

ESL 0810C - NOVICE-HIGH INTEGRATED WRITING, READING AND GRAMMAR

Catalog Description

Prerequisite: Placement by matriculation assessment process or completion of ESL 800 with grade of "Pass" and completion with grade of "C" or better or concurrent enrollment in ESL 510S or completion with grade of "Pass" or concurrent enrollment in ESL 810S

Advisory: Concurrent enrollment in ESL 8100 or 5100 and ESL 812G or 512G

Hours: 90 lecture

Description: Novice-High integrated skills course for non-native speakers of English focusing on written production for college, vocational and community success. Emphasis on comprehension and analysis of level-appropriate authentic materials and written responses using focused paragraphs and level-appropriate vocabulary and grammar. (pass/no pass grading) (noncredit)

Course Student Learning Outcomes

- CSLO #1: Analyze level-appropriate texts (utilizing reading skills) and compose multi-draft focused paragraphs in response to content and directions.
- CSLO #2: Apply ESL Learner Dictionary skills to infer meaning, compose assignments and expand active vocabulary.
- CSLO #3: Differentiate level-appropriate grammar to analyze meaning in texts and develop appropriate written responses.

Effective Term

Fall 2022

Course Type

Noncredit

Contact Hours

90

Outside of Class Hours

180

Total Student Learning Hours

270

Course Objectives

Content will be taught with authentic language that focuses on U.S. culture and history and novice-high level situations and functions for college, career and community. Through integrated skills study and practice at a novice-high level, students will:

1. Analyze a variety of authentic and adapted fiction and non-fiction texts (at least 150 pages) for comprehension and main idea identification using intensive and extensive reading skills such as previewing, skimming, scanning, pronoun referent, sequence and identification of dialog speaker;

2. Use information in an ESL Learner dictionary to locate and identify at a novice-high level basic word information;
3. Define and use 2,000 most-used English words and construct meaning of basic vocabulary, including AWL vocabulary, found in course texts using context clues, basic word analysis (e.g.; affixes) and dictionaries;
4. Construct sentences and paragraphs with topic focus and supporting details and an appropriate variety of sentence patterns (simple and compound), word choice, and verb tenses by responding to texts or aural information;
5. Use novice-high level grammar in writing and speech (e.g., parts of speech, sentence structure, simple present and past, present progressive, basic future, basic modals, pronouns, and articles);
6. Analyze writing using self-editing skills to organize and develop ideas in writing and locate and correct grammatical, lexical, mechanical, and structural issues;
7. Comprehend, formulate and express ideas in class and group discussions;
8. Construct meaning of written and oral directions to complete tasks;
9. Assemble a course portfolio that demonstrates competence in novice-high level writing.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- Not Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Students work in groups to discuss text pages and complete a worksheet and earn participation points for staying on task and working together (e.g., JFK worksheet on chapter 1).
- Essay Examinations
 - Example: In-class timed writing on a topic/prompt the class has read about and discussed (e.g., Why was JFK a special president?) and that is evaluated using a standard rubric.
- Objective Examinations
 - Example: Course quizzes and tests on text content, vocabulary and reading, writing and grammar skills practiced. A test on JFK could have: matching names with identities, multiple choice questions on details, student production of sentences using key vocabulary, open-ended essay questions on main ideas and opinion. Example: Re-read the paragraph about JFK and highlight the key words, plus repeated phrases. Then, using your own words, write the most important idea(s) in one sentence. You may choose to change the word order, word forms, and/or use synonyms. You may not copy the sentences or use direct quotations ("...")
- Skill Demonstrations
 - Example: Students revise and edit their writing based on rubric and/or other feedback. (e.g., the second draft of the writing topic in #1).

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Students will preview and read pages in an assigned text as homework (e.g., John F Kennedy) and then in groups discuss the pages to complete a worksheet asking them to summarize the main ideas and provide examples or details. The instructor will circulate helping the groups and answering questions.
2. The instructor will then explain topic sentences in paragraphs and help the whole class compose a topic sentence for a paragraph describing John F Kennedy (chapter 1 in JFK). The students will finish the paragraph with the details and examples they find most compelling.

Distance Learning

1. In an online platform (LMS) page, instructor will provide notes accompanied by an instructional video about the format and essential parts of a sentence and paragraph including clear subject and topic sentences in the body paragraphs with transitions. Students will follow up by reading textbook information about an opinion based topic with introduction, body, and conclusion. The instructor will then provide sample essays that need improved topic sentences and added development. Students will add development then submit the revisions to the sample essays by uploading the file to the LMS assignment. The instructor will comment on the additions and revisions and provide feedback to students in the comments section and through annotation of the assignment in the LMS. Students and instructor will discuss this assignment and instructor will respond to questions about it in a follow up class conferencing session with the course which will be recorded and available for any students who cannot attend the synchronous session.
2. During a synchronous online class conferencing session (which will be recorded with a copy of that recorded session available for students unable to attend), the instructor will read the first two pages of the introduction to the course non-fiction text and will ask students questions and point out important points to note from the pages in order to peak interest in the text and prepare students for reading it on their own. Students and instructor will discuss the questions that the instructor poses during the conferencing session. The instructor will assign reading the introduction and first chapter of the text to students and will provide students reading comprehension/group discussion questions along with vocabulary to log for each chapter. Instructor will remind students to annotate as they read and to make notes in response to the questions about the text. Instructor will assign reading group discussion boards where students will post their answers to the questions about the chapters and discuss with one another. Instructor will respond to general group discussion board questions or confusion directly in the discussion board and will respond to individuals through feedback in the grading section. Students will also log the new vocabulary words in their notebooks/ vocabulary logs, making sure to find the meaning that matches the context of the original text sentence. The instructor will provide practice quizzes in the LMS for students to practice using the new vocabulary in context.

Typical Out of Class Assignments Reading Assignments

1. Preview and read fiction text using dictionary and annotation skills and answer comprehension and analysis questions in writing. 2. Read an article and find and list 3-5 important points from the article. 3. Read multi-step assignment directions to analyze task and successfully complete it. 4. Read course syllabus and take a quiz over content.

Writing, Problem Solving or Performance

1. Compose paragraph focused responses to a prompt based on course texts. 2. Revise (develop, organize, grammar and sentence structure) and self-edit writing based on instructor and/or peer feedback. 3. Compose in class written responses to questions on quizzes or writing prompts over course texts.

Other (Term projects, research papers, portfolios, etc.)

1. Assemble a portfolio of semester work evidencing attainment of course student learning outcomes.

Required Materials

- Longman Dictionary of American English
 - Author: Pearson
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Water, Energy and the Environment
 - Author: PG&E
 - Publisher: PG&E
 - Publication Date: 2013
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- John F. Kennedy
 - Author: Anne Collins
 - Publisher: Oxford University Press
 - Publication Date: 2014
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Rosa Parks and the Bus to Freedom
 - Author: Beth Johnson
 - Publisher: Townsend Press
 - Publication Date: 2012
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.