

**EMLS 713RW Course Outline as of Fall 2024****CATALOG INFORMATION**

Dept and Nbr: EMLS 713RW Title: NC EMLS BEG LOW RDG/WRIT

Full Title: Noncredit Low-Beginning English Reading/Writing

Last Reviewed: 3/14/2022

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 713RW

**Catalog Description:**

Students will develop and practice reading and writing skills needed in real-life settings, with an emphasis on skills used at work, school, and in the community. This class is for English language learners with very limited ability to function independently in English in everyday situations. There is a particular emphasis on vocabulary development, pronunciation and oral language skills needed in real-life settings.

**Prerequisites/Corequisites:****Recommended Preparation:**

Course Completion of EMLS 713 (ESL 713); OR Qualifying Score on Noncredit English Placement Assessment

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

Description: Students will develop and practice reading and writing skills needed in real-life settings, with an emphasis on skills used at work, school, and in the community. This class is for English language learners with very limited ability to function independently in English in

everyday situations. There is a particular emphasis on vocabulary development, pronunciation and oral language skills needed in real-life settings. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Course Completion of EMLS 713 (ESL 713); 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>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Effective:	Inactive:
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<b>UC Transfer:</b>	Effective:	Inactive:
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**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 basic-level reading and writing skills needed to function at work, school, and in the community.
2. Read and understand simple reading selections.

**Objectives:**

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

1. Use basic reading strategies to distinguish main ideas from details.
2. Scan simple nonfiction readings for specific information.
3. Improve reading speed and comprehension of short passages on a familiar topic.
4. Demonstrate basic understanding of short, simple narrative passages on familiar topics.
5. Identify elements of fiction, including main character, setting and theme at a basic level.
6. Use strategies such as predicting and/or phonics to interpret the meaning of new words in familiar contexts.
7. Use beginning pre-writing skills to brainstorm and categorize ideas about a topic.
8. Fill out simple forms, write lists, short messages and/or a series of sentences on a familiar topic.
9. Recognize and use conventions of writing and punctuation at a very beginning level.

**Topics and Scope:**

I. Reading

- A. Basic pre-reading skills such as skimming to predict content and scanning for specific

information

- B. Main idea and related details in simple non-fiction and fiction readings on familiar topics
- C. Basic elements of fiction including setting, character, conflict and theme

## II. Vocabulary Skills

- A. Vocabulary building strategies including predicting the meaning of unfamiliar words in material rich in contextual cues
- B. Synonyms, antonyms and homonyms of commonly used words

## III. Writing Skills

- A. Brainstorming and organizing ideas on a topic relevant to students' lives
- B. Paragraph structure on a basic level
- C. Applications/forms related to school, work and the community
- D. Conventions of writing including basic punctuation and capitalization
- E. Simple verb tenses and language structures needed to write short notes and/or a series of related sentences for real life purposes at work, school and in the community
  - 1. simple present, past and future tenses
  - 2. common modals
  - 3. like + infinitive
  - 4. there is/there are
  - 5. singular and plural nouns
  - 6. prepositions
  - 7. possessive pronouns
  - 8. question formation
  - 9. requests

### **Assignment:**

- 1. In-class work, such as:
  - A. Vocabulary and reading comprehension exercises
  - B. Discussions of simplified readings focusing on a variety of themes related to school, work and the community
  - C. Reading and writing of learners' own stories
  - D. Silent Sustained Reading (SSR)
  - E. Controlled writing activities
  - F. Simple surveys and compiling of results
  - G. Identifying details using simplified forms, schedules, and brochures related to everyday life
- 2. Problem-solving assignments, such as:
  - A. Pair activities
  - B. Group activities
  - C. Reading signs, labels, bumperstickers, and other examples of environmental print
  - D. Short, simplified readings
- 3. Group presentations such as oral presentations
- 4. Objective exams, quizzes, and final exam
- 5. Writing assessments
- 6. Written Homework, such as:
  - A. Written comprehension exercises from the assigned textbook including identification of main idea and details
  - B. Journal of high-frequency vocabulary found in fiction and nonfiction readings

### **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, Writing Assessments

Writing  
20 - 30%

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

Group work

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.

Objective exams, quizzes, final exam

Exams  
10 - 15%

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

In-class work, attendance and participation (in-class activities)

Other Category  
10 - 15%

### **Representative Textbooks and Materials:**

Oxford Picture Dictionary. Adelson-Goldstein, Jayme and Shapiro, Norma. Oxford University Press. 2016 (classic)

All New Very Easy True Stories. Heyer, Sandra. Pearson. 2005 (classic)

Live Action English. Romijn, Elizabeth and Seely, Contee. Command Performance Language Institute. 1997 (classic)

Giving Thanks: A Native American Good Morning Message. Swamp, Jake. Lee & Low Books. 1997 (classic)

Stories to Tell Our Children. Weinstein, Gail. Heinle. 1992 (classic)

Instructor prepared materials