

# ESLNC-15: ESL READING, WRITING AND GRAMMAR 3

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## Effective Term

Fall 2025

## CC Approval

03/07/2025

## AS Approval

03/13/2025

## BOT Approval

03/20/2025

## COCI Approval

05/22/2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Noncredit

### CB22 Noncredit Category

English as a Second Language (ESL)

### Discipline

Minimum Qualifications	And/Or
English as a Second Language (ESL): Noncredit (Specific Degree and Professional Experience)	

### Subject Code

ESLNC - English as a Second Language Noncredit

### Course Number

15

### Department

English as a Second Language Noncredit (ESLNC)

### Division

Language and Developmental Studies (LADS)

### Full Course Title

ESL Reading, Writing and Grammar 3

### Short Title

ESL Read, Write and Grammar 3

### CB03 TOP Code

4930.87 - English as a Second Language - Integrated

### CB08 Basic Skills Status

BS - Basic Skills

### CB21 Prior Transfer Level

B - Two levels below transfer

### CB09 SAM Code

E - Non-Occupational

### Rationale

Renumbering non-credit courses.

## SECTION B - Course Description

### Catalog Course Description

This course is Level 3 of the college ESL program focusing on the integration of the major language learning components, including reading, writing, and grammar. Students will build on the major components of ESL Reading, Writing, and Grammar 2, reading full-length works of fiction and/or nonfiction and continuing to improve and expand reading comprehension, vocabulary skills, and overall written fluency by revising paragraphs and short narrative and descriptive compositions with clear introductions, support and conclusions. Grammar will include review of all simple and progressive verb tenses and the construction of compound and complex sentences.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Unlimited - Noncredit OR Work Experience Education

### Grading Options

No Grade-Noncredit

### Allow Audit

Yes

## Requisites

## SECTION D - Course Standards

### Is this course variable hour?

No

### Total Instructional Hours

108

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

### Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

## SECTION E - Course Content

### Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Write short compositions (200-300 words) and responses to readings, which demonstrate high intermediate fluency in English with few sentence-level errors.
2.	Write simple, compound, and complex sentences, using simple, progressive and perfect, present, past, and future verb forms, including modal auxiliaries.
3.	Demonstrate ability to read critically and comprehend a variety of intermediate-level vocabulary and reading materials, including full-length works of fiction and non-fiction, and textbook selections.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Use pre-reading strategies, including guessing, questioning, and inferring.
2.	Comprehend and discuss assigned high intermediate level readings including novels, nonfiction books and textbook selections.

3. Identify topics, main ideas, supporting statements, and similar major themes in readings.
4. Take and organize notes on readings.
5. Use context and dictionary skills to work with unfamiliar vocabulary and use vocabulary from reading selections in both speaking and writing.
6. Construct compound sentences with coordinate conjunctions, and complex sentences with select subordinators.
7. Compose paragraphs with clear topic sentences and relevant supporting details, which support a clear opinion leading to multi-paragraph compositions.
8. Apply the writing process, including planning, drafting, peer review, revising, and editing.
9. State and support an opinion in a clear paragraph.
10. Summarize and paraphrase written materials.
11. Correctly use simple and progressive, present, past, and future verb forms with a high degree of accuracy.
12. Recognize and use with a fair degree of accuracy the present perfect and present perfect progressive verb tense.
13. Apply the rules of subject/verb agreement.
14. Correctly use selected modal auxiliaries of permission, ability, possibility, necessity, prohibition, and advice in the present.
15. Recognize and understand adjective and noun clauses, including embedded questions, quoted and reported speech and 'that' clauses.
16. Recognize and identify noun phrases including gerunds, infinitives, and prepositional phrases.
17. Identify and use most parts of speech including verbs, nouns, adverbs, adjectives, pronouns, prepositions and conjunctions in a variety of sentence structures with increasing accuracy.

### Course Content

1. Reading Skills & Strategies:
  - a. Comprehension, analysis and evaluation exercises
  - b. Skimming for main idea/support/theme identification
  - c. Scanning for key and important details
  - d. Paraphrasing and summarizing selected texts
  - e. Vocabulary in context, word forms, vocabulary usage practice and exercises, including idiomatic phrases and expressions
  - f. Dictionary skills
  - g. Note taking skills
  - h. Use of resources, including library resources and Napa Valley College student services
2. Writing Skills & Strategies
  - a. Writing process
    - i. Brainstorming and other pre-writing activities
    - ii. Outlining
    - iii. Drafting
    - iv. Revising
    - v. Peer review
    - vi. Editing and revision
  - b. Essay/composition structure and development
    - i. Introduction paragraph structures, including thesis statements
    - ii. Body paragraph development, including effective topic sentences, supporting details, and use of transitions
    - iii. Conclusion paragraph structures
3. Grammar and mechanics
  - a. Simple and progressive verbs in present, past, and future verb forms
  - b. Present perfect and present perfect progressive verb forms
  - c. Subject-verb agreement
  - d. Compound sentences with coordinate conjunctions; complex sentences with time clauses and other adverbial clauses
  - e. Punctuation and sentence boundaries
  - f. Count and non-count nouns and quantifiers
  - g. Articles and determiners
  - h. Modal auxiliaries and phrasal modal forms of ability, possibility, permission, advice, necessity, and prohibition
    - i. Active and passive voice
    - j. Noun and adjective clauses

