



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ESL 747 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2023 **CURRICULUM APPROVAL DATE:** 03/14/2023

SHORT TITLE: NC READ-WRITE III

LONG TITLE: NC Integrated Reading, Writing III

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	6	108
		Lab:	0	0
		Other:	0	0
		Total:	6	108

Out of Class Hrs: 216.00

Total Learning Hrs: 324.00

COURSE DESCRIPTION:

This is the third course in a series of integrated skills courses designed to expand the development of reading, writing, and grammar skills of high-intermediate ESL students. The course focuses on vocabulary development through the application of different reading strategies to a variety of selections of topics of interest to academically-bound students. It also involves the further practice and refinement of sentence and paragraph skills, structure and punctuation. **PREREQUISITE:** ESL 737 or ESL Assessment Recommendation

PREREQUISITES:

Completion of ESL 737, as NC, with a grade of P or better.

OR

Score of 1 on Intermediate II

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Write simple, compound, and complex sentences within paragraphs utilizing correct structure, word order, and punctuation.
2. Apply reading skills such as identifying the main idea and supporting details, making inferences, drawing conclusions, interpreting concepts, and understanding new vocabulary in context to a new level-appropriate reading.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Practice reading skills such as identifying the main idea and supporting details, making inferences, drawing conclusions, interpreting concepts, and using context clues, parts of speech, and affixes to understand new vocabulary in level-appropriate texts.
2. Read, recognize and write affirmative and negative statements and questions using the following verb tenses and structures: simple present, present continuous, past continuous, simple past, future, present perfect, present perfect continuous, present tense modals, gerunds, and infinitives.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/14/2023

25 Hours

CONTENT: Participate in an introduction to the course and its requirements. Do ice-breaker activity to get to know the students. Read passages in the textbook on a theme such as, "Symbols", and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Make inferences and draw conclusions. Introduce the differences between topic, topic sentence, main idea and summary. Review the PRESENT CONTINUOUS , SIMPLE PRESENT, SIMPLE PAST, PAST CONTINUOUS , SIMPLE FUTURE tenses and MODALS.

25 Hours

CONTENT: Read passages in the textbook on a theme such as, "Customs", and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Make inferences and draw conclusions. Review the differences between topic, topic sentence, main idea and summary. Review the PRESENT PERFECT and introduce the PRESENT PERFECT CONTINUOUS tense.

25 Hours

CONTENT: Read passages in the textbook on a theme such as, "Mind and Body", and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Make inferences and draw conclusions. Distinguish facts from opinion. Review the differences between topic, topic sentence, main idea and summary. Introduce GERUNDS and INFINITIVES. TEST on reading and writing skills and grammar practiced during this third cycle of teaching.

25 Hours

CONTENT: Read passages in the textbook on a theme such as, "People", and do text work as follows: Preview each reading via its title, visuals, and pre-reading questions. Answer True/False, Multiple Choice, and Short Answer questions. Skim readings for main idea. Scan readings for specific information. Use context clues to understand new vocabulary. Learn reading-specific parts of speech and affixes. Make inferences and draw conclusions. Distinguish facts from opinions. Introduce ADJECTIVE CLAUSES (who, whom, whose, which, and that); COMPARATIVE, SUPERLATIVE and EQUALATIVE forms of adjectives and adverbs. TEST on reading and writing skills and grammar practiced during this fourth cycle of teaching.

6 Hours

CONTENT: REVIEW various parts of course content depending on student need.

2 Hours

FINAL EXAM

METHODS OF INSTRUCTION:

Reading, lecture, discussion, pair work, small and large group activities, written and oral textbook exercises, paragraph writing in controlled and free contexts, reading and analysis of model paragraphs, self-evaluation, test feedback.

Required Outside Hours 216

Assignment Description

Textbook exercises, paragraph writing, reading assignments.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 40

Evaluation Description

Writing Assignments: Percent range of total grade: 20 % to 40 %

Written Homework

Reading Reports

Other: Short compositions

Objective examinations

Evaluation Percent 60

Evaluation Description

Objective examinations: Percent range of total grade: 60 % to 80 %

Multiple Choice

True/False

Matching Items

Completion

Recommended Representative Textbooks and Materials:

McVeigh and Bixby. Q: Skills for Success Reading and Writing - Book 2. Oxford University Press,2019.
Reading Level of Text, Grade: Integrated ESL Low Intermediate (From the ESL CB 21 Rubric) Verified by:
Nicole Cisneros

Barton and Dupaquier's 2019 edition of "Northstar Reading and Writing Book 3", Pearson Longman
Heinle Cengage Learning's 2018 edition of "Pathways: Reading, Writing, and Critical Thinking - Book 2"
Use a grammar book to supplement grammar topics, such as: "More Grammar Practice Book 2 (Second
Half)", 2nd Edition, Cengage Learning

Grammar in Context Book 2 (Second Half)", 7th Edition, by Sandra Elbaum, Cengage Learning.
Book 3 for a Reading text.

novel option: The Circuit; Two Kill a Mockingbird

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: C

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000637488

Sports/Physical Education Course: N

Taxonomy of Program: 493087