**COURSE OUTLINE OF RECORD**

| Number: ESL G042 | TITLE: ESL Reading/Writing, Level 4 |

**ORIGINATOR:** Coast Coast  
**EFF TERM:** Spring 2008  
**FORMERLY KNOWN AS:**  
**DATE OF OUTLINE/REVIEW:**  
**CROSS LISTED COURSE:**  
**TOP NO:** 4930.85  
**CID:**

**SEMESTER UNITS:** 3.0  
**HRS LEC:** 54.0  
**HRS LAB:** 0.0  
**HRS OTHER:** 0.0  
**CONTACT HRS TOTAL:** 54.0  
**STUDY NON-CONTACT HRS RECOMMENDED:** 108.0  

**CATALOG DESCRIPTION:**

An intermediate discrete skills course designed to give intense practice in reading, writing, and grammar. Students will read expository pieces requiring the ability to find main ideas and details, make inference, recognize transitional devices, and distinguish levels of generality. They will develop the ability to write simple expository paragraphs, with and emphasis on using transitional devices to coordinate ideas.  

**ADVISORY:** ESL G031 and/or ESL G032 and/or concurrent enrollment in ESL G041 and/or ESL G043  

**JUSTIFICATION FOR COURSE:**

**PREREQUISITES:**
- ESL G032: ESL Reading/Writing, Level 3 with a minimum grade of C or better  
- GWC Reading Placement Level of 30 or higher.

**COREQUISITES:**

**ADVISORIES:**

**ASSIGNED DISCIPLINES:**
- ESL  

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00  
**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]  
**GRADING POLICY:** Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]  
**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]  
**TRANSFER STATUS:** CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[ X]  

**BASIC SKILLS STATUS:** Yes [X] No [ ]  
**LEVELS BELOW TRANSFER:**

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable  
**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course  
**OCCUPATIONAL (SAM) CODE:** E  
**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X] Yes [ ] NUMBER REPEATS:  
**REQUIRED FOR DEGREE OR CERTIFICATE:** No [X] Yes [ ]  
**GE AND TRANSFER REQUIREMENTS MET:**

**COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:**

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1. use learned level-appropriate vocabulary in new contexts and discussions on readings.
2. make simple inferences in a level-appropriate text when given a list of choices.
3. identify supporting details in a level-appropriate text.
4. recognize the main idea of a level-appropriate text.

COURSE OBJECTIVES:

COURSE CONTENT:
LECTURE CONTENT:

A. Reading
1. Review
   a. recognizing markers indicating shifts in verb tense, with special emphasis on perfect verb forms
   b. recognizing transitional devices between ideas and between paragraphs: time, sequence, levels of generality
   c. making inferences and drawing conclusions
   d. recognizing topic sentences and supporting detail
2. Introduce
   a. proof-reading skills
   b. recognizing markers which develop coherence and cohesion: pronouns and conjunctions; adjectival and adverbial clauses and phrases
   c. examples of slang and informal speech affecting tone
   d. topic sentence and supporting detail; reading for information
   e. using timelines and outlines in notetaking skills to support comprehension
      f. using timelines and outlines to support reading comprehension

B. Writing
1. Review
   a. narrative and descriptive writing
   b. controlling verb tenses: simple present, past and future and present progressive
   c. using pronouns to develop coherence
   d. placement of adjectives after linking verbs and before nouns
   e. using transitional devices and distinguishing levels of generality, such as with adjective clauses who, which, that
   f. varying sentence structure and style, such as with gerunds as subjects and objects
   g. paragraphs of simple how-to and why + plus listing of reasons
2. Introduce
   a. expository forms in paragraphs--process analysis and cause-effect
   b. formal, informal, slang distinctions in written conventions
   c. expository pieces requiring main ideas and details
   d. the present unreal mood (If I were...I would)
   e. timelines and outlines in pre-writing tasks
   f. present perfect and present perfect progressive
   g. developing coherence and cohesion through subordination and coordination of ideas in complex sentences, such as with subordinate time clauses and coordinating conjunctions and, or, but, so; with so...that, whenever, although, since; and with simple passive transformations of S-V-O and S-V-IO-O
   h. using appropriate levels of generality--topic sentence and supporting detail in narration and description

C. Cultural understanding
1. Be introduced to the American school system, the American tax system, campus clubs and involvement, student government, career planning, finding jobs and interviewing, developing plans of action to realize goals, coping with crime, recognizing social stereotypes
METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Textbooks
Daily, students may read passages of the following:
Newspapers
Magazines
Novels
Poetry
Short stories
Essays
General interest non-fiction

Out-of-class Assignments

Writing Assignments

1. In writing, students will regularly:

Develop sentences and paragraphs
Write reports
Keep personal, and/or dialogue and/or chain journals
Imitate model writings
Freewrite
List
Brainstorm
Write personal letters
Write dialogues
Fill out forms, applications and/or questionnaires
Respond to TV, radio, videos, films
Describe pictures and events

2. In reading, students will regularly:

Read silently and aloud
Preview
Skim
Scan
Use the dictionary
Analyze content from
Short plays and scenes
TV--closed captioning

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

**Demonstration of Critical Thinking:**

1. In writing, students will regularly:
   - Decipher cloze tests
   - Analyze paragraphs and/or essays
   - Summarize Combine sentences logically
   - Analyze and prepare business letters relating to simple, real-life problems students encounter, such as requesting a credit card charge be amended
   - Complete chain narratives
   - Develop short personal narratives and paragraphs with main points Edit personal work
   - Practice group writing and peer editing

2. In reading, students will regularly:
   - Practice cloze readings
   - Decipher jigsaw readings, puzzles, Scrabble, word jumbles, word search
   - Outline main ideas
   - Create timelines from readings
   - Analyze grammar syntax, word forms, structure levels of generality and levels of diction in readings
   - Summarize
   - Take notes from readings
   - Predict
   - Find main ideas and details
   - Infer and draw conclusions
   - Practice library use and search techniques
   - Analyze short plays and scenes
   - Compete in classroom linguistic games

**Required Writing, Problem Solving, Skills Demonstration:**

1. In writing, students will regularly:
   - Develop sentences and paragraphs
   - Write reports Keep personal, and/or dialogue and/or chain journals Imitate model writings
   - Freewrite
   - List
   - Brainstorm
   - Write personal letters
   - Write dialogues
   - Fill out forms, applications and/or questionnaires
   - Respond to TV, radio, videos, films
   - Describe pictures and events

2. In reading, students will regularly:
   - Read silently and aloud
   - Preview
   - Skim
   - Scan
   - Use the dictionary

   - Analyze content from Short plays and scenes
TV--closed captioning

TEXTS, READINGS, AND RESOURCES:

LIBRARY:
Adequate library resources include:
Comments:

Attachments:
Attached Files