# COURSE OUTLINE OF RECORD

**Number:** ESL G052  
**TITLE:** ESL Reading/Writing, Level 5

<table>
<thead>
<tr>
<th>ORIGINATOR: Nancy Boyer</th>
<th>EFF TERM: Summer 2010</th>
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<tbody>
<tr>
<td>FORMERLY KNOWN AS:</td>
<td>DATE OF OUTLINE/REVIEW:</td>
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<tr>
<td>CROSS LISTED COURSE:</td>
<td>TOP NO: 4930.85</td>
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<tr>
<td>SEMESTER UNITS: 3.0</td>
<td>CID:</td>
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<tr>
<td>HRS LEC: 54.0</td>
<td>HRS LAB: 0.0</td>
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<tr>
<td>CONTACT HRS TOTAL: 54.0</td>
<td>HRS OTHER: 0.0</td>
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<tr>
<td>STUDY NON-CONTACT HRS RECOMMENDED: 108.0</td>
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**CATALOG DESCRIPTION:**

This course is fifth in a series of six reading courses. It is a high intermediate discrete skills course designed to give intense practice in reading, writing, and grammar. Students will read multi-paragraph pieces of wide general interest and pieces about abstract topics; they will distinguish between main and subordinate ideas and recognize major differences in tone. They will develop the ability to write transitional phrases between simple expository paragraphs and use a variety of compound and complex sentence patterns in subordination and coordination.

**JUSTIFICATION FOR COURSE:**

**PREREQUISITES:**
- ESL G042: ESL Reading/Writing, Level 4 with a minimum grade of C or better  
  or
- GWC Reading Placement Level of 40 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:** 4 levels below transfer level

**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 inferences in a level-appropriate text when given a list of choices.
3. apply context clues to predict meanings of words.
4. summarize a short article from a level-appropriate text.
5. recognize the main idea of a level-appropriate text.

COURSE OBJECTIVES:
1. demonstrate limited ability to recognize culture-specific context clues.
2. demonstrate limited ability to summarize short chapters and articles.
3. demonstrate fair to good control of inference on simple, concrete topics.
4. demonstrate consistent ability to take notes in outline and timeline form.
5. demonstrate consistent ability to recognize transitional devices between paragraphs.

COURSE CONTENT:

LECTURE CONTENT:

A. In reading
1. Review and practice
   a. reading multi-paragraph pieces of wide general interest
   b. identifying topic sentences and supporting detail
   c. proof-reading
   d. distinguishing between main and subordinate ideas
   e. recognizing grammatical forms studied at Levels 1-5
   f. Recognizing transitional devices between paragraphs: narrative, descriptive, process
   analysis, cause-effect
   g. making inferences and drawing conclusions
   h using timelines and outlines to support reading comprehension
   i. using transition devices used with past and future perfect forms of the verb, including past
   perfect progressive
   j. controlling complex sentence patterns in subordination and coordination as with S-V-C,
   S-V-O, S-V-IO-O and passive transformations and so that and other subordinating
   conjunctions
   k. distinguishing levels of generality as with adjective clauses with who, which, that

2. Be introduced to
   a. multi-paragraph pieces about abstract topics
   b. transitional devices between paragraphs: cause and effect, comparison and contrast,
   example and enumeration in controlled assignments
   c. differences in tone
   d. compound and complex sentence patterns in subordination and coordination, as with
   S-V-O-OC; adjective clauses where, who, which, that as objects rather than subjects;
   adjective clauses using whose, whom, where, when; logical connection and punctuation with
   conjunctive adverbs
   e. subordinate clauses of concession, contrast, and purpose
   f. various styles for academic texts

3. Demonstrate
   a. a limited understanding of
      1. subordinate ideas in reading
      2. culture-specific context clues
   b. consistent control in
      1. making inferences
      2. taking notes in outline and timeline form

B. In writing
   1. Review and practice
      a. skills of narration, description, process analysis, and cause-effect
b. all grammatical forms introduced in Levels, 1-5
c. topic sentences and supporting details
d. transitional devices to distinguish between main and subordinate ideas
e. grammatical forms studied at levels 1-5
f. transitional devices between paragraphs: narrative, descriptive, process analysis
g. timelines and outlines in pre-writing tasks
h. complex sentence patterns in subordination and coordination as with S-V-C, S-V-O, S-V-IO-O and passive transformations and so that and other subordinating conjunctions
1. levels of generality as with adjective clauses using who, which, that
2. Be introduced to
   a. production of simple 3- and 4-paragraph essays on concrete familiar topics
   b. transitional devices between paragraphs: cause and effect, comparison and contrast, example, and enumeration in controlled assignments
c. compound and complex sentence patterns in subordination and coordination, as with S-V-O-OC; adjective clauses using who, which, that as objects rather than subjects; adjectival clauses using whose, whom, where, when
d. conjunctive adverbs and their punctuation
e. subordinate clauses of concession, contrast and purpose
f. past unreal conditional (If I had been, I would have)
g. transitional devices used with past and future perfect forms of the verb, including past perfect progressive
h. clustering, cubing, and questioning in pre-writing tasks

C. Demonstrate

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Textbooks
Websites

Out-of-class Assignments

Writing Assignments

Read a text and answer comprehension and inference questions.

METHODS OF STUDENT EVALUATION:

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

Demonstration of Critical Thinking:

Demonstration of inference skills in reading. Demonstrate ability to understand the main idea and identify supporting details. Demonstrate ability to use adverbs and verb tenses to identify correct time sequence.
Required Writing, Problem Solving, Skills Demonstration:
Read a text and answer comprehension and inference questions.

TEXTS, READINGS, AND RESOURCES:
TextBooks:

LIBRARY:
Adequate library resources include:
Comments:
Attachments:
Attached Files