

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 5 Reading and Writing
COURSE NUMBER:	ESL 055
TYPE OF COURSE:	Non-credit ESL
COURSE LENGTH:	10 weeks
CREDIT HOURS:	Variable 1 to 5
LECTURE HOURS:	Variable 5 - 50
LAB HOURS:	0
CLASS SIZE:	35
PREREQUISITES:	Enrollment in Level 5A or 5B Core ESL classes or test into the class via the placement exam

COURSE DESCRIPTION: ESL Reading and Writing V is an intensive, 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. Fill out forms and questionnaires accurately.
2. Understand and use common written phrases and questions.
3. Understand that people learn in different ways (e.g. hearing, seeing, telling others, etc.).
4. Follow effectively an English conversation between native speakers and respond when necessary.
5. Write 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 descriptions and personal narratives, applying fundamental grammar, spelling, capitalization, and punctuation rules.
8. Recognize and appreciate one's own learning style as well as the learning styles of others.
9. Develop team-work skills and learn to resolve conflicts in teams.

TOPICAL OUTLINE:

1. Identify the main topic(s) from a conversation or reading passage.
2. Respond to warnings and directions, both orally and in writing, in an appropriate manner.
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. Understand and be able to 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 and ask for clarification when necessary.
9. Locate information in printed material as well as electronically including telephone books, maps, schedules, library resources, 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 5

R-5.1 a Reads and understands unfamiliar, authentic texts in a variety of genres using appropriate reading strategies with instructor's guidance

R-5.2.a Locates the main idea and supporting details in a familiar text independently with some difficulty

R-5.3 a Demonstrates an awareness of and familiarity with textual signals (e.g. bold, italics, headings, illustrations) to identify key vocabulary and concepts in academic and technical texts with instructor's guidance

R-5.4 a Applies a variety of vocabulary acquisition techniques to unfamiliar texts with difficulty

R-5.5 a Uses inference to analyze and draw conclusions from familiar texts with instructor's guidance

W-5.1 a Uses the writing process to convey ideas using appropriate vocabulary with instructor's guidance and with some difficulty

W-5.2 a Writes paragraphs with topic sentences including controlling ideas and begins to select appropriate vocabulary with difficulty

W-5.3 a Composes, punctuates and uses compound, complex, and compound-complex sentences in original compositions with difficulty

W-5.4 a Edits one's own and other's writing for sentence level errors including punctuation, sentence/question word order, subject/verb agreement, pronoun agreement, verb tenses, fragments, comma splices and run-on sentences with difficulty

W-5.5 a Paraphrases and summarizes information and demonstrates an awareness of and ability to avoid plagiarism with difficulty

W-5.6.a Takes adequate notes from texts and lectures with structured guidance

W-5.8 a Writes business letters and personal letters with some difficulty

R-5.1 b Reads and understands unfamiliar, authentic texts in a variety of genres using appropriate reading strategies independently with some difficulty

R-5.2.b Locates the main idea and supporting details in a familiar text independently with little or no difficulty

R-5.3 b Demonstrates an awareness of and familiarity with textual signals (e.g. bold, italics, headings, illustrations) to identify key vocabulary and concepts in academic and technical texts independently

R-5.4 b Applies a variety of vocabulary acquisition techniques to unfamiliar texts with some difficulty

R-5.5 b Uses inference to independently analyze and draw conclusions from familiar texts with difficulty

W-5.1 b Independently uses the writing process to convey complex ideas using appropriate vocabulary with some difficulty

W-5.2 b Writes paragraphs with topic sentences including controlling ideas, few errors in relevant support, and appropriate vocabulary with some difficulty

W-5.3 b Composes, punctuates, and uses compound, complex, and compound-complex sentences in original compositions with minimal mistakes and some difficulty

W-5.4 b Edits one's own and other's writing for sentence level errors with some difficulty

W-5.5 b Paraphrases and summarizes information and demonstrates an awareness of and ability to avoid plagiarism with some difficulty

W-5.6.b Takes adequate notes from texts and lectures with some guidance

W-5.7 b Fills out complex forms, questionnaires, and surveys with little or no difficulty

W-5.8 b Writes business letters and personal letters with little difficulty

Revised by Don Bissonnette and Kris Lysaker
July 2009