

# ESL C032N: READING, WRITING, AND GRAMMAR 2A

| Item                               | Value  |
|------------------------------------|--|
| Curriculum Committee Approval Date | 10/16/2015   |
| Top Code                           | 493087 - English as a Second Language - Integrated |
| Units                              | 0 Total Units                                      |
| Hours                              | 144 Total Hours (Lecture Hours 144)                |
| Total Outside of Class Hours       | 0  |
| Course Credit Status               | Noncredit (N)                                      |
| Material Fee                       | No   |
| Basic Skills                       | Basic Skills (B)                                   |
| Repeatable                         | Yes; Repeat Limit 99                               |
| Open Entry/Open Exit               | No   |
| Grading Policy                     | P/NP/SP Non-Credit (D)                             |

## Course Description

This is an intensive reading, writing, and grammar course for high-beginning level non-native English speakers who are preparing for college coursework. This course provides practice in reading and interpreting short reading passages, writing sentences in the simple, progressive, and perfect past and present tenses, and writing short paragraphs. ADVISORY: Students who have completed ESL C022N Reading, Writing, and Grammar 1B with a Pass are encouraged to enroll in this course or new students are advised to complete the ESL placement process to determine their initial placement. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Given a simplified text, identify the main idea and supporting details.
2. Express original ideas in appropriate, grammatically-correct sentences in response to level-appropriate readings in academic and real-world settings.

## Course Objectives

- 1. Identify the main idea and supporting details of a simplified text.
- 2. Write original ideas using appropriate grammar and studied vocabulary
- 3. Interpret familiar vocabulary in a new context.
- 4. Evaluate supporting details and differentiate between facts and opinions in level-appropriate reading passages.
- 5. Write a short paragraph with a main idea and at least three supporting details.

## Lecture Content

GRAMMAR Present tense verbs: simple, progressive, and perfect. Past tense verbs: simple, progressive, and perfect Future time with will and be going to Yes-No and wh-word questions Nouns and Pronouns Sentence combining Modal auxiliaries: can, could, might, and should. WRITING FOCUS Formatting for a paragraph assignment Paragraph organization Topic sentence Supporting details Concluding sentence

THE PROCESS FOR WRITING A BASIC PARAGRAPH Pre-writing activities Writing the first draft Proofreading Revising PARAGRAPH PATTERNS OF ORGANIZATION Describing a family member Listing order Giving instructions Space order READING FOCUS Reading for the main idea Reading for details Recognizing different text types Making inferences Synthesizing and summarizing pages of text Analyzing affirmative and negative statements Interpreting vocabulary in new contexts

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Live Online Enhanced NC Lect (NC9)

## Instructional Techniques

Class sessions may include short lectures and discussions, interactive role-play exercises and tasks in pairs and small groups, sentence completion and sentence and paragraph writing exercises, individual and small-group text analysis exercises, and interactive multimedia presentations.

## Reading Assignments

Students read selections to answer comprehension questions about these reading passages. Students read text to prepare for class discussion and small-group exercises. Students read model paragraphs to become familiar with American English patterns of paragraph organization.

## Writing Assignments

Students write original sentences and short paragraphs in response to prompts following assigned reading selections. Students write sentences and basic paragraphs on personal and academic topics.

## Out-of-class Assignments

As homework, students may research class-related topics on the Internet, using resources from the Coastline Library, as needed, and report on these topics as part of the preparation for an academic paragraph-writing assignments.

## Demonstration of Critical Thinking

Students synthesize and summarize pages of text and analyze affirmative and negative statements in reading passages. They also interpret vocabulary in new contexts.

## Required Writing, Problem Solving, Skills Demonstration

As part of the midterm and final examinations, students write original sentences and short paragraphs in response to prompts. Students analyze a reading passage, paraphrase the main idea, and list supporting details.

## 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 Hogue, A. Longman Academic Writing Series 2, with Essential Online Resources, 3rd ed. White Plains, NY: Pearson Education, 2016  
2. Required Azar, B., Hagen, S. Fundamentals of English Grammar, 5th ed. Cranbury, New Jersey: Pearson, 2019  
3. Required Butler, L. Password 3, 3rd ed. Cranbury, New Jersey: Pearson, 2016  
Rationale: -

## **Other Resources**

1. Coastline Library  
2. MyEnglishLab.com