses journals
5. Reading a wide variety of written materials
6. Written assignments as follow-up to in-class instruction

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 and 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, 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 (Classic)

Longman Dictionary of American English, Pearson Longman, 2008

Thoughts & Notions 2, by Ackert & Lee, Cengage, 2005

Facts & Figures 1, by Ackert & Lee, Cengage, 2005

What a World 1, by Broukal, Pearson Longman, 2004

House on Mango Street, by Cisneros, Random House, 2009

Read and Reflect 2, by Howard, Oxford University Press, 2004

Ready to Write, by Blanchard & Root, Pearson Longman, 2002

Instructor prepared materials