

CATALOG INFORMATION

Dept and Nbr: EMLS 714RW Title: NC EMLS BEG- HI RDG/WRIT  
Full Title: Noncredit High-Beginning English 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: ESL 714RW

**Catalog Description:**  
This class is for English language learners 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 or Concurrent Enrollment of EMLS 714 (ESL 714); OR Qualifying Score on Noncredit English Placement Assessment

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This class is for English language learners 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 or Concurrent Enrollment of EMLS 714 (ESL 714); OR Qualifying

Score on Noncredit English Placement Assessment  
Limits on Enrollment:  
Transfer Credit:  
Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                      |                      |                   |                  |
|----------------------|----------------------|-------------------|------------------|
| <b>AS Degree:</b>    | <b>Area</b>          | <b>Effective:</b> | <b>Inactive:</b> |
| <b>CSU GE:</b>       | <b>Transfer Area</b> | <b>Effective:</b> | <b>Inactive:</b> |
| <b>IGETC:</b>        | <b>Transfer Area</b> | <b>Effective:</b> | <b>Inactive:</b> |
| <b>CSU Transfer:</b> |                      | <b>Effective:</b> | <b>Inactive:</b> |
| <b>UC Transfer:</b>  |                      | <b>Effective:</b> | <b>Inactive:</b> |

**CID:**

### **Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Employ reading strategies to comprehend short reading passages.
2. Use vocabulary-building strategies to learn the meaning of new words.
3. Respond in writing to adapted selections of fiction and non-fiction readings.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Use level appropriate pre-reading skills to predict the content of adapted 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. Retell the gist of a short non-fiction reading passage.
8. Use level-appropriate pre-writing skills to brainstorm and organize ideas in response to a reading.
9. Use basic conventions of writing and punctuation to write a short, loosely organized paragraph in response to reading passages.
10. Respond to fiction and non-fiction reading passages in journals and frames (controlled writing activities and close exercises).

### **Topics and Scope:**

- I. Reading Skills

- A. Pre-reading skills needed to survey, predict, skim and scan readings
- B. Identification of main ideas and related details in adapted fiction and non-fiction selections
- C. Fiction and non-fiction materials related to relevant and familiar topics
- D. Basic elements of fiction including plot, setting, character, conflict and theme
- E. Basic summarizing and paraphrasing (retelling)

## II. Vocabulary Skills

- A. Use of contextual clues to guess the meaning of new words
- B. Synonyms and antonyms
- C. Commonly used prefixes, suffixes and roots
- D. Dictionary skills including alphabetizing, finding the meaning of new vocabulary and introduction to parts of speech and word forms

## III. Writing Skills

- A. Use of the writing process (brainstorming, organizing, drafting, revising, editing) to write a guided paragraph in response to 2-3 reading selections
- B. Short, controlled paragraphs in response to a reading
- C. Guided self-editing for verb tenses, grammatical structures covered in class and basic conventions of punctuation and capitalization

### Assignment:

#### In-class work:

1. Objective exams and quizzes
2. Cooperative group work and projects (such as):
  - a. Pair and group activities and presentations
  - b. Discussions of readings
3. In-class writing activities (such as):
  - a. Completion of written activities related to in-class reading, including summary writing
  - b. Controlled writing activities
  - c. Journal writing
  - d. Paragraph writing
  - e. Editing sentences for punctuation and capitalization
4. In-class reading activities (such as):
  - a. Comprehension exercises from the assigned textbook including main idea and details
  - b. Vocabulary activities and log journal of high-frequency vocabulary found in fiction and nonfiction readings
  - c. Reader response journals
  - d. Reading fluency activities

### 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.

|                                         |
|-----------------------------------------|
| In-class reading and writing activities |
|-----------------------------------------|

|                     |
|---------------------|
| Writing<br>20 - 30% |
|---------------------|

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

|                                                                                                                                          |                                |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| In-class reading activities, cooperative group work and projects                                                                         | Problem solving<br>30 - 40%    |
| <b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams. |                                |
| None                                                                                                                                     | Skill Demonstrations<br>0 - 0% |
| <b>Exams:</b> All forms of formal testing, other than skill performance exams.                                                           |                                |
| Examinations and quizzes                                                                                                                 | Exams<br>10 - 15%              |
| <b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.                                         |                                |
| Attendance; participation                                                                                                                | Other Category<br>20 - 30%     |

**Representative Textbooks and Materials:**

Reading Adventures 1. Lieske, Carmella and Menking, Scott. Cengage Learning. 2012 (classic)

Focus on Writing 1. Haugnes, Natasha. Pearson. 2012 (classic)

Departmental fiction reader for 714RW

Instructor prepared materials