Number: ESL G032  TITLE: ESL Reading/Writing, Level 3

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

SEASONAL 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:
A low intermediate discrete skills course designed to give intensive practice in reading, writing, and grammar. Students will read selections ranging from simple information to high-interest stories and develop the ability to write short narrative and descriptive paragraphs on familiar topics, using a variety of simple verb tenses, simple subordination and coordination. ADVISORY: ESL G021 and/or ESL G022 and/or concurrent enrollment in ESL G031 and/or ESL G033.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- GWC ESL Placement Level of 20 or higher.
- or
- ESL G022N: ESL Reading/Writing, Level 2

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:
1. use learned level-appropriate vocabulary in new contexts and discussions on readings.
2. recognize and use basic grammatical cues such as time expressions and simple verb tenses to identify present, past, and future time settings.
3. identify supporting details in a level-appropriate text.
4. recognize the main idea of a level-appropriate text when given a list of choices.

COURSE OBJECTIVES:

COURSE CONTENT:

LECTURE CONTENT:

A. Reading
   1. Review
      a. finding main ideas from simple narrative and descriptive paragraphs
      b. readings of a practical nature, such as maps, charts, menus
   2. Introduce
      a. recognizing the subordination and coordination of ideas, especially with when, while, a soon as, before, after, then
      b. recognizing the effect of transformation on meaning in subject, verb, indirect object and direct object word ordering
      c. locating transitional devices which indicate new ideas in time and space sequencing
      d. directional words—verbs, prepositions, transitions
      e. poems, short stories, and newspaper articles about the topics emphasized at level 3 and about areas of practical need
      f. context clues and extra-linguistic background
      g. readings of a universal nature, such as folk tales with moral themes
      h. making inferences and drawing conclusions on simplified concrete topics

B. Writing
   1. Review
      a. varieties of syntax, such as subject, verb, indirect object and direct object word ordering
      b. directional words—verbs, prepositions, transitions
   2. Introduce
      a. using transitional devices which indicate new ideas in the time and space sequencing
      b. developing main ideas for simple narrative and descriptive paragraphs
      c. subordination and coordination of ideas, especially with when, while, as soon as, before, after, then
      d. writing short, simple stories, such as relating common folk tales with moral themes
      e. modals: may, might, must, should, have to, and the polite would
      f. using the simple real condition (If I am...I will)
   3. Cultural understanding
      a. Introduce
         i. American ways of expressing dislike and contrary opinions in writing
         ii. expressing compliments in writing
         iii. responding politely and completely to written requests
         iv. American attitudes towards friendship, cheating, academic honesty
         v. American responses to crime: securing the home and car; caution at ATMs
         vi. American ways of handling money: credit vs. cash

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:
COURSE ASSIGNMENTS:

Reading Assignments

- Textbooks
- Realia: posters, tickets, ads, recipes, menus
- Reference materials: encyclopedias, almanacs, maps, atlases, dictionaries

Daily, students may read passages of the following:
- Newspapers
- Magazines
- Poetry
- Short stories
- Simplified readers for adults

Out-of-class Assignments

Writing Assignments

1. In writing, students will regularly
   - Develop sentences and simple narrative, process and descriptive paragraphs
   - Keep personal, and/or dialogue and/or chain journals
   - Imitate model writings
   - Freewrite
   - 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
   - Practice dictation
   - Read silently and aloud
   - Preview
   - Skim
   - Use the dictionary
   - Analyze content from
   - TV--closed captioning
   - Questionnaires

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 simple narrative, process and descriptive paragraphs Summarize Combine sentences and simple narrative, process and descriptive paragraphs logically 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 Create timelines from readings Analyze grammar syntax, word forms in readings Summarize Predict Practice library use and search techniques

Required Writing, Problem Solving, Skills Demonstration:

1. In writing, students will regularly Develop sentences and simple narrative, process and descriptive paragraphs Keep personal, and/or dialogue and/or chain journals Imitate model writings Freewrite 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 Practice dictation Read silently and aloud Preview Skim Use the dictionary Analyze content from TV--closed captioning Questionnaires

TEXTS, READINGS, AND RESOURCES:

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
 Attached Files