# ESL R802B: READING AND WRITING SKILLS - NONCREDIT LEVEL 3

**Originator**
ptrujillo

**Co-Contributor(s)**

| Name(s) |
| --- |
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**College**
Oxnard College

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

**Course Number (CB01B)**
R802B

**Course Title (CB02)**
Reading and Writing Skills - Noncredit Level 3

**Banner/Short Title**
Reading and Writing Skills 3

**Credit Type**
Noncredit

**Start Term**
Fall 2023

**Formerly**
ESL R065

**Catalog Course Description**
This course provides intermediate level ESL students instruction in basic academic reading and writing skills. Topics include understanding main idea and supporting details, literal and inferential comprehension, grammar and sentence skills, vocabulary development, study skills and basic use of library resources and the college's course management system.

**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)**
D - Four 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 as determined by the college's multiple measures assessment process

**Advisories on Recommended Preparation**
ESL R801B

## Entrance Skills
### Entrance Skills

Students need to succeed in ESL 802B include writing basic sentences using proper verb tenses (present, past, future) and punctuation; retell the main points of a paragraph or short story.

### Prerequisite Course Objectives

ESL R801B-Build vocabulary through knowledge of word categories (word parts: roots, prefixes, suffixes).
ESL R801B-Demonstrate comprehension by paraphrasing and retelling information.
ESL R801C- Write simple affirmative, negative, and interrogative sentences within a supportive context.
ESL R801C-Write a series of simple sentences based on familiar context.
ESL R801C-Employ appropriate level grammatical structures in writing of sentences.

## 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 | Write sentences using simple, progressive and perfect verb tenses. |
| 2 | Write the forms of the past tense and past participles of common irregular verbs. |
| 3 | Paraphrase short paragraphs using target grammatical structures and vocabulary. |
| 4 | Identify stated main ideas and supporting details in paragraphs. |
| 5 | Apply word analysis skills (prefix/root/suffix) to learn new vocabulary. |
| 6 | Demonstrate a basic knowledge of the college library resources and the college's learning management system. |

**Course Objectives**

|  | Upon satisfactory completion of the course, students will be able to: |
|---|---|
| 1 | Recognize reading structure such as main idea and supporting details. |
| 2 | Recognize literal comprehension. |
| 3 | Use inference skills and critical reading. |
| 4 | Build and use vocabulary through use of context, word analysis, and inference. |
| 5 | Develop and apply study skills. |
| 6 | Use basic library resources. |
| 7 | Use the college's learning management system to access and post assignments. |
| 8 | Write summaries based on class readings. |
| 9 | Write complete sentences using correct punctuation. |
| 10 | Recognize basic paragraph structure. |

| 11 | Apply knowledge of basic grammar in reading and writing assignments. |
| 12 | Use online textbook resources and supplemental materials. |

## Course Content

**Lecture/Course Content**

1. Reading Comprehension
    a. Paragraph structure: main idea and supporting details
    b. Literal comprehension
    c. Critical reading: fact vs. opinion, cause and effect
    d. Summarizing
2. Vocabulary Development
    a. Context Clues
    b. Word analysis: parts of speech, word forms, word parts
    c. Idiomatic expressions and collocations
3. Study Skills
    a. Textbook reading strategies - previewing, skimming and scanning
    b. Listening and notetaking
    c. Outlining
    d. Time management
    e. Online and library skills; college's LMS
4. Grammar review
    a. Basic verb tenses: present, past, future
    b. Auxiliary verbs
5. Writing
    a. Simple and compound sentence structure
    b. Sentence punctuation and 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):**

Individual projects
Journals
Objective exams
Oral presentations
Portfolios
Quizzes
Reports/papers

## Instructional Methodology

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

Audio-visual presentations
Class activities
Class discussions
Collaborative group work
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Lecture
Role-playing
Small group activities

**Describe specific examples of the methods the instructor will use:**

Instructor-led presentation of grammar and writing skills accompanied by student interaction, participation, and practice.

