

CATALOG INFORMATION

Dept and Nbr: ESL 713RW Title: BEG LOW NC ESL RDG/WRIT
Full Title: Beginning-Low Non-Credit ESL 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:

Catalog Description:
This class is for non-native speakers of English with very limited ability to function independently in English in everyday situations. Particular emphasis on beginning-level reading and writing skills needed at work, school, and in the community.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ESL 712 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 very limited ability to function independently in English in everyday situations. Particular emphasis on beginning-level reading and writing skills needed at work, school, and in the community. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Course Completion of ESL 712 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 basic reading strategies to distinguish main ideas from details.
2. Scan simple non-fiction 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:

Based on level-appropriate topic readings:

A. Reading

1. Basic pre-reading skills such as skimming to predict content and scanning for specific information.
2. Main idea and related details in simple non-fiction and fiction readings on familiar topics.
3. Basic elements of fiction including setting, character, conflict and theme.

B. Vocabulary Skills

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

C. Writing Skills

1. Brainstorming and organizing ideas on a topic relevant to students' lives.
2. Paragraph structure on a basic level.
3. Applications/forms related to school, work and the community.
4. Conventions of writing including basic punctuation and capitalization.
5. 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.
 - a. simple present, past and future tenses
 - b. common modals
 - c. like + infinitive
 - d. there is/there are
 - e. singular and plural nouns
 - f. prepositions
 - g. possessive pronouns
 - h. question formation
 - i. requests

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 simplified readings focusing on a variety of themes related to school, work and the community
4. Objective exams and quizzes
5. Reading and writing of learners' own stories
6. Silent Sustained Reading (SSR)
7. Controlled writing activities
8. Language experience stories
9. Simple surveys and compiling of results
10. Reading for details using simplified forms, schedules, and brochures related to everyday life
11. Holistically scored in-class writing assessments

B. Homework:

1. Written comprehension exercises from the assigned textbook including identification of main idea and details
2. Journal of high-frequency vocabulary found in fiction and nonfiction readings
3. Reading signs, labels, bumperstickers, and other examples of environmental print
4. Short, simplified 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, in-class writing, filling out basic forms

Writing 20 - 30%

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

Group work; reading homework, in-class reading activities

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:

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

New Oxford Picture Dictionary, Shapiro, et al., Oxford University Press, 1998 (Classic)

All New Very Easy True Stories, by Heyer, Pearson Longman, 2005

Stories to Tell Our Children, by Weinstein, Weinstein, 1992 (Classic)

Giving Thanks: A Native American Good Morning Message, by Swamp, Lee & Low Books, 1997 (Classic)

Instructor prepared materials