



## ESLNC 875 - ESL Reading, Writing, and Grammar 3 Course Outline

Approval Date: 12/12/2019

Effective Date: 08/14/2020

### SECTION A

Unique ID Number CCC000616076

Discipline(s) ESL

Division Language and Developmental Studies

Subject Area English as a Second Language Noncredit

Subject Code ESLNC

Course Number 875

Course Title ESL Reading, Writing, and Grammar 3

TOP Code/SAM Code 4930.87 - English as a Second Language?Integrated /  
E - Non-Occupational

Rationale for adding this course to the curriculum To mirror the curriculum from the credit ESL 75.

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

#### Contact Hours

Lecture 0.00

Lab 108.00

Activity 0.00

Work Experience 0.00

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Total Contact Hours 108

Open Entry/Open Exit No

Maximum Enrollment 25

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus

### SECTION B

General Education Information:

### SECTION C

## Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** This course is Level 3 of the college ESL program focusing on the integration of the major language learning components, including reading, writing, and grammar. Students will build on the major components of ESL Reading, Writing, and Grammar 2, reading full-length works of fiction and/or nonfiction and continuing to improve and expand reading comprehension, vocabulary skills, and overall written fluency by revising paragraphs and short narrative and descriptive compositions with clear introductions, support and conclusions. Grammar will include review of all simple and progressive verb tenses and the construction of compound and complex sentences.

### Schedule Description

#### SECTION D

#### Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

#### SECTION E

#### Course Outline Information

##### 1. Student Learning Outcomes:

- A. Write short compositions (200-300 words) and responses to readings, which demonstrate high intermediate fluency in English with few sentence-level errors.
- B. Write simple, compound, and complex sentences, using simple, progressive and perfect, present, past, and future verb forms, including modal auxiliaries.
- C. Demonstrate ability to read critically and comprehend a variety of intermediate-level vocabulary and reading materials, including full-length works of fiction and non-fiction, and textbook selections.

##### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Use pre-reading strategies, including guessing, questioning, and inferring.
- B. Comprehend and discuss assigned high intermediate level readings including novels, nonfiction books and textbook selections.
- C. Identify topics, main ideas, supporting statements, and similar major themes in readings.
- D. Take and organize notes on readings.
- E. Use context and dictionary skills to work with unfamiliar vocabulary and use vocabulary from reading selections in both speaking and writing.
- F. Construct compound sentences with coordinate conjunctions, and complex sentences with select subordinators.
- G. Compose paragraphs with clear topic sentences and relevant supporting details, which support a clear opinion leading to multi-paragraph compositions.
- H. Apply the writing process, including planning, drafting, peer review, revising, and editing.
- I. State and support an opinion in a clear paragraph.
- J. Summarize and paraphrase written materials.
- K. Correctly use simple and progressive, present, past, and future verb forms with a high degree of accuracy.
- L. Recognize and use with a fair degree of accuracy the present perfect and present perfect progressive verb tense.

- M. Apply the rules of subject/verb agreement.
- N. Correctly use selected modal auxiliaries of permission, ability, possibility, necessity, prohibition, and advice in the present.
- O. Recognize and understand adjective and noun clauses, including embedded questions, quoted and reported speech and 'that' clauses.
- P. Recognize and identify noun phrases including gerunds, infinitives, and prepositional phrases.
- Q. Identify and use most parts of speech including verbs, nouns, adverbs, adjectives, pronouns, prepositions and conjunctions in a variety of sentence structures with increasing accuracy.
- R.

### **3. Course Content**

- A. Reading Skills & Strategies:
  - A. Comprehension, analysis and evaluation exercises
  - B. Skimming for main idea/support/theme identification
  - C. Scanning for key and important details
  - D. Paraphrasing and summarizing selected texts
  - E. Vocabulary in context, word forms, vocabulary usage practice and exercises, including idiomatic phrases and expressions
  - F. Dictionary skills
  - G. Note taking skills
  - H. Use of resources, including library resources and Napa Valley College student services
- B. Writing Skills & Strategies
  - A. Writing process
    - a. Brainstorming and other pre-writing activities
    - b. Outlining
    - c. Drafting
    - d. Revising
    - e. Peer review
    - f. Editing and revision
  - B. Essay/composition structure and development
    - a. Introduction paragraph structures, including thesis statements
    - b. Body paragraph development, including effective topic sentences, supporting details, and use of transitions
    - c. Conclusion paragraph structures
- C. Grammar and mechanics
  - A. Simple and progressive verbs in present, past, and future verb forms
  - B. Present perfect and present perfect progressive verb forms
  - C. Subject-verb agreement
  - D. Compound sentences with coordinate conjunctions; complex sentences with time clauses and other adverbial clauses
  - E. Punctuation and sentence boundaries
  - F. Count and non-count nouns and quantifiers
  - G. Articles and determiners
  - H. Modal auxiliaries and phrasal modal forms of ability, possibility, permission, advice, necessity, and prohibition
  - I. Active and passive voice
  - J. Noun and adjective clauses
  - K. Verbs followed by gerunds and infinitives
  - L. Practice and usage of idiomatic expressions, phrases and other vocabulary collocations

M.