Instructor-led presentation of reading skills and vocabulary development accompanied by student interaction, participation, and practice.

Use of PowerPoint lectures; videos, and class discussions.

Use of college's LMS to demonstrate taking quizzes, submitting assignments, and participating in discussions.

Class and small-group discussions on select topics as follow up to readings and preparation for writing.

In-class writing activities and dictations.

Guest speakers such as college counselors and tutors to inform students of services and programs available to them.

## Representative Course Assignments

### Writing Assignments

1. Write summaries to practice comprehension
2. Paragraph outlines for understanding of main idea and supporting details.
3. Writing assignments in response to readings. These could include summaries of readings or stating an opinion supported by facts from the reading.

### Critical Thinking Assignments

Students will read and discuss topics that are socially and culturally relevant to their life experiences. Written assignments will follow discussions.

### Reading Assignments

1. Textbook readings and related articles
2. Textbook exercises (vocabulary and comprehension) as follow up practice to readings
3. Select websites
4. Access reading assignments posted on college's learning management system

### Problem-Solving and Other Assignments (if applicable)

Library projects using resources such as checking out materials and using data bases.

Submission of select assignments and quizzes in college's learning management system.

## Outside Assignments

### Representative Outside Assignments

Students will complete practice activities in textbook and complete written assignments.

## Textbooks and Lab Manuals

**Resource Type**
Other Instructional Materials

**Description**
Select ESL websites.

**Resource Type**
Other Instructional Materials

**Description**
College's Learning Management System..

**Resource Type**
Textbook

**Classic Textbook**
No

**Description**

Bixby, Jennifer, and Joe McVeigh. *Q:Skills or Success Reading and Writing 2. 2nd ed.* Oxford University Press, 2018.

## 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<br>Course announcements to keep students updated on the course activities, changes, or additions.<br>Questions and topics posed will allow students to practice their reading and writing skills.<br>Personal feedback on written work via Turn it in<br>Students will be assigned groups for collaborative activities |
| E-mail | Regular communication between instructor and students via email, announcements and scheduled office hours |
| Other DE (e.g., recorded lectures) | Use of video and audio recordings that accompany the textbook; PowerPoint lectures on grammar points and reading skills. |
| Telephone | Regular telephone communication between instructor and students upon student request |
| Video Conferencing | Upon student request |

**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<br>Course announcements to keep students updated on the course activities, changes, or additions.<br>Questions and topics posed will allow students to practice their reading and writing skills.<br>Personal feedback on written work via Turn it in<br>Students will be assigned groups for collaborative activities |
| E-mail | Regular communication between instructor and students via email, announcements and scheduled office hours. |
| Other DE (e.g., recorded lectures) | Use of video and audio recordings that accompany the textbook; PowerPoint lectures on grammar points and reading skills. |
| Telephone | Regularly scheduled telephone communication between instructor and students upon student request. |
| Video Conferencing | Upon student request |
| Synchronous Dialog (e.g., online chat) | Upon student request.<br>Scheduled office hours. |

**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<br>Course announcements to keep students updated on the course activities, changes, or additions.<br>Questions and topics posed will allow students to practice their reading and writing skills.<br>Personal feedback on written work via Turn it in<br>Students will be assigned groups for collaborative activities |
| E-mail | Regular communication between instructor and students via email, announcements and scheduled office hours. |
| Other DE (e.g., recorded lectures) | Use of video and audio recordings that accompany the textbook; PowerPoint lectures on grammar points and reading skills. |
| Video Conferencing | Upon student request and scheduled office hours. |
| Synchronous Dialog (e.g., online chat) | Scheduled sessions scheduled with whole class and smaller groups. Collaborative projects. These sessions will be recorded for students who are unable to participate in the live session. |
| Telephone | Telephone communication between instructor and students for scheduled office hours. |

## 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

**DTRW-I**
11/10/2022

**Curriculum Committee**
11/23/2022

**Board**
12/13/2022

**Control Number**
CCC000620086

**DOE/accreditation approval date**
MM/DD/YYYY