

ESL R801B: READING AND WRITING SKILLS - NONCREDIT LEVEL 2

Originator

msanchez

Co-Contributor(s)
Name(s)

Tudman, Kari (ktudman)

College

Oxnard College

Discipline (CB01A)

ESL - English as a Second Language (ESL)

Course Number (CB01B)

R801B

Course Title (CB02)

Reading and Writing Skills - Noncredit Level 2

Banner/Short Title

Reading & Writing Skills 2

Credit Type

Noncredit

Start Term

Fall 2023

Catalog Course Description

This is a low-intermediate level reading and writing course for students learning English as a second language and native English speakers who need to develop basic reading and writing skills. Topics included are comprehension skills, critical thinking, vocabulary development, and study skills integrated with grammar and sentence-level writing for academic and real-life situations.

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)

E - Five 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)

70

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

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

70

Total Maximum Student Learning Hours

70

Prerequisites

Placement based on college's multiple measures process.

Advisories on Recommended Preparation

ESL R800B

Entrance Skills

Prerequisite Course Objectives

ESL R800B-Comprehend beginning-level reading
 ESL R800B-Use and spell appropriate basic vocabulary
 ESL R800B-Give and follow simple oral/written instructions and positive/negative commands and requests
 ESL R800B-Understand and use numbers and letters
 ESL R800B-Get information from very basic short texts
 ESL R800B-Identify basic grammatical parts of speech
 ESL R800B-Identify basic verb tenses

Requisite Justification

Requisite Type

Advisory

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Part of a sequence of courses in a certificate of completion or a certificate of competency (noncredit only)

Student Learning Outcomes (CSLOs)

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

- 1 Identify stated main ideas and supporting details in paragraphs.
- 2 Accurately spell the affirmative forms of irregular verbs in the simple past tense.
- 3 Apply word analysis to learn new vocabulary (prefix/root/suffix).
- 4 Demonstrate a basic knowledge of the college library resources and LMS.
- 5 Write simple and compound sentences with correct punctuation and grammar.
- 6 Use correct verb tenses in sentences.
- 7 Use the correct irregular forms of past tense verbs and past participles.

Course Objectives

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

- 1 Identify reading structure such as topic sentence, details, sentence structure and punctuation, paragraphing, outlining and transitional words.
- 2 Identify and comprehend the main idea, literal comprehension, inference, and figurative language in reading.
- 3 Build vocabulary through knowledge of word categories (word parts: roots, prefixes, suffixes).
- 4 Demonstrate comprehension by paraphrasing and retelling information.
- 5 Apply critical reading skills by identifying fact, opinion, and inference.
- 6 Apply study and test preparation skills, study-reading (SQ3R), skimming and scanning.
- 7 Use the library resources for basic report writing.
- 8 Submit assignments and quizzes on the college's LMS.
- 9 Write simple affirmative, negative, and interrogative sentences within a supportive context.
- 10 Write compound sentences using coordinating conjunctions and correct punctuation.
- 11 Write a series of sentences based on a familiar context.

Course Content

Lecture/Course Content

A. Comprehension Skills

1. Main idea and topic sentence

2. Sentence and paragraph structure
3. Literal and inferential comprehension
4. Critical reading and thinking
5. Summarizing and paraphrasing

B. Vocabulary Skills

1. Context Clues
2. Word analysis
3. Word derivations

C. Study Skills

1. Pre-reading and predicting
2. Skimming and scanning
3. Listening and note-taking
4. Time management
5. Using college resources
6. Outlining
7. College's LMS

D. Verb tenses - affirmative and negative forms

1. Present
2. Past - regular and irregular forms
3. Present Perfect with use of participles
4. Future with *will* and *be going to*
5. Imperative

E. Parts of Speech

1. Nouns - count and non-count
2. Adjectives
3. Adverbs
4. Pronouns
 - a. Subject
 - b. Possessive
 - c. Object
5. Modal Auxiliaries
 - a. could/should
 - b. may/might

F. Sentence Structure

1. Simple
2. Compound
3. Coordinating conjunctions

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):

Objective exams

Quizzes

Other (specify)

Other

Textbook assignments on vocabulary and comprehension

Written assignments on given prompts based on reading topics

Supplemental practices (grammar, vocabulary) in the college's LMS.

Instructional Methodology

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

Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Distance Education
 Group discussions
 Guest speakers
 Lecture
 Small group activities
 Other (specify)

Specify other method of instruction

Pre-reading activities that include prediction and background knowledge of the topic
 Supplemental readings to be used as writing topics.
 Question and Answer sessions led by the instructor

Describe specific examples of the methods the instructor will use:

Class activities can include lectures using PowerPoint, LMS, or other visuals to explain the grammar and reading topics. This would be followed by a whole-class practice activity and individual practice for submission.

Collaborative group work can include discussions of reading topics. The instructor will give specific instructions to each group for the outcome of the group work. Each group member will be assigned a role to ensure participation.

Guest speakers from various college programs can be invited to present information about college programs and services to the students. Students can practice their listening and note taking skills and ask questions of the speakers.

Representative Course Assignments

Writing Assignments

Written responses to reading comprehension questions.
 Summary and paraphrasing of readings.
 Write a series of sentences based on a given topic related to the class reading.
 Reading topics will be used as prompts for writing assignments.

Critical Thinking Assignments

Students will be asked to distinguish between fact and opinion and identify the author's point of view in selected readings.

Reading Assignments

Reading selections in the textbook to practice comprehension and vocabulary skills. Reading topics will be used as prompts for writing assignments.
 Independent reading of selected fiction or non-fiction book.

Skills Demonstrations

Students will be asked to use basic annotating strategies in their reading.

Problem-Solving and Other Assignments (if applicable)

Supplemental practices (grammar, vocabulary) in the college's LMS.

Outside Assignments

Textbooks and Lab Manuals

Resource Type

Other Instructional Materials

Description

College's LMS.

Resource Type

Textbook

Classic Textbook

No

Description

McVeigh, J. Bixby, J. . *Q: Skills for Success Reading Writing 1* (2nd). Oxford University Press, 2015.

Resource Type

Websites

Description

iQ Online Practice website

Resource Type

Other Instructional Materials

Description

YouTube ESL videos

Resource Type

Other Instructional Materials

Description

Khan Academy ESL videos

Library Resources

Assignments requiring library resources

Use the library resources for basic report writing.

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)	<p>Regular use of asynchronous discussion boards will encourage various types of interaction.</p> <p>Questions and topics posed will allow students to practice their reading and writing skills.</p> <p>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.</p>
E-mail	<p>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.</p>
Face to Face (by student request; cannot be required)	<p>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.</p>
Other DE (e.g., recorded lectures)	<p>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.</p>
Synchronous Dialog (e.g., online chat)	<p>A set time each week may be provided when the instructor is available for synchronous chat to answer questions.</p>
Telephone	<p>Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.</p>

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>Regular use of asynchronous discussion boards will encourage various types of interaction.</p> <p>Questions and topics posed will allow students to practice their reading and writing skills.</p> <p>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.</p>
E-mail	<p>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.</p>

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.
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.
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 in order 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. 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	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.
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.
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.
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 in order to answer one-on-one questions about course material or student progress.

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**

Linguistics

Reading

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

DTRW-I

11/10/2022

Curriculum Committee

11/23/2022

Board

12/13/2022

Control Number

CCC000594288

DOE/accreditation approval date

MM/DD/YYYY