

ESL A032: GRAMMAR, READING, AND WRITING 3

Item	Value
Curriculum Committee Approval Date	10/06/2021
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
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

Integrates intensive study of grammar, writing, and reading for intermediate students who are non-native speakers of English. Introduction to both literal and critical reading in addition to writing basic responses to unsimplified texts. Writing practice for grammar, mechanics, and fluency. NOT DEGREE APPLICABLE. Not Transferable. ADVISORY: ESL A022 or appropriate placement. 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 (https://occssp.formstack.com/forms/esl_selfplacement/).

Course Level Student Learning Outcome(s)

1. Students will be able to produce a well-organized paragraph with a clear topic sentence, supporting ideas, and a conclusion in response to a new reading in an in-class writing task at the end of the semester. In this task, students will use taught grammar with 70% accuracy.
2. Students will demonstrate knowledge of intermediate grammatical and sentence structures (adverbial clauses, adjective clauses, subordinating clauses, coordinating conjunctions, and conditionals) in a sentence completion assignment in response to a new reading with 70% accuracy. This assignment will be an in-class writing task given at the end of the semester.

Course Objectives

- I Reading
 - I. 1. Determine meanings of new vocabulary by applying context clues, understanding of word parts, and dictionary skills.
 - I. 2. Apply reading skills, with the use of an English-English
- II Writing
 - II. 1. Write basic compound and complex sentences which are often free of syntax errors and errors involving basic noun and verb forms.
 - II. 2. Write basic paragraphs containing a topic sentence, supporting details and a conclusion.

- II. 3. Express opinions by writing sentences and informal paragraphs about assigned readings and compare information in these readings to personal experiences.
- II. 4. Improve grammatical and mechanical accuracy through editing and the use of a dictionary.
- III Grammar
 - III. 1. demonstrate knowledge of the 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 Determine main ideas and basic support of simplified informative articles like the ones in "News For You" and ESL textbooks or short straightforward texts written for a wide audience. Interpret main ideas, sequence, and supporting details of simplified and some unsimplified texts such as "Readers Digest" and "News For You". Draw conclusions and making inferences on the basis of specific elements from an assigned reading. Understand and Use new vocabulary words with prefixes, suffixes, and basic word families Choose correct word definitions with use of prefixes, suffixes, and context clues. Use an English-English dictionary (like Longmans Dictionary of American English) to determine meanings of new words or to learn spelling and pronunciation. Determine meaning of texts based on connecting words and other discourse cues Writing Incorporate newly learned structures and vocabulary in writing sentences in response to readings that show comprehension or express opinion. Use structures, including plural markers, to write compound and complex sentences in a variety of verb tenses Compose complete sentences and well-organized paragraphs expressing original ideas or those read about and/or discussed with classmates Compose a well-organized paragraph including a topic sentence, supporting details, and a conclusion. Grammar Primary Focus: count/noncount nouns intermediate prepositions phrasal verbs (such as "look forward to") using verbs and adverbs to make comparisons various intermediate compound sentences yet, for, so transition words such as however and therefore either neither intermediate complex sentences subject adjective clauses (who, which, that) intermediate adverb clauses (because, since, before, until, etc.) basic noun clauses ("that" + S + V) intermediate gerunds and infinitives present/past perfect (continuous) and their question forms present and future tense modals and their question forms basic participial adjectives (bored/boring) basic passive voice and its question forms present unreal and future real conditionals correct use of commas and periods Overview and Expansion of the following structures as necessary: basic compound sentences (and, but, or) sentences in simple present, present progressive, simple past, past progressive, and simple future meanings and use of all three forms of most irregular verbs using adjectives and nouns to make comparisons using noun markers (including articles and phrases of quantity) 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

- Lecture and discussion -Lab (conferencing, computer work, individual, pair, and group work) - Written and oral practice - Oral and written pair and group work focusing on correction and comprehension

Reading Assignments

Students will spend a minimum of three hours per week on reading: textbooks and periodicals (Readers Digest and News For You).

Writing Assignments

Students will spend a minimum of three hours a week on writing complex sentences in response to readings as well as well-organized paragraphs with a topic sentence, supporting ideas, and a conclusion

Out-of-class Assignments

Students will spend a minimum of three hours per week working on these types of out-of-class assignments in addition to the reading and writing assignments

1. Vocabulary study: Choose ten words or idioms from an assigned article to study their meanings in context and practice using them in original sentences.
2. Sentence combination: Learn to combine 8-10 pairs of simple basic sentences into compound sentences using coordinating conjunctions or conjunctive adverbs and/or complex sentences using relative pronouns, Wh-words, or subordinating conjunctions.
3. Outside reading log: Complete a log of outside reading, keeping track of new vocabulary

Demonstration of Critical Thinking

Students will read level appropriate reading and identify main ideas and supporting details, including examples and reasons. In addition, they will demonstrate critical thinking through written and oral responses based on reading, personal experience, and empirical observations.

Required Writing, Problem Solving, Skills Demonstration

Students will demonstrate problem solving skills through written and oral responses based on reading, personal experience, and empirical observations. Additionally, students will demonstrate all skills by doing the following: - individual and group work, discussions, and/or presentations in class;- multi-sentence and short paragraph responses in class showing control of grammatical structures and vocabulary, coherence and understanding of reading materials- sentence and short paragraphs written at home responding to readings - grammar and reading tests

Eligible Disciplines

ESL: Masters 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 bachelors 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 masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Sandra N. Elbaum. Grammar in Context 3, 6 ed. Cengage, 2016

Periodicals Resources

1. . News For You, Volume 2019