

ESL-1020: ENGLISH AS A SECOND LANGUAGE: BASIC READING AND WRITING

Cuyahoga Community College

Viewing: ESL-1020 : English as a Second Language: Basic Reading and Writing

Board of Trustees:

March 2023

Academic Term:

Fall 2023

Subject Code

ESL - English As A Second Language

Course Number:

1020

Title:

English as a Second Language: Basic Reading and Writing

Catalog Description:

English for non-native speakers. Practice in reading beginning material. Practice in writing sentences, short answers, controlled compositions, and responses to picture stories.

Credit Hour(s):

6

Lecture Hour(s):

5

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ESL-1030 English as a Second Language: Basic Grammar for Communication or concurrent enrollment; and placement by ESL assessment exam.

Outcomes

Course Outcome(s):

Write sentences and short paragraphs.

Objective(s):

- a. Write basic sentence patterns in present, present progressive, past, and future with 'be going to' .
- b. Write controlled paragraphs based on pictures or picture sequences.
- c. Apply the rules of basic sentence patterns, including use of appropriate word forms.
- d. Apply the conventions of academic writing, including indentation, margins, capitalization, punctuation, and double-spacing.
- e. Spell basic words correctly.
- f. Employ basic editing strategies.

Course Outcome(s):

Read basic English texts.

Objective(s):

- a. Apply pre-reading skills.
- b. Identify the main idea of basic reading passages.

- c. Recognize the time frame of basic reading passages.
- d. Scan for information.
- e. Identify relevant details of basic reading passages.
- f. Infer meaning from basic reading passages.
- g. Express opinions based on basic reading passages.
- h. Follow written directions.

Course Outcome(s):

Develop basic vocabulary skills.

Objective(s):

1. Recognize, practice, and employ related word forms (parts of speech) to build vocabulary.
2. Identify and use basic collocations.
3. Infer meaning of vocabulary from context.
4. Identify and use the basic parts of speech in sentences.
5. Recognize, practice, and employ basic prefixes un-, re-, pre- and dis-.
6. Recognize, practice, and employ basic suffixes -s/-es, -ful, -ly, -d/-ed.

Methods of Evaluation:

- a. Assignments from textbooks
- b. Classroom activities designed by the instructor
- c. Supplemental websites
- d. Written and oral quizzes
- e. Written exams
- f. Computer quizzes and exams
- g. In-class compositions
- h. Dictations
- i. Journals
- j. Online supplemental website assignments, quizzes & tests

Course Content Outline:

- a. Basic reading skills
 - i. Pre-reading skills
 - ii. Main idea of basic reading passages
 - iii. Time frame of a given passages
 - iv. Scanning for information
 - v. Relevant details of basic reading passages
 - vi. Inference from basic reading passages
 - vii. Opinions based on readings (like / dislike, agree / disagree)
 - viii. Written directions
- b. Basic vocabulary skills
 - i. Vocabulary from context
 - ii. Basic parts of speech in sentences
 - iii. Related word forms (parts of speech) to build vocabulary
 - iv. Basic collocations (at work, at school, at home, in class, listen to, do homework, give an answer, look at, look for, take a test)
- c. Basic writing skills
 - i. Basic sentence patterns with be verbs (be) (in affirmative and negative statements, yes / no questions, and information questions)
 1. Subject + be + noun
 2. Subject + be + adjective
 3. Subject + be + place / prep. + noun
 4. Subject + be + time
 5. There + be + noun + (place) + (time)

- ii. Basic sentence patterns with non-be verbs (in affirmative and negative statements, yes / no questions, and information questions)
 - 1. Subject + verb
 - 2. Subject + verb + object
 - 3. Subject + verb + adverb
 - 4. Subject + verb + object + (place) + (time)
- iii. Writing basic sentence patterns within controlled passages
- iv. Writing sentences in present, present progressive, past, and future with 'be going to'
- v. Writing controlled paragraphs based on pictures or picture sequences
- vi. Rules of basic sentence patterns, including use of appropriate word forms
- vii. Conventions of academic writing, including indentation, margins, capitalization, punctuation, and double-spacing
- viii. Spelling basic words
- ix. Basic editing strategies

Resources

Heyer, Sandra. *Easy True Stories*. 2nd ed. White Plains: Pearson Education, 2012.

Heyer, Sandra. *True Stories in the News*. 3rd ed. White Plains: Pearson Education, 2007.

Broukal, Milada. *Weaving It Together 1: Connecting Reading and Writing*. 4th ed. New York: Heinle Cengage Learning, 2016.

Butler, Linda. *Longman Academic Writing Series 1*. 2nd. White Plains: Pearson Education, 2016.

