I. Description of Course:

1. Department/Course: ESL - 982RW
2. Title: Reading and Writing, Level II
3. Cross Reference:
4. Units:
   Lec Hrs: 5
   Lab Hrs: 
   Tot Hrs: 90.00
5. Repeatability: Yes Times: Unlimited. Per 55002(c)(4)
6. Grade Options: Letter Grade, May Petition for Pass/No Pass (GC)
7. Degree/Applicability:
   Non Credit (N)
8. General Education:
9. Field Trips: Not Required
10. Requisites:
    Prerequisite
    ESL 981RW Reading and Writing, Level I or appropriate score on ESL Placement Test

12. Catalog Description:
    This noncredit course is designed to develop reading, writing, and grammar skills in American English. The course is part of the second level of the ESL sequence, and it is open to students whose native language is not English. Not applicable to associate degree.

13. Class Schedule Description:
    Development of reading, writing, and grammar skills in American English. Not applicable to associate degree. Noncredit.

14. Counselor Information:
    This is a non-transfer, non-associate degree applicable, noncredit 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. Identify main ideas, specific details, and simple inferences in reading passages appropriate for students at this level of English proficiency (usually adapted, intermediate readings, 1-3 pages long, on general interest and/or academic topics).
2. Produce sentences which usually demonstrate correct use of the grammar taught at this level, with a particular focus on verb tenses (including perfect tenses), modal verbs, and sentence combining (with coordinating and subordinating conjunctions).
3. Write coherent paragraphs of 200-250 words on assigned topics related to a reading and/or the student's life.

III. Course Content:
A. Reading Skills: intensive reading of a variety of sources, including expository articles, simplified news stories, literature on common themes; passages should be 1-3 pages in length and of increasingly greater linguistic complexity.
   1. Identify the main idea in a passage
   2. Identify supporting details
   3. Make predictions of future content
   4. Develop personal vocabulary

B. Sentence Structure:
   1. Noun phrase: article + adjective + noun; noun + of + noun: compound nouns
   2. Verb phase: 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
      e. negation
      f. question formation

C. Verb Tense (time/aspect)
   1. Review simple present and present progressive
   2. Introduce present perfect and present perfect progressive
   3. Review simple past and past progressive
   4. Introduce past perfect and past perfect progressive
   5. Review and expand on future: simple (will, be going to, simple present and present progressive for future meaning, future time clauses), real conditional pattern
   6. Introduce use of plan, hope, wish, intend
   7. spelling of verb endings (e.g., -s, -es, -ing, -ed)

D. Modal Verbs and related phrases
   1. Review basic modals: can, must, have to, should, would like
   2. Introduce additional modals: may, might, could
   3. Introduce related phrases: be able to, ought to, be supposed to, have got to, had better
   4. Introduce modals in past contexts: could (past ability), could have, may/might have, should have, must have vs. had to

E. Passive Voice
   1. In various tenses
   2. In combination with modals
   3. Common contexts, appropriate usage

F. 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

G. Additional patterns and structures to be practiced and/or introduced
1. Cause/result (because)
2. Time (before, after, while, when)
3. Condition (if)
4. Verb + gerund
5. Verb + infinitive
6. Comparatives and superlatives
7. Sentence combination skills
   a. coordinating conjunctions
   b. subordinating conjunctions
   c. simple adjective clauses

H. Writing:
1. Short, simple summaries and paraphrases of information in a reading passage
2. Sentences to practice grammatical structures and sentence patterns studied
3. Topic sentences for paragraphs
4. Supporting ideas and details for main idea
5. Sentence mechanics (punctuation, spelling, capitalization)
6. Transitional phrases (first, second, however, therefore)
7. Organizational patterns:
   a. narration
   b. process
   c. description
   d. generalization + examples

IV. Course Assignments:
A. Reading Assignments
1. Intensive reading: short non-fiction articles on common themes (primarily textbook readings)
2. Extensive reading: adapted or simplified novels, other works of fiction or nonfiction, using the ESL collection in the Ohlone College Library and other sources, as desired
3. Books with accompanying audio version
4. Short stories (optional)
5. Simple poems (optional)
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. Grammar activities on the Internet
C. Writing Assignments
1. Write paragraphs (200-250 words) in response to a course reading passage or a writing prompt based on the theme of a unit of study.
2. Write short, simple summaries and paraphrases of information in a reading passage.
3. Write a report about outside reading.
4. Write original sentences to practice new grammatical structures, sentence patterns, and vocabulary being studied.
5. Answers to exercises or activities in the textbook(s).

V. Methods of Evaluation:
A. In class timed paragraph writing evaluated for correct use of grammar and coherent composition. (SLO 2, 3)
B. Out of class paragraphs evaluated for correct use of grammar and coherent composition. (SLO 2,3)
C. Reading, vocabulary, and grammar tests/quizzes including objective items such as multiple choice, true/false, matching, and sentence completion. (SLO 1,2)
D. Portfolios of student work evaluated for English proficiency, correct use of grammar and coherent paragraphs. (SLO 1,2,3)
E. A common reading and writing test (a new reading, objective reading questions, and paragraph writing test), which is given to multiple sections of the course near the end of the semester. It is evaluated by other/multiple faculty members for ability to identify main ideas, specific details and simple inferences from reading passages, correct use of grammar and coherent paragraphs. (SLO 1,2,3)

VI. Methods of Instruction:
   A. Lecture
   B. Discussion
   C. Demonstration
   D. Collaborative Learning
   E. Distance Learning

VII. Textbooks:
   Recommended

Supplemental

VIII. Supplies:

Approval Date: 12/08/2015
CCC Number:
TOP Codes:
4930.87
C-ID Number: