

# ESLNC-10: ESL READING, WRITING AND GRAMMAR 2

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**Effective Term**

Fall 2026

**CC Approval**

12/05/2025

**AS Approval**

12/11/2025

**BOT Approval**

12/18/2025

**COCI Approval**

02/06/2026

## SECTION A - Course Data Elements

**CB04 Credit Status**

Noncredit

**CB22 Noncredit Category**

English as a Second Language (ESL)

**Discipline**

Minimum Qualifications	And/Or
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English as a Second Language (ESL): Noncredit (Specific Degree and Professional Experience)

**Subject Code**

ESLNC - English as a Second Language Noncredit

**Course Number**

10

**Department**

English as a Second Language Noncredit

**Division**

Language and Developmental Studies (LADS)

**Full Course Title**

ESL Reading, Writing and Grammar 2

**Short Title**

ESL Read, Write and Grammar 2

**CB03 TOP Code**

4930.87 - English as a Second Language - Integrated

**CIP Code**

32.0109

**CB08 Basic Skills Status**

BS - Basic Skills

**CB21 Prior Transfer Level**

C - Three levels below transfer

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Update Prerequisite.

**SECTION B - Course Description****Catalog Course Description**

This course is the reading, writing and grammar component of level 2 of the ESL program. Students will build on basic reading, writing, and grammar skills of Level 1, learning to write simple narrative, descriptive, and expository paragraphs and short compositions, using present, past, and future tenses, and simple, compound, and complex sentences. They will learn to revise and edit their writing as well as improve reading skills such as reading comprehension and speed, vocabulary development (including vocabulary in context), summarizing written material, and overall language fluency.

**SECTION C - Conditions on Enrollment****Open Entry/Open Exit**

No

**Repeatability**

Unlimited - Noncredit OR Work Experience Education

**Grading Options**

No Grade-Noncredit

**Allow Audit**

Yes

**Requisites****Advisory Prerequisite(s)**

Completion of ESLNC-5 or appropriate placement.

**SECTION D - Course Standards****Is this course variable hour?**

No

**Total Instructional Hours**

108

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Compose descriptive and expository paragraphs and short compositions which express thoughts clearly and accurately using simple and progressive past, present, and future verb forms.
2.	Develop basic understanding of the writing process, including drafting, revising, and editing.
3.	Apply critical thinking skills to comprehend, analyze, and summarize assigned readings by understanding basic grammar and sentence structures, and increasing vocabulary in context.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Locate main ideas and supporting details.
2.	Apply contextual clues to predict meaning of unfamiliar vocabulary.
3.	Use new and learned vocabulary introduced in reading selections.
4.	Summarize and rewrite short reading passages, texts, and written material.
5.	Increase reading rate and fluency.
6.	Create grammatically correct sentences, paragraphs, and short compositions using these tenses and structures.
7.	Apply rules of capitalization and punctuation.
8.	Revise and edit own writing.
9.	Keep own writing focused on topic.
10.	Recognize and use paragraph structures.
11.	Paraphrase written materials.
12.	Correctly apply simple and progressive verb tenses in past, present, and future, including irregular verb forms in affirmative, negative, and interrogatives.
13.	Recognize and correctly apply simple modal auxiliaries in the present.
14.	Recognize and correctly apply some time clauses.
15.	Identify and use basic parts of speech including verbs, nouns, adverbs, adjectives, and pronouns in a variety of sentence structures with some accuracy.

**Course Content**

1. Reading Skills & Strategies
  - a. Preview and prediction of content
  - b. Skimming to identify main ideas
  - c. Scanning to locate supporting details
  - d. Vocabulary meaning from context
  - e. Comprehension strategies
  - f. Distinction between facts and opinions
  - g. Basic library dictionary skills
  - h. Summaries and book reports
  - i. Timed reading techniques
  - j. Paraphrasing exercises
2. Writing Skills & Strategies
  - a. Previewing and planning strategies
  - b. Paragraph and short composition development and cohesion from model prompts leading to independent construction
  - c. Content and organization of ideas with appropriate use of topic, supporting, and concluding sentences
  - d. Intermediate level conjunctions and transitions (e.g. for, and, nor, but, yet, so, since, because, etc.)
  - e. Revision and editing techniques
  - f. Peer-review techniques
  - g. Writing mechanics: spelling, capitalization, punctuation, and format
  - h. Summary writing strategies
  - i. Journal entries
3. Grammar Skills & Strategies
  - a. Parts of speech: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and prepositions
  - b. Simple and progressive verb tenses in past, present, and future, including irregular verb forms in affirmative, negative, and interrogatives
  - c. Subject-verb Agreement
  - d. Simple, compound, and complex sentence structures
  - e. Articles and Determiners
  - f. Modal auxiliaries of possibility, possibility, and obligation in the present
  - g. Count and non-count nouns and quantifiers

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Activity	Partner, group, and whole class activities to practice and demonstrate understanding of content covered in class.
Lecture	Teacher leads discussion to introduce new material.
Group Work	Students actively participate in pairs and/or groups to complete classroom exercises.
Critique	Peer review: Students review and critique each other's writing.
Other	Practical: Students practice and apply learned material through a variety of interactive reading and writing exercises.

### Online Adaptation

Types	Examples of learning activities
Activity	
Directed Study	
Discussion	
Group Work	
Individualized Instruction	
Lecture	

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	5-6 grammar tests covering grammatical structures taught in class. Final Exam In-class writing exam of one to two paragraphs demonstrating writing competency. Final accumulative multiple-choice and/or fill-in-the-blank exam of learned vocabulary and grammatical structures learned in class.
Quizzes	Weekly multiple choice and/or fill-in-the-blank quizzes on learned vocabulary from readings.
Class Participation	Actively participate in all class activities, including assigned textbook exercises, pair and group work, and classroom discussion.
Homework	Complete all assigned paragraph and composition assignments, grammar exercises, and other work as assigned.
Other	5-6 writing assignments with revisions. Grammar application activities to demonstrate accurate use of grammatical structures learned in class. Completion of homework assignments, including weekly journal assignments.

## Assignments

### Reading Assignments

Complete the assigned reading from the text.

1. Read the model composition on pages 34-35 of "NorthStar Reading & Writing 2" two times. In your first reading, focus on content and main ideas and answer the comprehension questions. In your second reading, highlight the new vocabulary and highlight all the imperative verb forms.
2. Read the four model compositions on pages 48-60 of "NorthStar Reading & Writing 2" two times. In your first reading, identify the missing parts of the paragraph (e.g. topic sentence, supporting sentence or conclusion). In the second reading, highlight each of the three supporting reasons given for the main idea of each composition and identify areas where you can add more information to the paragraph.

### Writing Assignments

Read assigned text and supplemental materials.

Write 6-8 short writing assignments practicing grammar points.

Complete grammar & writing exercises in book and on handouts. Weekly journal entries. Example: Maintain a reading log (10-20 informal summaries/responses and vocabulary/definitions) based on books selected from the class reading list.

1. Interview a classmate and gather information about his/her family background, interests and hobbies, and goals and plans for the future. Write a three-paragraph composition which introduces this classmate to the rest of the class.
2. Write a first-person narrative composition about an event or experience that has affected you in some important way. In choosing your topic, select an event that occurred during a short period in the past.

### Outside-of-Class Assignments

Vocabulary logs: Create a vocabulary log to keep track of new vocabulary. The log will contain 5 parts: vocabulary word, part of speech, definition, how the word was used in writing, and creation of a sentence using new vocabulary word.

Complete all other assigned activities.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Title

Longman's Dictionary of American English

### Edition/Version

4th

### Publisher

Addison, Wesley, Longman

### Year

2008

### Material Type

Textbook

### Author

Azar, Betty

### Title

Basic English Grammar

### Edition/Version

3rd

### Publisher

Addison, Wesley, Longman

### Year

2006

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**Material Type**

Textbook

**Author**

Haugnes N. and B. Maher

**Title**

NorthStar 2 Reading and Writing

**Edition/Version**

4th

**Publisher**

Pearson Education ESL

**Year**

2017

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**Material Type**

Textbook

**Author**

Broukal, M.

**Title**

Weaving It Together 2: Connecting Reading and Writing

**Edition/Version**

4th

**Publisher**

Heinle ELT

**Year**

2010

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**Material Type**

Textbook

**Author**

Richards, J.C.

**Title**

Interchange 1

**Edition/Version**

5th

**Publisher**

Cambridge University Press

**Year**

2017

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**SECTION G - Diversity, Equity and Inclusivity**

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

Needs DEI statement.

**Course Codes (Admin Only)****CB00 State ID**

CCC000616075

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

L - Non-Enhanced Funding

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Not Program Applicable

**Allow Pass/No Pass**

No

**Only Pass/No Pass**

No