



## ESL 55 - ESL Reading, Writing, and Grammar 1 Course Outline

Approval Date: 02/13/2020

Effective Date: 08/14/2020

### SECTION A

**Unique ID Number** CCC000616370

**Discipline(s)** ESL

**Division** Language and Developmental Studies

**Subject Area** English as a Second Language

**Subject Code** ESL

**Course Number** 55

**Course Title** ESL Reading, Writing, and Grammar 1

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

**Rationale for adding this course to the curriculum** This is a course revision to align the outline of record with current practice in the class by incorporating reading into the ESL 55 course to raise outcomes and objectives of the ESL program, and by responding to AB 705 to lead students in sequential order to eventually complete transfer level English.

**Units** 6

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

**Lecture** 108.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 216.00

---

**Total Contact Hours** 108

**Total Student Hours** 324

**Open Entry/Open Exit** No

**Maximum  
Enrollment**

**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 the reading, writing, and grammar component of level 1 of the ESL program. Students will study basic English reading, writing, and grammar skills. They will read short articles and texts and write short paragraphs using simple and compound sentences in English.

**Schedule  
Description**

**SECTION D**

**Condition on Enrollment**

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

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

**1c. Recommended**

- Appropriate placement

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

**SECTION E**

**Course Outline Information**

**1. Student Learning Outcomes:**

- Express self clearly in writing using grammatically correct simple sentences with simple present, present progressive and simple past verb forms.
- Write narrative and descriptive paragraphs using present and past verb forms.
- Improve English reading fluency, increase vocabulary, and develop critical thinking skills by writing and reading regularly in English.

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

- Expand on readings by maintaining a reading log or journal.
- Show comprehension of ideas from assigned readings and make connections to larger themes.
- Identify new vocabulary within context.
- Apply new vocabulary in speaking and writing.
- Use printed and online English/English dictionaries, identifying parts of speech and differentiating among definitions to find the ones that apply to specific uses and contexts.
- Show understanding of simple sentence structure using capitalization and punctuation.
- Develop basic understanding of sentence boundaries, learning about fragments and run-on sentences and how to correct them.
- Form compound sentences using coordinate conjunctions.

- I. Write, organize, and develop simple paragraphs.
- J. Write summaries and insights about readings in a reading log or journal.
- K. Correctly use simple verb tenses.
- L. Use the verb "Be" in present and past tenses.
- M. Show understanding of simple present, present progressive, and simple past tense verb tenses in affirmative statements, negatives statements, and questions.
- N. Use simple present, present progressive, and simple past verb tense structures in speaking and writing.
- O. Apply other basic grammatical structures introduced in the course including singular and plural nouns, prepositions of time and place, pronouns (subject, object, and indirect object), use of "there is/ there are", adverbs of frequency, and possessive nouns and adjectives.
- P. Identify basic parts of speech (noun, verb, adjectives, and adverbs).
- Q.

### 3. Course Content

- A. Reading Skills & Strategies
  - a. Reading logs and Journals
  - b. Short readings
  - c. Comprehension exercises
  - d. Reading skills (skimming, scanning, identifying main themes) exercises
  - e. Fluency reading activities (timed reading and words per minute count)
  - f. Extension of reading ideas and themes
  - g. Dictionary practice and exercises (print and online)
  - h. Short books
- B. Writing Skills & Strategies
  - a. Basic capitalization and punctuation, including sentence boundaries, fragments and run-ons
  - b. Basic syntax for simple statements and questions
  - c. Basic paragraph organization and development
  - d. Compound sentences using coordinate conjunctions
  - e. Simple grammar revisions
  - f. Student self-editing and peer editing of writing
  - g. Proofreading practice
- C. Grammar Skills & Strategies
  - a. Verb "to be" in present and past tense
  - b. Present simple and progressive tenses
  - c. Simple past tense including irregular verbs
  - d. Yes/No and WH (information) questions
  - e. Singular and plural noun forms
  - f. Prepositions of time and place
  - g. Subject, object, and indirect object pronouns
  - h. Use of *there is/there are*
  - i. Possessive nouns and adjectives
  - j. Basic parts of speech (noun, verb, adjective, adverb)
  - k.

### 4. Methods of Instruction:

**Activity:** Students engage in interactive or reading, writing, and grammar exercises to practice new concepts.

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

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

**Other:** Group work: Students actively participate in pairs and/or groups to complete classroom exercises and to practice and demonstrate understanding of content covered in class. Practical: Students practice and apply learned material through a variety of interactive reading and writing exercises.

**Online Adaptation:** Activity, Directed Study, Discussion, Group Work, Lecture

**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 Unit tests: For example, tests on present tense of be, simple present tense, present progressive tense, past tense of be, simple past tense. Other grammar topics (pronouns, contractions, prepositions, etc.) will be included within the tests. Quizzes -- Vocabulary quizzes: For example, identifying the meaning and/or parts of speech of 10 vocabulary words selected every week by the instructor or students. Short quizzes of class readings of a book (e.g. The Kite Flyer) to assess basic comprehension and vocabulary.

Final Exam -- Final Exam: A comprehensive test that covers all the grammar taught in the course.

Additional assessment information:

4-6 grammar quizzes.

Example: A short unit test (25 items) on simple present tense.

4-5 paragraphs with revisions.

Example: Write about your typical day, write about what you and friends and family are doing these days, etc. Students will be assessed based on use of simple paragraph conventions, like use of topic and summarizing sentences, as well simple sentence construction and consistent application of grammar introduced in the course.

Example: assigned exercises from the grammar or writing textbook.

Maintenance of a Reading Log to account for reading outside of textbooks.

Example: Students will be assessed on amount of reading (averaging 20 minutes) and quality of their summaries with short personal insights.

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

Example: Read Assigned text material and complete exercises.

Example: Read pages from a book like The Kite Flyer and Other Stories, answer basic comprehension questions and find definitions of vocabulary words.

Example: Record outside reading in a Reading Log with short summaries and insights.

B. Writing Assignments

Example: Prewrite, write, edit and then rewrite paragraphs. Topics may include writing about a typical day for you and someone you know, writing about what you and another person are active in these days, and/or writing about a past event in your life.

C. Other Assignments

Complete all other assigned exercises.

**7. Required Materials**

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

Book #1:

Author: Broukal, M.

Title: Weaving It Together 1: Connecting Reading and Writing  
Publisher: Heinle-Cengage  
Date of Publication: 2010  
Edition: 4th

Book #2:

Author: Azar B.S. and S. A. Hagen  
Title: Basic English Grammar  
Publisher: Pearson Longman  
Date of Publication: 2014  
Edition: 4th

Book #3:

Author: Keller, R.  
Title: The Kite Flier and Other Stories  
Publisher: New Readers Pr  
Date of Publication: 1992  
Edition:

Book #4:

Author: Beaumont, J.  
Title: NorthStar 1 Reading and Writing  
Publisher: Pearson Education ESL  
Date of Publication: 2017  
Edition: 4th

Book #5:

Author: Richards, J.C.  
Title: Interchange Intro  
Publisher: Cambridge University Press  
Date of Publication: 2017  
Edition: 5th

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

- Portfolio notebook
- Recommended: English/English dictionary