

ESL R800B: READING AND WRITING SKILLS - NONCREDIT LEVEL 1

Originator

msanchez

College

Oxnard College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

R800B

Course Title (CB02)

Reading and Writing Skills - Noncredit Level 1

Banner/Short Title

Reading & Writing Skills 1

Credit Type

Noncredit

Start Term

Fall 2023

Catalog Course Description

This course provides instruction in reading and writing skills for non-native speakers of English who are at the entry-level of English language acquisition. Course content includes reading comprehension, vocabulary development, basic grammar and sentence writing.

Taxonomy of Programs (TOP) Code (CB03)

4930.87 - English as a Second Language–Integrated

Course Credit Status (CB04)

N (Noncredit)

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)

K - Other Noncredit Enhanced Funding

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

F - Six levels below transfer

Course Noncredit Category (CB22)

A - English as a Second Language (ESL)

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - 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

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

Yes

Number of times a student may enroll in this course

Unlimited

Units and Hours

Carnegie Unit Override

No

Total in-Class (full semester or term)

Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)

54

Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)

54

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

54

Total Maximum Student Learning Hours

54

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Answer literal comprehension questions from basic readings |
| 2 | Use present tense verbs in written sentences |
| 3 | Use basic vocabulary in written sentences |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|---|
| 1 | Copy numbers, letters, words, short phrases and sentences for personal use or to complete short writing tasks |
| 2 | Fill out simple forms |
| 3 | Comprehend beginning-level reading |
| 4 | Use and spell appropriate basic vocabulary |
| 5 | Give and follow simple oral/written instructions and positive/negative commands and requests |
| 6 | Understand and use numbers and letters |
| 7 | Get information from very basic short texts |
| 8 | Identify basic grammatical parts of speech |
| 9 | Identify basic verb tenses |
| 10 | Identify Student Services, the LLRC, and related resources |

Course Content**Lecture/Course Content**

1. Writing skills
 - a. Short writing tasks including words, numbers, and letters
 - b. Filling out forms
 - c. Simple sentence structure
2. Reading skills
 - a. Follow written instructions and match a set of instructions with a set of pictures
 - b. Short, common forms
 - c. Short stories and descriptions
 - d. Literal comprehension
3. Grammar skills
 - a. Grammatical forms, appropriate word order, context
 - i. Identify
 1. Nouns
 - a. Singular and plural
 - b. Count and non-count
 - c. Possessive
 2. Pronouns
 - a. Subject
 - b. Object
 - c. Possessive
 3. Adjectives
 - a. Descriptive
 - b. Possessive
 4. Adverbs of frequency
 5. Prepositions
 - a. Place/location
 - b. Time
 6. Modals
 - a. Can/Can't
 - b. May for permission
 - b. Parts of speech
 - i. Identify
 1. Nouns
 2. Verbs
 3. Adjectives
 4. Prepositions
 - ii. Verbs tenses
 - iii. Identify
 1. Imperatives
 2. Verb BE

3. Verb BE (There + BE + noun)
 4. Simple present tense
 5. Present progressive/continuous
 6. Simple past tense (regular verbs)
 7. Future: will
4. Academic Awareness
 - a. Identify Oxnard College LLRC services
 - b. Identify Oxnard College Student Services

Methods of Evaluation

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

Skills demonstrations

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):

Individual projects

Objective exams

Oral presentations

Quizzes

Role playing

Skills tests or practical examinations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Class discussions

Collaborative group work

Computer-aided presentations

Distance Education

Group discussions

Guest speakers

Instructor-guided interpretation and analysis

Instructor-guided use of technology

Lecture

Practica

Small group activities

Describe specific examples of the methods the instructor will use:

The instructor will present interactive grammar and writing lecture/demonstrations giving students opportunity to participate and practice.

The instructor will model to the class by readings aloud as students follow in their textbooks followed by student practice of reading and vocabulary in collaborative groups.

Representative Course Assignments

Writing Assignments

Students will complete forms with personal information.

Students will write simple sentences using basic grammar forms.

Students will write sentences using target vocabulary for the unit.

Students will complete practice activities in the textbook and instructor-made materials.

Reading Assignments

Students will read assignments to develop literal comprehension skills.

Students will study and learn new vocabulary with the context of the reading assignments in the textbook and instructor-made worksheets.

Outside Assignments

Representative Outside Assignments

Reading and writing practice in textbook.

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Foley, B., & Neblett, E.R.. *English in Action 1*. 2nd National Geographic Learning, 2010.

Resource Type

Other Instructional Materials

Description

National Geographic Learning & Heinle. *The Heinle Picture Dictionary*. National Geographic Learning, 2014.

Resource Type

Textbook

Description

Fesler, S. H., & Newman, C.. *Taking Off: Beginning English, Student Book*. 2nd McGraw-Hill, 2009

Library Resources

Sufficient Library Resources exist

Yes

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% 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.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	Students can make an appointment to meet during the instructor's office hours.
Telephone	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction. Questions and topics posed will allow students to practice their reading and writing skills. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
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Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
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.
Telephone	Students can request for instructor to call or vice versa to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction

Document typical activities or assignments for each method of instruction

Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
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Examinations

Hybrid (1%–50% online) Modality

- On campus
- Online

Hybrid (51%–99% online) Modality

- On campus
- Online

Primary Minimum Qualification

ESL

Additional Minimum Qualifications

Minimum Qualifications

Reading

Linguistics

English as a Second Language (ESL): Noncredit (per 5 CCR 53412(e))

Review and Approval Dates

Department Chair

09/18/2022

Dean

09/18/2022

Technical Review

09/28/2022

Curriculum Committee

09/28/2022

Curriculum Committee

11/23/2022

Control Number

CCC000611635

DOE/accreditation approval date

MM/DD/YYYY