

## CREDIT ENGLISH AS A SECOND LANGUAGE

College Learning Outcomes Matrix: Rate each course from 1 to 5 with 5 being the most important.

CREDIT ESL	Year of SLO Review	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning:	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:	MAIN COURSE OF SEQUENCE
ESL 053 Intermediate ESL: Writing and Grammar		5	1	5	2	X
ESL 054 Intermediate ESL: Grammar	<b>If offered</b>	5	1	5	2	PERIODIC
ESL 056 Intermediate ESL: Words I		5	1	5	2	X
ESL 058A Pronunciation for Non-Native Speakers		3	1	5	2	X
ESL 058B Pronunciation for Non-Native Speakers II		5	1	5	2	X
ESL 059 Review of Intermediate ESL	<b>Not offered</b>	5	1	5	2	SUMMER
ESL 060 Intermediate ESL: Listening and Speaking		5	1	5	2	X
ESL 063 Intermediate ESL: Writing and Grammar		5	1	5	2	X
ESL 064 Intermediate ESL: Grammar	<b>if offered</b>	5	1	5	2	PERIODIC
ESL 066 Intermediate ESL: Words II		5	1	5	2	X
ESL 068 American Topics	<b>If offered</b>	5	1	5	2	PERIODIC
ESL 073 Low Adv. ESL: Writing and Grammar		5	1	5	2	X
ESL 074 Low Adv. ESL: Grammar	<b>If offered</b>	5	1	5	2	X
ESL 076 Low Adv. ESL: Words III		5	1	5	2	X
ESL 079 Review of Low Advanced ESL	<b>Not offered</b>	5	1	5	2	SUMMER
ESL 080 Advanced ESL Listening and Speaking		5	1	5	3	X
<b>ESL 083 Adv. ESL: Writing and Grammar (pre-req for ENGL 98)</b>	<b>S2012</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>X</b>
ESL 084 Adv. ESL: Grammar	<b>If offered</b>	5	1	5	3	PERIODIC
ESL 086 Advanced ESL: Vocabulary and Reading Skills		5	1	5	3	X

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### **English as a Second Language Program Outcomes**

**To meet this overall mission, we have the following objectives for our students.**

**ESL students will be able to:**

1. Effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. (at work, in college, in social settings, etc.)
2. Effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path
3. Improve their connections and interpersonal skills in English
4. Build a foundation in English with which they can gain new job skills and obtain higher paying jobs

**All ESL courses will support critical thinking and appropriate academic behavior by ensuring that the students meet the following outcomes:**

1. ESL students are learning to think in a new language - they develop skills and vocabulary to respond to different situations at school, in their daily lives and at work. They learn to navigate through a new culture, through a new school system and through their jobs.
2. ESL students learn to apply their language skills to intra-personal, interpersonal and intercultural contexts in order to work cooperatively in large and small groups and to show respect to their classmates and teachers.

**Program level Behavioral - Student Learning Outcomes:**

Because our students are new to this culture and educational system, we incorporate strategies to help them take personal responsibility for their learning. In our department students learn to navigate the college system, develop the appropriate skills and behavior patterns expected in academic and workforce environments by:

1. Attending all classes promptly and as scheduled.
2. Demonstrating appropriate classroom behavior.
3. Bringing textbooks and study material to class.
4. Turning in homework on time.

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### **ESL Problem Solving and Critical Thinking SLO**

**In our department we teach students to approach solving problems by communicating fluently in English in reading, writing, speaking and listening.**

### **ESL Community Building SLO**

Our College-wide Student Learning Outcome Goal is to Build Community. In all areas, both academic and non-academic, we establish and promote links for students so they can successfully navigate the college experience, and as a result, become responsible learners as well as confident, knowledgeable, and successful members of the COM community.

#### **The ESL department achieves this goal by:**

- Promoting accessibility for students
- Celebrating student success

**Methods** Since our students apply their language skills to intrapersonal, interpersonal and intercultural contexts, we incorporate numerous strategies to build a community by encouraging our students

- To demonstrate inclusive behavior in class
- To demonstrate their ability to work in large and small groups
- To critique classmates respectfully
- To respect each other
- To demonstrate their ability to work together

**We assess our students in many ways throughout the semester. By mid-term, students will have demonstrated the following:**

- Students greet each other.
- Students know and use their classmates' names.
- Students know where their classmates are from and why they are attending school.

**By the end of the semester, students will have demonstrated the following:**

- They can share information in class;
- They respond to mistakes appropriately;
- They feel emotionally secure enough to ask for clarification during class;
- They work together on assignments in and out of class (in lab);
- They are a good audience in speaking and writing situations.