Siebert, Anne, and Raymond C. Clark. *Where in the World*. 1st ed. Pro Lingua, 2008.

Alderson, J. Charles, et al. *The Diagnosis of Reading in a Second or Foreign Language*. New York: Routledge, 2017.

Sagala, Jennifer, ed. *Longman Photo Dictionary of American English*. 2nd ed. White Plains: Pearson Longman, 2006.

Byrd, Patricia, and Joy Reid. *Grammar in the Composition Classroom: Essays on Teaching ESL for College-Bound Students*. 2nd ed. New York: Heinle, 1998.

Casanave, Christine Pearson. *Journal Writing in Second Language Education*. Ann Arbor: University of Michigan Press, 2011.

Celce-Murcia, Marianne, et al. *Teaching English as a Second or Foreign Language*. 4th ed. New York: Heinle, 2013.

Collie, Joan, Stephen Slater, and Penny Ur. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. New York: Cambridge, 1988.

Christensen, Laird, et al. *Teaching North American Environmental Literature*. New York: Modern Language Association of America, 2008.

Connor, Ulla. *Intercultural Rhetoric in the Writing Classroom*. Ann Arbor: University of Michigan Press, 2011.

Day, Richard R. *New Ways in Teaching Reading*. 2nd ed. Alexandria: TESOL, 2012.

Farrell, Thomas. *Reflecting on Teaching the Four Skills: 60 Strategies for Professional Development*. Ann Arbor: University of Michigan Press, 2012.

Ferris, Dana R. *Treatment of Error in Second Language Student Writing*. 2nd ed. Ann Arbor: University of Michigan Press, 2011.

Grabe, William. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge, 2008.

Hirvela, Alan. *Connecting Reading & Writing in Second Language Writing Instruction*. 2nd. Ann Arbor: University of Michigan Press, 2016.

Lessard-Clouston, Michael. *Teaching Vocabulary*. Alexandria: TESOL, 2015.

Mussman, Denise, et. al. *New Ways in Teaching Writing*. Alexandria: TESOL, 2013.

Nunan, David. *Learner-Centered English Language Education: The Selected Works of David Nunan*. New York: Routledge, 2013.

Nunan, David. *What Is This Thing Called Language?*. 2nd ed. Palgrave MacMillan, 2012.

Ousey, Myra, and Debbie Lamb Ousey. *Teaching Developmental Immigrant Students in Undergraduate Programs: A Practical Guide*. Ann Arbor: University of Michigan Press, 2011.

Pearson Education. *Longman Dictionary of American English*. 5th ed. White Plains: Pearson Longman, 2014.

Raimes, Ann, and Susan K. Miller-Cochran. *Keys for Writers*. 8th ed. New York: Cengage Learning, 2018.

Smalley, Regina, et al. *Refining Composition Skills: Rhetoric and Grammar for ESL Students*. 6th ed. Boston: Heinle, 2011.

Stanley, Graham. *Language Learning with Technology: Ideas for Integrating Technology in the Classroom*. New York: Cambridge, 2013.

Swan, Michael, and Bernard Smith. *Learner English: A Teacher's Guide to Interference and Other Problems*. 2nd ed. New York: Cambridge, 2001.

Ur, Penny. *Vocabulary Activities*. New York: Cambridge, 2012.

McCarthy, Michael, and Felicity O'Dell, with Randi Reppen. *Basic Vocabulary in Use*. 2nd ed. New York: Cambridge, 2012.

Molinsky, Steven J., and Bill Bliss. *Word by Word Picture Dictionary*. 2nd ed. White Plains: Pearson, 2009.

Molinsky, Steven J, and Bill Bliss. *Word by Word Basic Picture Dictionary Vocabulary Workbook*. 2nd. Pearson, 2005.

Taylor, Lynda. *Testing Reading Through Summary*. New York: Cambridge, 2013.

Resources Other

- a. McGovern, Kieran. 2013. Web. <<http://www.eslreading.org/links/links.html> (https://webmail.tri-c.edu/owa/redir.aspx?C=OuZZQoPnOEiJtULvjTdEjJCeUiiZwtAINOGCi7IHQ71_--xwINS9jegUDfAdC1KrG6C7w0r69Ug.&URL=http%3a%2f%2fwww.eslreading.org%2flinks%2flinks.html)>
- b. Studies in Second Language Acquisition. Cambridge Online Journals. 2023. Web. <<http://journals.cambridge.org/action/displayJournal?jid=SLA> (<http://journals.cambridge.org/action/displayJournal/?jid=SLA>)>
- c. TESOL Journal. TESOL. 2023. Web. <<https://www.tesol.org/professional-development/publications-and-research/tesol-publications/>>

Top of page

Key: 1911