ESL R076: READING AND WRITING FUNDAMENTALS

Originator
msanchez

Co-Contributor(s)

Name(s)
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College
Oxnard College

Discipline (CB01A)
ESL - English as a Second Language (ESL)

Course Number (CB01B)
R076

Course Title (CB02)
Reading and Writing Fundamentals

Banner/Short Title
Reading & Writing Fundamentals

Credit Type
Credit

Honors
No

Start Term
Fall 2021

Formerly
ESL R077

Catalog Course Description
This course is designed to instruct the low-advanced ESL learner or the native English speaker desiring instruction in the fundamental skills of academic reading and writing. Writing topics include compound and complex sentences, verb tenses, and punctuation applied to academic writing. Reading topics include identifying main idea in paragraphs and longer passages, vocabulary development, use of context, literal and inferential comprehension, and recognizing basic patterns of organization. Study skills include note-taking, text annotating, scanning for information, study-reading techniques, and navigation of college's learning management system. Course is offered Pass/No Pass at student's option. Not applicable for degree credit.

Additional Catalog Notes
Formerly two separate courses: ESL R075 and ESL R077.

Taxonomy of Programs (TOP) Code (CB03)
4930.87 - English as a Second Language−Integrated2

Course Credit Status (CB04)
C (Credit - Not Degree Applicable)

Course Transfer Status (CB05) (select one only)
C (Not transferable)

Course Basic Skills Status (CB08)
B - The Course is a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
C - Three levels below transfer

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
2 - Not Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Alternate grading methods
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
70
Maximum Contact/In-Class Lecture Hours
70

Activity
Minimum Contact/In-Class Activity Hours
0

Maximum Contact/In-Class Activity Hours
0

Laboratory
Minimum Contact/In-Class Laboratory Hours
70
Maximum Contact/In-Class Laboratory Hours
70

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
70
Total Maximum Contact/In-Class Hours
70

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
140
Maximum Outside-of-Class Hours
140

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
210
Total Maximum Student Learning Hours
210

Minimum Units (CB07)
4
Maximum Units (CB06)
4

Prerequisites
Placement as determined by the college's multiple measures process.

Advisories on Recommended Preparation
ESL R065 or ESL R802B

Entrance Skills

Entrance Skills
Students should be at the high-intermediate level of English language development. Skills students need to succeed in ESL R076 include writing simple sentences with correct syntax, grammar, and punctuation, read a basic paragraph and answer literal comprehension questions.

Prerequisite Course Objectives
ESL R065-Recognize reading structure such as main idea and supporting details.
ESL R065-Recognize literal comprehension.

ESL R065-Build and use vocabulary through use of context, word analysis, and inference.
ESL R065-Develop and apply study skills.
ESL R802B-Write complete sentences using correct punctuation.
ESL R802B-Apply knowledge of basic grammar in reading and writing assignments.

Requisite Justification

Requisite Type
Advisory

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Use modifiers (adjectives and adverbs) correctly in the context of a sentence.
2	Write simple, compound, and complex sentence structures.
3	Apply understanding of subject/verb agreement.
4	Write a paragraph using correct grammar, sentence structure, and punctuation.
5	Successfully outline a paragraph including main idea and supporting details.
6	Use context clues to understand the meaning of new vocabulary.
7	Support their point of view on a reading using details and facts from the original text.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Use advanced grammar verb structures in the present, past and future time frames in writing.
2	Use passive voice, past and perfect modals, reported speech and logical connectors in writing.
3	Discern and use gerunds and infinitives correctly.
4	Recognize and use adjective, adverb, and noun clauses in writing.
5	Use compound, complex, and compound-complex sentences including subordinators, conjunctive adverbs, etc., in paragraphs.
6	Use correct punctuation in the compound, complex, and compound-complex sentence structures described.
7	Apply understanding of reading structures, main idea and supporting details.
8	Guess the meaning of words from context by using punctuation, given definitions, examples, clues in other sentences.
9	Apply critical thinking and demonstrate understanding of inference and fact vs. opinion.
10	Increase vocabulary by use of synonyms, word parts, metaphors, and idiomatic expressions.
11	Apply study skills (time management, previewing, scanning, note taking, basic outlining).
12	Navigate the college's learning management system to access and post assignments.

Course Content

Lecture/Course Content

A. Writing Skills:
1. Review of verb tenses and time frames
2. Past and perfect modals and similar expressions (should have, be supposed to, etc.)
3. Gerunds and infinitives
4. Adjective clauses
5. Noun clauses
6. Reported speech
7. Subordinators and subjective adverbs

8. Correct punctuation in the sentence structures described above
9. Logical connectors and parallel structure
10. Passive voice in all tenses
11. Writing sentences and paragraphs

B. Reading Skills:
1. Comprehension Skills
a. Setting purpose for reading (pre-reading)
b. Main idea and supporting details
c. Outlining
d. Summarizing
e. Understanding details
f. Use of transition words
g. Literal and basic inferential comprehension
h. Reading charts and graphs

C. Vocabulary Skills
1.. Use of context to determine meaning
a. punctuation
b. clues in other sentences
c. synonyms and antonyms
2. Words Forms
a. Roots/Suffixes/Prefixes
b. Specialized vocabulary

D. Study Skills
1. A. Following instructions
2. B. Dictionary skills
3. C. Note taking
4. D. Study reading skills
5. E. Scanning for information
6. F. Time management

E. Critical Thinking
1. Identifying basic rhetorical patterns
a. Expository
b. Cause and effect
c. Chronological and emphatic order

F. Fiction
1. Point of view
2. Plot

G. Library and online resources
1. A. Introduce library resources
2. B. Use of college's LMS

Laboratory or Activity Content
Lab activities designed to practice and reinforce all topics of lecture content.
1. Writing workshop and peer review
2. Applying steps in the writing process
3. Just-in-time remediation of grammar points
4. Discussion of reading topics
5. Practice reading and study skills
6. Individualized instruction
7. Use of online programs such as Cengage, OWL, ESL Learning sites

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Portfolios
Quizzes
Reports/papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Collaborative group work
Class activities
Class discussions
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Lecture
Other (specify)

Specify other method of instruction
Please review

Describe specific examples of the methods the instructor will use:
Instructor will introduce new readings with background information to be read and discussed by the class.

Students will discuss topics as a class and in collaborative groups in preparation for writing assignment.

Instructor will lead students in analysis of reading looking for patterns of organization, grammar forms, sentence structure, and vocabulary,

After reading and discussing the reading, students will be assigned a writing activity. Instructor will lead the class in the writing process and demonstrate brainstorming strategies. Students will be asked to do the same on there chosen topic.

Instructor will demonstrate each step of the writing process allowing students to apply and practice each step.

Computer-aided demonstration on the use of labs and databases such as World Book Advanced, Purdue OWL, Cengage.

Representative Course Assignments

Writing Assignments
1. Practice exercises in textbook to be completed with 80% accuracy.
2. Writing assignments focused on assigned readings and grammatical structures
3. Sentence combining exercises
4. . Students will write summaries of selected readings to demonstrate comprehension.
5. Students will outline selected paragraphs or sections of chapters to reinforce understanding of paragraph structure and basic patterns of organization.
6. Students will complete writing exercises in the textbook using correct grammatical structures and spelling and related vocabulary.
7. Students will interpret information on charts and graphs.
8. Students will be asked to submit at least one quiz and/or writing assignment using the college's LMS.

Reading Assignments
1. Reading selections presented in each chapter using target grammatical structures in context.
2. Analysis of paragraph structure in assigned reading
3. Class will read a work of fiction and annotate assigned chapters in preparation for discussion

4. Students will read assigned chapters to practice independent reading skills. reinforce meta-cognitive skills and review topics covered in class.
5. Students will read articles related to the textbook topics to expand vocabulary and find connections with related materials.
6. Students will complete textbook practice exercises with 80% accuracy in reinforce knowledge of literal and inferential comprehension, context clues, fact vs. opinion, and basic patterns of organization in paragraphs.
7. Students will use library resources and locate materials assigned.
8. Students will be asked to submit at least one quiz and/or writing assignment using the college's LMS.

Other assignments (if applicable)
1. Journal writing
2. Chapter quizzes
3. LMS discussions

Outside Assignments

Representative Outside Assignments
Assigned practice activities in textbook.
Reading assignments
 Writing assignment
Assigned activities in college's LMS for each unit.

Articulation

Comparable Courses within the VCCCD
ENGL V04A - Writing Skills:Level A

Textbooks and Lab Manuals
Resource Type
Textbook

Description
Folse, K., Gordan, D., Smith-Palinkas, B. *Grammar for Great Writing B*. 1st edition. Cengage.2018

Resource Type
Textbook

Description
Folse, K., Muchmore-Vokoun, A. & Solomon, E.V. *Great Writing 1-Great Sentences for Great Paragraphs* (3rd). Heinle Cengage Learning. (2013)

Resource Type
Textbook

Description
Mazur-Jefferies, Catherine. *Focus Reading and Vocabulary 4.* Cengage Learning. 1st edition. 2014

Library Resources

Assignments requiring library resources
Students will submit a library project using sources from the library's databases.

Sufficient Library Resources exist
Yes

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities
E-mail	Regular communication between instructor and students via email and announcements
Other DE (e.g., recorded lectures)	Use of video and audio recordings that accompany the textbook
Telephone	Regularly scheduled telephone communication between instructor and students
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities
E-mail	Regular communication between instructor and students via email and announcements
Other DE (e.g., recorded lectures)	Use of video and audio recordings that accompany the textbook, YouTube videos
Telephone	Regularly scheduled telephone communication between instructor and students
Video Conferencing	Upon student request

| Synchronous Dialog (e.g., online chat) | A set time each week may be provided when the instructor is available for synchronous chat to answer questions. Scheduled sessions scheduled with whole class and smaller groups. These will be recorded for students who are unable to join the live sessions. |

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities
E-mail	Regular communication between instructor and students; scheduled office hours, and class announcements
Other DE (e.g., recorded lectures)	Use of video and audio recordings that accompany the textbook, YouTube videos
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions. Scheduled sessions scheduled with whole class and smaller groups. These will be recorded for students who are unable to join the live sessions.
Telephone	Regularly scheduled telephone communication between instructor and students; scheduled office hours
Video Conferencing	Upon student request; scheduled office hours

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
ESL

Additional Minimum Qualifications

Minimum Qualifications
Reading

Review and Approval Dates

Department Chair
09/08/2020

Dean
09/08/2020

Technical Review
09/23/2020

Curriculum Committee
09/23/2020

DTRW-I
10/08/2020

Curriculum Committee
10/14/2020

Board
11/10/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000587951

DOE/accreditation approval date
MM/DD/YYYY