- k. Verbs followed by gerunds and infinitives  
 l. Practice and usage of idiomatic expressions, phrases and other vocabulary collocations

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Activity	Students engage in interactive or written exercises to practice new concepts.
Discussion	Discuss new concepts and selected readings.
Lecture	Teacher leads discussion to introduce and explain new concepts.
Group Work	Pair/small group work: Students actively participate with partners or in small groups to complete classroom exercises, including peer review of writing assignments.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Grammar test for each chapter covered in text. Final Exam 1. Cumulative final on all grammatical structures and several vocabulary terms taught in class with some review from ESL 65 included. 2. In -class timed writing assignment.
Quizzes	8-10 verb form quizzes. 5-8 vocabulary and reading comprehension quizzes.
Portfolios	Writing assignments may be assessed as portfolios.
Essays/Papers	6-8 paragraph and 1-2 composition assignments. Example 1: Choose one problem that you have faced since coming to the United States and write a problem/solution essay in which you discuss three solutions for dealing with this problem. Clearly present the problem and outline three solutions with effective support to explain the rationale for each solution.
Class Participation	Actively participate in all class activities, including assigned textbook exercises, pair and group work, and classroom discussion.
Homework	Complete all assigned paragraph and composition assignments, grammar exercises, and other work as assigned.
Other	1. Grammar test for each unit covered in text. 2. 8-10 verb form quizzes. 3. 6-8 paragraph and composition assignments. 4. 5-8 vocabulary and reading comprehension quizzes. 5. 2 book reports on full-length works of fiction or non-fiction. 6. Successful completion of homework exercises. 7. Reading log. 8. Oral presentation of a potential college major or an NVC academic/vocational program using the college catalog and/or other campus resources.

## Assignments

### Reading Assignments

Read assigned texts and supplemental readings.

Example 1: Read the paragraphs on pages 84-85 of the text, Great Paragraphs. Working with a partner, write a suitable topic sentence for each paragraph. Your topic sentences must contain the controlling ideas related to the given supporting sentences.

Example 2: Read and analyze the model narrative paragraphs on pages 178 -184 of the textbook, Great Paragraphs. Working alone or with a partner answer the questions which follow each paragraph.

Example 3: Read "Advertising All over the World." Identify the main idea and supporting points. Discuss in small groups your answers to the question, "Which of the two advertisements shown in class appeals to you more and why?" After discussion, guess the meaning of the bold-faced words in context. Identify the parts of speech using suffixes as clues.

### Writing Assignments

General: Complete all assigned grammar exercises.

Write 6-8 paragraphs or short compositions.

Example 1: Narrative comparison paragraphs: Write one paragraph comparing your experience with the student in the story. Be sure to include a topic sentence at the beginning of the paragraph that states the main idea of the paragraph. Write a second paragraph contrasting your experience with the student in the story. Be sure to include a topic sentence at the beginning of the paragraph that states the main idea of the paragraph. Include facts to support your opinion. Follow these guidelines:

- a. Choose a topic.
- b. Brainstorm your topic.
- c. Write a topic sentence with a controlling idea.
- d. Write supporting sentences with facts that support your opinion.
- e. Write a conclusion.

Example 2: Write a composition about a person you admire. Include important events in the person's life. Organize the events in chronological order, using appropriate time and transition expressions.

### Other Assignments

Vocabulary logs: Create a vocabulary log to keep track of new vocabulary. The log will contain 5 parts: vocabulary word, part of speech, definition, how the word was used in writing, and creation of a sentence using new vocabulary word.

Complete all other assigned activities.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Azar B.S. and S. A. Hagen

### Title

Fundamentals of English Grammar

### Edition/Version

4th

### Publisher

Pearson Longman

### Year

2011

### Material Type

Textbook

### Title

Longman's Dictionary of American English

### Edition/Version

5th

**Publisher**

Pearson Education ESL

**Year**

2014

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**Material Type**

Textbook

**Author**

Barton, L. and C. D. Sardinas

**Title**

NorthStar 3 Reading and Writing

**Edition/Version**

4th

**Publisher**

Pearson Longman

**Year**

2014

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**Material Type**

Textbook

**Author**

Francisco, J.

**Title**

The Circuit

**Edition/Version**

1st

**Publisher**

University of New Mexico Press

**Year**

1997

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**Material Type**

Textbook

**Author**

Uchida, Y.

**Title**

Journey to Topaz

**Publisher**

Creative Arts Book Company

**Year**

1985

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**Material Type**

Textbook

**Author**

Smith, L.

**Title**

Reading for Today 3: Issues

**Edition/Version**

5th

**Publisher**

National Geographic/(ELT)

**Year**

2017

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**Material Type**

Textbook

**Author**

Jenkins, R. and S. Johnson

**Title**

Stand Out Level 2

**Publisher**

National Geographic Learning, Cengage

**Year**

2017

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**Course Codes (Admin Only)****ASSIST Update**

No

**CB00 State ID**

CCC000616076

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

L - Non-Enhanced Funding

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Not Program Applicable

**Allow Pass/No Pass**

No

**Only Pass/No Pass**

No