I. Description of Course:
   1. Department/Course: ESL - 181RW
   2. Title: Reading & Writing Skills, Level I
   3. Cross Reference:
   4. Units: 5
      Lec Hrs: 5
      Lab Hrs: 
   5. Repeatability: Yes Times:1
   6. Grade Options: Letter Grade, May Petition Credit/No Credit (GC)
   7. Degree/Applicability:
      Credit, Not Degree Applicable (C)
   8. General Education:
   9. Field Trips: Not Required
   10. Requisites:
      Prerequisite
      Based on ESL Assessment score
12. Catalog Description:
    This course is designed to develop reading, writing, and grammar skills in American English. It is open to students whose native language is not English. There is practice in the skills of reading, writing, and grammar with an emphasis on fluency, vocabulary development, verb tenses, and basic sentence structure.
13. Class Schedule Description:
    Development of reading, writing, and grammar skills in American English.
14. Counselor Information:
    This is a non-transfer, non-Associate degree applicable course designed for non-native speakers of English who are not at the English 151A level but are above the exit criteria for the Adult School ESL program.

II. Student Learning Outcomes
The student will:
   1. Produce simple sentences with level-appropriate accuracy in basic sentence structure, sentence mechanics, verb tenses, and essential modal verbs.
   2. Produce paragraphs of 150-200 words on assigned topics (related to course themes or the student's life) with level-appropriate accuracy in sentence structure, mechanics, verb tenses, and essential modal verbs.
   3. Identify main ideas and isolate specific detail in reading passages appropriate for students at this level of English proficiency (high-beginning/low-intermediate)

III. Course Outline:
This course focuses on the holistic development of reading and writing skills for the non-native speaker of English. Thematic units tie together the varied skills needed for success. Integrated into each thematic unit is a focus on particular skills as well as grammatical awareness and fluency. At this level, thematic units focus on aspects of American culture, such as entertainment, health, work, and college life. Due to the particular needs of ESL students, it is not possible to specify what content will be introduced each week. Below is a list of skills that should be covered at this level, in addition to typical activities of a sample thematic unit.
A. Reading: Read from a variety of sources of English, including short expository articles, simplified newspapers, literature, etc.
   1. Identify the main idea in a passage
   2. Isolate specific details
   3. Identify supporting details
   4. Develop personal vocabulary
      a. common prefixes (e.g. un, dis, in, im, mis, re, anti, pre, mono, bi, tri)
      b. common suffixes (e.g. tion, ment, er, or, ness, ize, ful, ly, less, able, ible)
      c. collocations
      d. adjective + noun (e.g. high fever)
      e. noun + noun (e.g. retirement benefits)
      f. verb + adjective + noun (e.g. have a severe headache)
      g. verb + adverb (e.g. walk softly)
      h. verb + preposition + noun (e.g. fill out an application)
         i. multi-word units (e.g. take care of, think about, look forward to)
      j. synonyms and antonyms
      k. word forms (e.g. beauty, beautify, beautiful, beautifully)

B. Sentence Structure:
   1. noun phrase: article + adjective + noun; noun + of + noun; compound nouns
   2. verb phrase: verb + noun phrase; verb + adverb (time, location, manner)
   3. common sentence patterns
      a. S + V
      b. S + V + DO
      c. S + V + IO + DO
      d. S + LV + PA/PN
   4. negation
   5. question formation
   6. tag questions

C. Verb Tense (time/aspect)
   1. present: simple, progressive, perfect
   2. past: simple, progressive
   3. future: simple
   4. spelling of verb endings (e.g. -s, -es, -ing, -ed)

D. Essential modal verbs
   1. can
   2. must, have to
   3. should
   4. would like

E. Other basic elements of grammar:
   1. singular and plural forms
   2. count and non-count nouns
   3. subject-verb agreement
   4. pronouns (subject, object, possessive, reflexive)

F. In addition to the above, students should be exposed to
1. coordinating conjunctions (and, but, so)
2. adverb clauses (before, after, because)

G. Writing:

1. Writing sentences to practice using vocabulary and grammatical structures studied
2. Writing simple topic sentences
3. Developing supporting details for main idea
4. Sentence mechanics (punctuation, spelling, capitalization)
5. Simple organizational patterns in paragraph writing:
   a. narrative
   b. process
   c. descriptive

Sample Unit on the theme of Work

A. reading on work-related issue, such as the need for health insurance
B. development of vocabulary, including common work-related idioms and expressions and collocations
C. reading and discussion of work-related likes and dislikes
D. use of simple present tense to express likes and dislikes
E. subject-verb agreement for singular third person
F. noun modifiers in work-related language (shop floor, car dealership, health plan)
G. noncount vs. count nouns (work vs. job; wage vs. salary)
H. students interview someone about his/her job
I. reading about professions in growing fields
J. reading of want ads and understanding abbreviations
K. visit to One-Stop Career Center for a tour and presentation by coordinator
L. research about a job for paragraph-writing assignment
M. use of main idea and supporting detail in organization of a paragraph
N. mechanics in writing: punctuation, spelling, and capitalization

IV. Course Assignments:

A. Reading Assignments
   1. short non-fiction expository articles
   2. short stories
   3. poems
   4. simplified/adapted novels

B. Projects, Activities, and other Assignments
   1. Journal writing
   2. Outside reading & reports
   3. Reading of books with audiotapes

C. Writing Assignments
   1. Written homework
   2. Grammar exercises
   3. Sentence-writing practice
   4. Written paragraphs
   5. Short answer exams

V. Methods of Evaluation/Assessment:
A. Timed paragraph writing (in class)
B. Paragraphs/homework done out of class
C. Written portfolio
D. Reading, vocabulary, and grammar tests/quizzes including objective items such as multiple choice, true/false, matching, and sentence completion.

VI. **Methods of Instruction:**

A. Discussion
B. Demonstration
C. Computer Assisted Instruction
D. Collaborative Learning
E. Other
   1. Traditional Classroom
F. Lecture

VII. **Textbooks:**

**Required**


**Optional**

VIII. **Supplies:**

CID 1829