

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

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| <p>1. Department/Course: <u>ESL - 182RW</u></p> <p>2. Title: <u>Reading & Writing Skills, Level II</u></p> <p>3. Cross Reference:</p> <p>4. Units: <u>5</u>
Lec Hrs: <u>5</u>
Lab Hrs:</p> <p>5. Repeatability: <u>Yes Times:1</u></p> <p>6. Grade Options: Letter Grade, May
Petition Credit/No Credit (GC)</p> | <p>7. Degree/Applicability:
Credit, Not Degree Applicable (C)</p> <p>8. General Education:</p> <p>9. Field Trips: <u>Not Required</u></p> <p>10. Requisites:
Prerequisite
or Prerequisite is an appropriate score on
the ESL Assessment Test or the
completion of ESL 181 or 181RW with a
C or better.</p> |
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12. Catalog Description:

This course is designed to develop 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 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 of the Adult School ESL Program.

II. Student Learning Outcomes

The student will:

1. Produce sentences and chunks of discourse in writing of 200-250 words on assigned topics with a particular focus on verb tenses, use of modal verbs, noun forms, and basic sentence combining.
2. Identify main ideas and isolate specific detail in reading passages appropriate for students at this level of English proficiency (Intermediate). Be able to use the grammar learned in ESL 181 with increasing accuracy and fluency.

III. Course Outline:

This course focuses on the development of reading, writing, and grammar 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 continue the focus on American Culture that was used in ESL 181. 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 a variety of sources of English, including non-fiction articles, literature, and newspapers. The skills to be covered are largely the same as those for ESL 181 or 181RW. However, the reading passages at this level are of greater length and increased syntactical complexity; they also contain more sophisticated vocabulary.

1. Identify the main idea in a passage
2. Isolate specific details
3. Identify supporting details
4. Make predictions in future content and organization
5. Develop personal vocabulary

B. Sentence Structure: partly review from ESL 181/181RW

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
 1. S + V
 2. S + V + DO
 3. S + V + IO + DO
 4. S + LV + PA/PN
 5. negation
 6. question formation
 7. tag questions

C. Verb Tense (time/aspect)

1. present: simple, progressive, perfect, perfect progressive
2. past: simple, progressive, perfect, perfect progressive
3. future: simple (will/be going to/simple present/present progressive/ future time clauses)
4. use of plan, hope, wish, intend
5. spelling of verb endings (e.g., -s, -es, -ing, -ed)

D. Modal Verbs

1. can, may, might, could, be able to
2. must, have to, had to, had better
3. should, ought to
4. would like, would rather

E. Other basic elements of grammar:

1. singular and plural forms, irregular plurals
2. count and non-count nouns (with related expressions e.g., much, many, a few, a little, some)
3. article use (a, an, the)
4. subject-verb agreement
5. adjectives: form, placement, and order
6. prepositions: especially related to time and location

F. Additional patterns and structures to be practiced and/or introduced:

1. Passive voice
2. adverb clauses
3. cause/result (because)
4. time(before, after, while, when)
5. condition (if)
6. verb + gerund
7. verb + infinitive
8. comparatives and superlatives
9. parallel structures
10. sentence combination skills
 1. coordinating conjunctions
 2. subordinating conjunctions
 3. simple adjective clauses

G. Writing: The skills to be covered include many of those introduced in ESL 181 (or 181RW). However the writing assignments at this level require greater length and increased syntactical complexity.

1. Write sentences to practice grammatical structures and sentence patterns studied.
2. Write topic sentences for paragraphs.
3. Develop of supporting details for main idea.
4. Make simple summaries and paraphrases of information in a reading passage.
5. Sentence mechanics (punctuation, spelling, capitalization).
6. Transitional phrases (first, second, however, therefore).
7. Use simple organizational patterns
 1. narration
 2. process
 3. description
 4. comparison/contrast

Sample Unit on the Theme of Crime

1. Reading on crime-related issues, such as how to protect your home from burglars
2. Development of vocabulary, including common crime-related idioms and expressions and collocations(e.g., commit murder)
3. Reading about a robbery and the process the victim went through with the police and his insurance company, for comprehension and discussion.
4. Use of simple past tense, active and passive, to describe past events.
5. Use of adverbs of time (after, before, while) to show sequencing of events.
6. Use of adjectives to describe a suspect (long, straight, brown hair, short and thin)
7. Use of prepositions of time and place to describe when and where the crime happened (at 9:30 p.m. on Mowry in front of the liquor store).
8. Visit from local law enforcement to lecture on how to protect yourself from being a victim of crime.
9. Visit to a local hardware store to look at the various types of home security products available on the market.
10. Reading news articles that discuss recent crimes.
11. Watching a segment from a crime drama to discuss the legal system in the US.
12. Visit courthouse to watch part of a trial.
13. Write a narrative paragraph to describe an experience you had with crime or the

police (e.g., a traffic ticket, a home robbery).

14. Write a comparison and contrast paragraph to describe the legal system in the US and in the student's home country.

IV. **Course Assignments:**

A. Reading Assignments

1. Non-fiction articles from various sources
2. Literature, such as short stories, poems, adapted or simplified novels
3. Outside reading of the student's own choice

B. Projects, Activities, and other Assignments

1. Keeping a journal
2. Producing a portfolio of one's work
3. Creating a personal or class webpage
4. Writing a report about outside reading
5. Grammar activities on the Internet
6. Reading books with audiotapes

C. Writing Assignments

1. Short answers on exams that require written responses to course readings or grammatical prompts.
2. Written paragraphs that respond to course reading passages or address a writing prompt based on the theme of the unit being covered.
3. Exercises or activities from the course text that are submitted in writing.
4. Exercises or activities assigned to be done in the lab that are submitted in writing; material may include English Discoveries, additional reading passages, and grammar exercises.

V. **Methods of Evaluation/Assessment:**

- A. Timed, in-class essay tests
- B. Objective tests including multiple choice, true/false, matching, and sentence completion
- C. Written homework
- D. Portfolio of work completed

VI. **Methods of Instruction:**

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

VII. **Textbooks:**

Required

1. Marjorie Fuchs and Margaret Bonner *Grammar Express* 1 Edition, Longman, 2001 ISBN: 0-13-032743-3
2. Meredith Pike-Baky and Laurie Blass *Tapestry Writing 2* 1 Edition, Thomson Heinle, 2000 ISBN: 08384-0038-8
3. Michael Ryall *Tapestry Reading 2* 1 Edition, Thomson Heinle, 2000 ISBN: 0-8384-0056-6

Optional

VIII. Supplies:

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