

ESL A022: GRAMMAR, READING, AND WRITING 2

Item	Value
Curriculum Committee Approval Date	12/04/2024
Top Code	493087 - English as a Second Language - Integrated
Units	4.5 Total Units
Hours	99 Total Hours (Lecture Hours 72; Lab Hours 27)
Total Outside of Class Hours	0
Course Credit Status	Credit: Non-Degree Applicable (C)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

Integrates intensive study of grammar, reading, and writing for low-intermediate students who are non-native speakers of English. Introduction to writing basic responses to simplified texts. Extended writing practice for grammar and mechanics. NOT DEGREE APPLICABLE. Not Transferable. Students should complete the guided self-placement form before the first semester enrolling in an ESL course to determine which ESL course they should enroll in. This can be found at https://occssp.formstack.com/forms/esl_selfplacement.

Course Level Student Learning Outcome(s)

1. Students will identify main ideas, supporting details, and significant vocabulary of simplified readings.
2. Students will demonstrate knowledge of the intermediate grammatical and sentence structures (present and past progressive verb tenses, basic compound sentences, basic adjective clauses, and basic modals).

Course Objectives

- I Reading
 1. Understand the explicitly stated, central messages and facts from simple texts.
 2. Identify the main idea and supporting information in simplified materials
 3. Expand vocabulary by learning new words from context.
 4. Use a simplified English-English dictionary to determine word meaning.
- II Writing
 1. Write grammatically correct sentences about familiar topics using the grammatical and sentence structures taught in this course.
 2. Write grammatically correct sentences to answer questions about new reading material.
 3. Write paragraphs with a main idea and at least three supporting sentences.
- III Grammar

- III. 1. demonstrate knowledge of low-intermediate-level grammatical forms taught in this course by completing sentences that require the use of target grammar forms in response to the content of reading selections.
- III. 2. Identify taught grammar forms in reading passages.

Lecture Content

Reading comprehend new, simplified material with familiar grammatical structures and some new vocabulary (in such texts as News For You) by answering factual and inferential questions. identify the main idea and supporting information in simplified materials. use a simplified English-English dictionary to determine word meaning with guidance from an instructor. Writing write grammatically correct sentences about familiar topics using the grammatical and sentence structures taught throughout the course. write grammatically correct sentences to answer questions demonstrating understanding of new reading material. write a paragraph with a topic sentence and at least three supporting sentences synthesize information by writing comparisons of information and situations. evaluate by giving advice and providing support for the advice (for example, Subject should...because...) Grammar Primary Focus: articles (a, an, the,) basic prepositions compare adjectives and nouns with more/most demonstrative pronouns (this, that, these, those) present progressive and past progressive combining independent clauses to create basic compound sentences (and, or, but) with correct comma usage indefinite pronouns basic adjective clauses basic adverb clauses of time and cause/effect with correct punctuation do in simple present questions and negatives basic modals (can, should, might) using the correct verb form (gerund, infinitive, or base) after basic verbs Overview and Expansion on the following structures as needed: simple past with irregular forms independent clauses with conjunctions distinction of adjectives and adverbs comparative and superlative forms of adjectives Cultural Component Read and discuss articles containing a variety of cultural perspectives. American Expectations of classroom behavior American rhetorical and logical patterns Common American customs that may differ from Asian, Latino, Middle Eastern, and other customs

Lab Content

Non-lecture hours are used to apply the concepts learned in the lecture portion of the course and develop the competencies required to meet the course objectives. Individual attention is given to the structure and usage problems of ESL students through conferencing and computer applications that emphasize grammar usage, reading comprehension, and writing skills.

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

Instructional Techniques

1. Lecture and discussion
2. Written and oral practice
3. Oral pair and group work focusing on grammatical correctness and content
4. Composition and revision using word processing strategies
5. Individual grammar practice with the aid of conferencing and computer applications

Reading Assignments

Students will spend a minimum of three hours per week on reading provided by the instructor.

Writing Assignments

Students will spend a minimum of three hours per week on writing assignments. To practice new grammatical structures, students will write a short response to reading assignments focusing on specific grammatical structures. They will complete specific exercises in their textbook or will describe the action transpiring in scenes or pictures.

Out-of-class Assignments

Students are expected to spend at least three hours each week completing exercises relating to the grammatical structures and readings. Outside of class, they read stories from their textbook and additional handouts. They demonstrate an increased understanding of the vocabulary and increased comprehension by summarizing portions of the readings, describing specific people or places, expressing opinions, or explaining how the reading compares to their own personal experiences.

Demonstration of Critical Thinking

Students will read level appropriate reading and identify main ideas and supporting details, including examples and reasons. They will formulate an opinion based on those passages.

Required Writing, Problem Solving, Skills Demonstration

Complete multi-sentence and short paragraph responses showing control of grammatical structures and vocabulary, coherence and understanding of reading materials Grammar and reading tests Multi-sentence responses to oral and written prompts in class Sentence and short paragraphs written at home and in class responding to readings and academic or career topics

Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Anderson, N. Active Skills for Reading, 3 ed. Nat'l Geographic-Cengage, 2014 Rationale: Reading textbook 2. Required Fuchs, M. Focus on Grammar 2, 5 ed. Pearson, 2017 3. Required Elbaum, S. Grammar in Context 3,, 6 ed. Nat'l Geographic-Cengage Learning , 2016