

ESL R803B: READING AND WRITING SKILLS - NONCREDIT LEVEL 4

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)

R803B

Course Title (CB02)

Reading and Writing Skills - Noncredit Level 4

Banner/Short Title

Reading & Writing Skills 4

Credit Type

Noncredit

Start Term

Fall 2023

Catalog Course Description

This course is designed for the high-intermediate to low-advanced ESL learner 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.

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)

C - Three 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 process

Advisories on Recommended Preparation

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 R803B include writing simple sentences with correct syntax, grammar, and punctuation, read a basic paragraph and answer literal comprehension questions.

Prerequisite Course Objectives

ESL R802B-Recognize reading structure such as main idea and supporting details.

ESL R802B-Recognize literal comprehension.

ESL R802B-Build and use vocabulary through use of context, word analysis, and inference.

ESL R802B-Develop and apply study skills.

ESL R802B-Write complete sentences using correct punctuation.

ESL R802B-Recognize basic paragraph structure.

ESL R802B-Apply knowledge of basic grammar in reading and writing assignments.

Requisite Justification**Requisite Type**

Advisory

Requisite

ESL R802B

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. Following instructions
2. Dictionary skills
3. Note taking
4. Study reading skills
5. Scanning for information
6. 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. Introduce library resources
2. Use of college's LMS

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
 Objective exams
 Oral analysis/critiques
 Oral presentations
 Portfolios
 Quizzes
 Reports/papers

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
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Lecture
 Small group activities

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 their 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. Students will complete writing exercises in the textbook using correct grammatical structures and spelling and related vocabulary 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 interpret information on charts and graphs.
7. Students will be asked to submit quizzes and writing assignments using the college's learning management system.

Critical Thinking Assignments

1. Students will read for inferential understanding.
2. Students will list pros and cons on topics in readings selections.
3. Students will differentiate between fact and opinion in selected reading.

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.

Problem-Solving and Other Assignments (if applicable)

1. Journal writing
2. Chapter quizzes
3. Discussions via learning management system

Outside Assignments**Representative Outside Assignments**

Assigned practice activities in textbook.

Reading and writing assignments to reinforce class activities.

Assigned activities in college's learning management system for each unit.

Articulation**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
West Los Angeles College	ESL NC 018CE	ESL V	0
Los Angeles Harbor College	ESL NC 063CE / ESL 5A	ESL III	0
Woodland College	ESL 235	Integrated Skills Level 3	0

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). Cengage Learning, 2018.

Resource Type

Textbook

Description

Mazur-Jefferies, Catherine. *Focus Reading and Vocabulary 3*. Cengage Learning. 1st edition. 2014

Resource Type

Textbook

Description

Douglas, Nancy and D. Bohlke. *Reading Explorer 3*. 3rd ed. National Geographic Learning, 2020.

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 (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
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

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ESL

Additional Minimum Qualifications

Minimum Qualifications

Reading

Review and Approval Dates

Department Chair

09/06/2022

Dean

09/06/2022

Technical Review

09/28/2022

Curriculum Committee

09/28/2022

DTRW-I

11/10/2022

Curriculum Committee

11/23/2022

Board

12/13/2022

DOE/accreditation approval date

MM/DD/YYYY