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## **Placement Testing:**

Initial placement into Credit ESL is done in a Student Success Workshop.

We use the CELSA test together with a writing sample read by two teachers.

## **Grammar/Writing Sequence (levels 50-80):**

- controlled compositions
- sentence combining
- summaries
- objective tests
- short paragraphs to be done inside and outside of class
- Students will be assigned sentence combining, short paragraphs, revisions, punctuation and capitalization exercises, and controlled writing exercises or journal writing.

## **Reading/Vocabulary Sequence:**

### **LEVEL 50..**

- objective tests, group activities, oral presentations, simple writing assignments
- Students develop alternate endings for a short story.
- Students compare and contrast two versions of a story through discussion and writing. Students then select their favorite and support their choice.
- During the semester, students read 5 abridged novels (or 250 pages minimum) and report on each.

### **LEVEL 60.**

- Objective tests, group activities, oral presentations, book reports, simplified research projects
- Sample Out-of-Class Assignments
- Gather information from local newspapers to present to class
- Compare the settings/characters/conflicts of two stories or novellas
- Structured oral presentation on a theme researched online and at the COM library
- During the semester, students read 10 abridged novels (or 500 pages minimum) and report on each.

### **LEVEL 70.**

- Objective tests, group activities, oral presentations, writing assignments, panel discussions
- Moderate a small group book discussion comparing two novels
- Read 3 unadapted novels, write book critiques, do a research report on the gold rush and its effect on San Francisco.

### **LEVEL 80:**

- Objective tests, group activities, oral presentations, writing assignments, panel discussions
- Summarize a passage or chapter
- Outline an article
- Students will present two passages on the same topic with differing points of view and show how language is used to sway the reader.

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## **Listening Speaking Sequence:**

### **Level 60**

- Objective tests, group activities, oral presentations, and oral interviews
- Preparation for skits and role plays
- Listening logs
- Oral interviews
- Preparation for oral presentations
- Extracting information from recorded material

### **Level 80**

- Objective tests, group activities, formal and impromptu oral presentations, and oral interviews
- Oral interviews
- -preparation for oral presentations including contact assignments
- -extracting information from recorded material
- -paraphrasing news reports

## **Pronunciation:**

### **58A**

- Objective tests, group activities, oral presentations, and recorded dialogue journals
- Students will categorize the syllable and stress count of California cities.
- Objective tests, group activities, oral presentations, and recorded dialogue journals

### **58B**

- Students will identify various linking patterns used in a dialogue and demonstrate them to the class.
- Preparation for oral presentations
- Recorded oral journals

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ESL_053	Intermediate ESL: Writing and Grammar	Revise Course
<b>Expected Outcomes for Student:</b>		
Upon completion of course, students will be able to write a variety of sentences (simple, compound and complex) with a minimum of errors in basic sentence structure and punctuation and be able to write basic paragraphs using narration, description, process analysis, and summary.		
ESL_063	High Intermediate ESL: Writing and Grammar	Revise Course
<b>Expected Outcomes for Student:</b>		
In grammar, students will be able to		
a. identify and use parts of speech, basic sentence structures and English word order;		
b. compose increasingly complex sentences using verb tenses covered in lower level classes;		
In writing, students will be able to		
a. outline a paragraph;		
c. Use different rhetorical structures.		
ESL_073	Low Advanced ESL: Writing and Grammar	Revise Course
<b>Expected Outcomes for Student:</b>		
In grammar, students will be able to use adjective, adverb and noun clauses effectively; shift tense correctly in writing.		
In writing, students will be able to		
a. Demonstrate fluency in writing through journals;		
b. Write a paragraph that incorporates coherence, unity and completeness		
d. Compose paragraphs in some rhetorical modes such as narration, process analysis, cause, effect, comparison and contrast.		
ESL_083	Intermediate ESL: Writing and Grammar	Revise Course
<b>Expected Outcomes for Student:</b>		
Upon completion of course, students will be able to write a variety of sentences (simple, compound and complex) with a minimum of errors in basic sentence structure and punctuation and be able to write basic paragraphs using narration, description, process analysis, and summary.		

