

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:
Completion or Concurrent Enrollment of ESL 716 or higher 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: Completion or Concurrent Enrollment of ESL 716 or higher 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:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

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

1. Analyze and synthesize authentic reading passages.
2. Write multi-paragraph responses to reading selection.
3. Use vocabulary building strategies to determine the meaning of new words.

Objectives:

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 passages.
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. Employ conventions of writing and punctuation to write multiple paragraphs in response to fiction and non-fiction readings.

Topics and Scope:

I. Reading Skills

- A. Pre-reading skills needed to survey, predict, skim and scan readings
- B. Main ideas and related details in fiction and non-fiction selections
- C. Critical thinking questions in response to readings
- D. Basic elements of fiction in short stories and other literature
- E. Paraphrasing and summarizing of reading passages

II. Vocabulary Skills

- A. Vocabulary building strategies, including guessing from context, prefixes, suffixes and

- roots to predict the meaning of new words
- B. Synonyms and antonyms
- C. Dictionary skills, including the use of guide words, parts of speech and definitions of new vocabulary

III. Writing Skills

- A. Use of the writing process approach (brainstorming, organizing, drafting, revising, editing) to write multiple paragraphs in response to reading selections
- B. Peer and self-editing for verb tenses, transitional phrases, and level-appropriate grammatical structures
- C. Paraphrasing and summarizing of reading passages

Assignment:

In-class work

1. Objective exams and quizzes
2. In-class writing activities (such as):
 - a. Vocabulary and reading comprehension exercises
 - b. Pair and group activities
 - c. Summarizing and paraphrasing activities
 - d. Writing activities including sentences, paragraphs, and essays
3. Group or Individual work (such as):
 - a. Presentations
 - b. Discussions of readings
4. In-class reading activities (such as):
 - a. Comprehension exercises from the assigned textbook including main idea and details
 - b. Vocabulary logs
 - c. Summaries
 - d. Reader responses journals
 - e. Reading a wide variety of written materials

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
30 - 50%

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

In-class group or individual work

Problem solving
20 - 40%

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

None

Skill Demonstrations
0 - 0%

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

Objective exams, quizzes

Exams
10 - 25%

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

Attendance, participation and/or presentations

Other Category
10 - 25%

Representative Textbooks and Materials:

Reading Adventures 2. Lieske, Carmella and Menking, Scott. Cengage. 2013 (classic)

SRJC ESL Department Literature Reader for 716RW

Texts composed of pre-selected units

Instructor prepared materials