#### 4. Methods of Instruction:

**Activity:** Students engage in interactive or written exercises to practice new concepts.

**Discussion:** Discuss new concepts and selected readings.

**Lecture:** Teacher leads discussion to introduce and explain new concepts.

**Other:** Pair/small group work: Students actively participate with partners or in small groups to complete classroom exercises, including peer review of writing assignments.

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

#### Typical classroom assessment techniques

Exams/Tests -- Grammar test for each chapter covered in text.

Quizzes -- 8-10 verb form quizzes. 5-8 vocabulary and reading comprehension quizzes.

Portfolios -- Writing assignments may be assessed as portfolios.

Papers -- 6-8 paragraph and 1-2 composition assignments. Example 1: Choose one problem that you have faced since coming to the United States and write a problem/solution essay in which you discuss three solutions for dealing with this problem. Clearly present the problem and outline three solutions with effective support to explain the rationale for each solution.

Class Work -- Actively participate in all class activities, including assigned textbook exercises, pair and group work, and classroom discussion.

Home Work -- Complete all assigned paragraph and composition assignments, grammar exercises, and other work as assigned.

Final Exam -- 1. Cumulative final on all grammatical structures and several vocabulary terms taught in class with some review from ESL 65 included. 2. In -class timed writing assignment.

Additional assessment information:

1. Grammar test for each unit covered in text.
2. 8-10 verb form quizzes.
3. 6-8 paragraph and composition assignments.
4. 5-8 vocabulary and reading comprehension quizzes.
5. 2 book reports on full-length works of fiction or non-fiction.
6. Successful completion of homework exercises.
7. Reading log.
8. Oral presentation of a potential college major or an NVC academic/vocational program using the college catalog and/or other campus resources.

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

##### A. Reading Assignments

Read assigned texts and supplemental readings.

Example 1: Read the paragraphs on pages 84-85 of the text, Great Paragraphs.

Working with a partner, write a suitable topic sentence for each paragraph. Your topic sentences must contain the controlling ideas related to the given supporting sentences.

Example 2: Read and analyze the model narrative paragraphs on pages 178 -184 of the textbook, Great Paragraphs. Working alone or with a partner answer the questions which follow each paragraph.

Example 3: Read "Advertising All over the World." Identify the main idea and supporting

points. Discuss in small groups your answers to the question, "Which of the two advertisements shown in class appeals to you more and why?" After discussion, guess the meaning of the bold-faced words in context. Identify the parts of speech using suffixes as clues.

**B. Writing Assignments**

General: Complete all assigned grammar exercises.

Write 6-8 paragraphs or short compositions.

Example 1: Narrative comparison paragraphs:

Write one paragraph comparing your experience with the student in the story. Be sure to include a topic sentence at the beginning of the paragraph that states the main idea of the paragraph.

Write a second paragraph contrasting your experience with the student in the story. Be sure to include a topic sentence at the beginning of the paragraph that states the main idea of the paragraph. Include facts to support your opinion. Follow these guidelines:

1. Choose a topic.
2. Brainstorm your topic.
3. Write a topic sentence with a controlling idea.
4. Write supporting sentences with facts that support your opinion.
5. Write a conclusion.

Example 2: Write a composition about a person you admire. Include important events in the person's life. Organize the events in chronological order, using appropriate time and transition expressions.

**C. Other 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.

**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Azar B.S. and S. A. Hagen  
Title: Fundamentals of English Grammar  
Publisher: Pearson Longman  
Date of Publication: 2011  
Edition: 4th

Book #2:

Author: -  
Title: Longman's Dictionary of American English  
Publisher: Pearson Education ESL  
Date of Publication: 2014  
Edition: 5th

Book #3:

Author: Barton, L. and C. D. Sardinas

Title: NorthStar 3 Reading and Writing  
Publisher: Pearson Longman  
Date of Publication: 2014  
Edition: 4th

Book #4:  
Author: Francisco, J.  
Title: The Circuit  
Publisher: University of New Mexico Press  
Date of Publication: 1997  
Edition: 1st

Book #5:  
Author: Uchida, Y.  
Title: Journey to Topaz  
Publisher: Creative Arts Book Company  
Date of Publication: 1985  
Edition:

Book #6:  
Author: Smith, L.  
Title: Reading for Today 3: Issues  
Publisher: National Geographic/(ELT)  
Date of Publication: 2017  
Edition: 5th

Book #7:  
Author: Jenkins, R. and S. Johnson  
Title: Stand Out Level 2  
Publisher: National Geographic Learning, Cengage  
Date of Publication: 2017  
Edition:

## **B. Other required materials/supplies.**

### **8. CB Codes**

<b>CB04 Credit Status:</b>	N - Noncredit
<b>CB08 Basic Skills Status:</b>	N - Not Basic Skills
<b>CB10 Course COOP Work Exp-ED:</b>	NCOOP = Not part of Coop Work Exp
<b>CB11 Course Classification Status:</b>	L = Non-enhanced Funding
<b>CB13 Special Class Status:</b>	N - Not a Special Class
<b>CB21 Prior Transfer Level:</b>	Y - Not applicable
<b>CB22 Noncredit Category:</b>	A - English as a Second Language (ESL)
<b>CB23 Funding Agency Category:</b>	Y - Not Applicable
<b>CB24-Program Course Status:</b>	2 = Stand-alone