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ESL_056	Intermediate ESL: Words I (Vocabulary/Spelling/Reading/Discussion)	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of ESL 056, students will be able to read 4-10 page short stories, formulate and answer questions regarding a variety of reading content, and interpret text with greater accuracy.</p> <p>Students will employ skimming, scanning, predicting, and previewing to enhance their comprehension of simplified reading material. Students will recognize and use new vocabulary and develop vocabulary-building techniques</p>		
ESL_066	High Intermediate ESL: Words II (Vocabulary/Spelling/Reading/Discuss	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of this course, students will be able to read and analyze stories and 60 page short novels. They will use a variety of reading and word attack skills to improve their speed and comprehension. Students will recognize and use new vocabulary and develop vocabulary-building techniques. Students will demonstrate library and dictionary skills.</p>		
ESL_076	Low Advanced ESL: Words III (Vocabulary/Spelling/Reading/Discussion)	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>~ formulate opinions on unadapted novels in English effectively</li> <li>~ demonstrate an increase in their reading speed and comprehension ~ analyze what they read and discuss it in small groups.</li> <li>~ apply their knowledge through panel discussions and oral presentations of library research projects.</li> </ul>		
ESL_086	Advanced ESL: Vocabulary and Reading Skills	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify and explain language devices and language adaptations in written materials, as they contribute to the writer's meaning.</li> <li>- Determine and recall meanings of new vocabulary words through context clues.</li> <li>- Evaluate the logic and accuracy of evidence in support of the writer's main idea.</li> <li>- Analyze written material for the following underlying ideas of the writer: assumption, biases, and inferences.</li> </ul>		

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ESL_058A	Pronunciation for Non-Native English Speakers I	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>~ distinguish the characteristics of consonants and vowels within words, phrases, and discourse</li> <li>~ demonstrate intelligibility by using rhythmic patterns in English</li> <li>~ reduce stiffness in their production by using connected speech techniques</li> </ul>		

ESL_058B	Pronunciation for Non-Native English Speakers II	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of this course, student will be able to demonstrate intelligibility by practicing stress and rhythmic patterns in English, determine speaker intention by pitch and intonation, and emphasize their point by use of prominence in their discourse.</p>		

ESL_060	Intermediate ESL: Listening and Speaking	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>interpret nonverbal communication</li> <li>demonstrate various notional/functional speech acts</li> <li>analyze discourse strategies</li> <li>distinguish between main and supporting ideas</li> </ul>		

ESL_080	Advanced ESL: Listening and Speaking (Social/Academic/Workplace)	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Improve speech clarity</p> <ul style="list-style-type: none"> <li>evaluate oral information</li> <li>recognize patterns of speech</li> <li>take notes from academic lectures, phone conversations, radio news, etc.</li> </ul>		

ESL_059	Review of Intermediate ESL	Revise Course
<b>Expected Outcomes for Student:</b>		
<p>Upon completion of this course, students will be able to use grammar structures in writing and speaking that are problematic for ESL students at the low intermediate level and recognize and understand these problematic structures in reading and listening.</p>		

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ESL_068	American Topics	Revise Course
<b>Expected Outcomes for Student:</b>		
Upon completion of this course, students will be able to:		
<ul style="list-style-type: none"> <li>-speak and write on a variety of American topics;</li> <li>-use vocabulary covered in class;</li> <li>-understand and take notes from lectures on various topics.</li> </ul>		

ESL_079	Review of Low Advanced ESL	Revise Course
<b>Expected Outcomes for Student:</b>		
Upon completion of the course, students will be able to use grammar structures in writing and speaking that are problematic for ESL students at the intermediate level. They will also be able to recognize and understand these problematic structures in reading and listening.		

ESL_054	Intermediate ESL: Grammar	Revise Course
<b>Expected Outcomes for Student:</b>		
Demonstrate a firm foundation in basic English grammar; Use a variety of tenses (simple present, present progressive, imperatives, simple past, past progressive, future) with a minimum of errors in speaking and writing; Recognize errors in their writing and correct them; Demonstrate a readiness to use and understand compound and complex sentence structures.		

ESL_064	ESL 64 High Intermediate ESL: Grammar	Revise Course
<b>Expected Outcomes for Student:</b>		
Demonstrate a firm foundation in basic English grammar by applying grammar rules in written and oral communication; Use a grammar reference independently; Use their knowledge of grammar during the editing process.		

ESL_074	ESL 74 Low Advanced Grammar for ESL Students	Revise Course
<b>Expected Outcomes for Student:</b>		
Demonstrate their competency in the following tasks: Applying grammatical rules in writing and speaking Recognizing grammatical structures in reading		

ESL_084	ESL 84AV Advanced ESL: Grammar	Revise Course
<b>Expected Outcomes for Student:</b>		
Upon completion of this course, students will be able to demonstrate their competency in the following tasks: Editing and proofreading Applying grammatical rules in writing and speaking		