

COURSE OUTLINE

Revision: (Don Bissonnette and Kris Lysaker) July 2009

DEPARTMENT:	Basic and Transitional Studies
CURRICULLUM:	English as a Second Language
COURSE TITLE:	ESL Level 4 Reading and Writing
COURSE NUMBER:	ESL 045
TYPE OF COURSE:	Non-credit ESL
COURSE LENGTH:	10 weeks
CREDIT HOURS:	Variable 1 to 5
LECTURE HOURS:	5 - 50
LAB HOURS:	0
CLASS SIZE:	35
PREREQUISITES:	Enrollment in Level 4A or 4B Core ESL classes or test into the class via the placement exam

COURSE DESCRIPTION: ESL Reading and Writing IV is an intensive, high beginning/low intermediate level, English as a second language course which utilizes an integrated skills approach to language teaching. This class is intended for students who understand and use limited, familiar oral and written phrases, statements, and questions. The content focus is on the use of readings and responses in writing to teach correct formal grammar usage in written English as well as an enhancement of vocabulary knowledge. Additionally, language mechanics such as punctuation and capitalization are reviewed.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
3. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas and art. Take pride in one's work. Manage personal health and safety. Be aware of civic and environmental issues.
4. Information Literacy - Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSES OBJECTIVES:

1. Write basic personal information on forms;
2. Understand and use limited common written phrases and questions when presented slowly and with frequent repetition (e.g., greet people appropriately or follow basic directions, both orally and in writing);
3. Understand that people learn in different ways (e.g. hearing, seeing, telling others, etc.);
4. With limited ability, recognize and respond in appropriate ways to individuals and in small groups orally and in writing;
5. Write simple sentences and paragraphs in response to reading passages;
6. Read and understand materials on familiar subjects, as well as identify important information in documents to meet immediate needs (e.g., employment, housing, transportation, and education);
7. Write short descriptions and personal narratives applying fundamental grammar, spelling, capitalization, and punctuation rules.

TOPICAL OUTLINE:

1. Identify the main topic(s) from a conversation or reading passage.
2. Respond to warnings and simple directions, both orally and in writing.
3. Make simple, descriptive reports about an injury, accident, or incident to the appropriate authorities.
4. Use alphabetical, numerical, and alphanumeric order to locate, sort and sequence information.
5. Extract important information from a bill, receipt, bank statement or pay stub.
6. Read simple announcements and advertisements in their full and abbreviated forms (e.g. work or life skill situations).
7. Read and report orally and in writing the steps of a process.
8. Identify and respond appropriately to the significant elements of rules and regulations.
9. Locate information in printed material including telephone books, maps, schedules etc.
10. Fill out forms, questionnaires and surveys.
11. Distinguish the main idea from supporting details in simple paragraphs.
12. Read articles or chapters and summarize the main ideas.
13. Decode unfamiliar words using knowledge of phonics, basic prefixes, suffixes, roots and simple context codes.
14. Use new vocabulary orally and in writing.

Reading and Writing Outcomes for level 4

R-4.1 a Applies sound/symbol relationship to decode useful, unfamiliar words occurring in level-appropriate texts with difficulty

R-4.2 a Applies simple context clues to decode the meaning of new words. occurring in texts (e.g. punctuation and signal words) with little or no difficulty

R-4.3 a Distinguishes fact from opinion with some difficulty

R-4.4 a Reads and understands a familiar, extended, authentic passage (e.g. newspaper, magazine, short story, or encyclopedia article) using appropriate reading strategies with structured guidance

R-4.5 a Locates the main idea and supporting details in an extended familiar text with structured guidance with some difficulty

R-4.6 a Applies a variety of vocabulary acquisition techniques to familiar texts with difficulty

R-4.7 a Recognizes and understands common prefixes and suffixes with difficulty

W-4.1 a Writes simple notes, messages and letters in familiar contexts (e.g. note to teacher about a sick child, telephone message, excuse for missing work, or a letter to a landlord) with little or no difficulty

W-4.2 a Uses common spelling and basic punctuation rules in writing with little or no difficulty

W-4.3 a Writes several sentences on one topic with some difficulty

W-4.4 a Composes, punctuates and uses in paragraphs compound and complex sentences in original compositions with difficulty

W-4.5 a Identifies relevant support with difficulty

W-4.6 a Appropriately uses a range of essential vocabulary related to most everyday school, work, community, and social situations with little or no difficulty

W-4.7 a Fills out complex forms, questionnaires, and surveys with difficulty

R-4.1 b Applies sound/symbol relationship to decode useful, unfamiliar words occurring in level-appropriate texts with some difficulty

R-4.2 b Applies context clues to decode the meaning of new words in texts with some difficulty

R-4.3 b Distinguishes fact from opinion with little or no difficulty

R-4.4 b Reads and understands a familiar, extended, authentic passage (e.g. newspaper, magazine, short story, or encyclopedia article) using appropriate reading strategies independently with difficulty

R-4.5 b Locates the main idea and supporting details in an extended familiar text with structured guidance with little or no difficulty

R-4.6 b Applies a variety of vocabulary acquisition techniques to familiar texts with some difficulty

R-4.7 b Recognizes and understands common prefixes and suffixes with some

difficulty

W-4.1 b Writes detailed notes, messages and letters in familiar contexts with difficulty

W-4.2 b Uses most punctuation rules, including commas, semi-colons, colons, quotation marks with some difficulty

W-4.3 b Writes several sentences on one topic with little or no difficulty

W-4.4 b Composes, punctuates, and uses in paragraphs compound and complex sentences in original compositions with some difficulty

W-4.5 b Identifies relevant support with some difficulty

W-4.6 b Appropriately uses a range of academic and technical vocabulary with difficulty

W-4.7 b Fills out forms, questionnaires, and surveys with some difficulty

Revised by Don Bissonnette and Kris Lysaker
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