

**Skyline College  
Official Course Outline**

**Date:** August 2006

**1. TITLE:**

ESOL 655: English as a Second Language Supplement  
0.5 – 3.0 units

Prerequisites: none

Recommended: Concurrent enrollment in an ESOL course

**2. COURSE CLASSIFICATION:**

Credit course not applicable to the Associate Degree

**3. COURSE DESCRIPTIONS:**

Catalog description: Provides assistance for ESL students in communication skills, including reading, writing, listening, and speaking. The lab allows students to drop in and follow self-paced curriculum, or to choose the instructional methods they prefer: one-on-one tutoring, software, English practice groups, faculty-taught workshops, or phone-in/online tutoring when available. (Open entry.) *May be repeated for credit up to a maximum of 6 units. (Units do not count toward the Associate Degree.)*

Class schedule description: Provides assistance for ESL students in communication skills, including reading, writing, listening and speaking. Students may drop in when The Learning Center is open for one-on-one tutoring, software, English practice groups, and faculty-taught workshops. Phone-in/online tutoring may be available. May be repeated for credit up to a maximum of 6 units. Open entry.

**4. COURSE JUSTIFICATION:**

The large number of non-native speakers in all aspects of college study implies a need to offer flexible resources for improving English language skills. Students who are currently enrolled in an ESOL, English, or any other class may benefit from additional self-paced assistance from a designated learning center with resources designed to help students build skills. As all learners are different and have unique areas of need, this course is designed to meet the student at his/her current level and develop a pathway towards improvement of skills targeted through diagnostics and/or teacher recommendation.

Because tackling grammar issues requires a certain level of metalanguage and ability to talk “about” the language, it is recommended, but not required, that the student have had an English course in recent past or concurrently where grammar terminology can be recalled or reinforced. Students without this foundation of metalanguage can find self-paced grammar and language study to be markedly more difficult than those who have studied the terms.

**5. STUDENT LEARNING OUTCOMES (SLO’S):**

By completion of this course, students will be able to

- A. Show marked improvement in skills targeted at entry to the course
- B. Demonstrate increased awareness and metacognition regarding own learning process and needs
- C. Use resources available on campus for further academic assistance

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

By completion of this course, students will be able to

- A. Show marked improvement in skills targeted at entry to the course
  - Obj. 1. Take a diagnostic and receive a program outlining skills to be practiced.
  - Obj. 2. Complete activities on program under supervision of learning center staff.
  - Obj. 3. Submit another diagnostic to gauge areas of improvement and areas of further attention needed.
- B. Demonstrate increased awareness and metacognition regarding own learning process and needs
  - Obj. 1. Become aware of own interlanguage and habits formed that cause problems in written and oral communication, as evidenced by use of computer programs with instant scoring and progress rates.
  - Obj. 2. Participate in ongoing assessment, assignment, and practice until target is achieved.
  - Obj. 3. Respond to an end-of-semester survey describing areas of growth and areas that need continued attention.
- C. Use resources available on campus for further academic assistance
  - Obj. 1. Participate in activities held in the Learning Center and gain exposure to the array of services available there.
  - Obj. 2. Through one-on-one faculty-student contact, be informed of various resources on campus to increase academic success.

**7. COURSE CONTENT:**

This course can include any and all of the following:

- one-on-one instruction and assistance
- group instruction and workshops
- individualized work on computer software
- individualized work utilizing texts or other media
- initial and ongoing assessment in writing and speaking

**8. REPRESENTATIVE METHODS OF INSTRUCTION:**

Individual instruction will be provided by an instructor or tutor. During individual appointments, students' needs and progress will be discussed and appropriate assignments will be made. With the instructor's guidance, students will work in groups, with peer tutors, or independently.

**9. ASSIGNMENTS:**

Typical assignments for this course can include:

- a unit from the text/audio package Listening Dictation to build the sound/sight connection in English and to improve dictation skills
- a portion of the software program Focus on Grammar that is appropriate for level and targeted skill
- use of the software North American Idioms to build vocabulary and idiom use
- use of various grammar and language weblinks located on the TLC or instructor's website
- a unit from Interactions Access utilizing the video and audio materials with the text
- attending a language-sharing group
- attending a workshop provided through the TLC on related language topics
- responding to a writing prompt and participating in an interview for the purpose of ongoing assessment and tailoring of the individualized study program

**10. EVALUATION OF STUDENT PERFORMANCE:**

Credit/no-credit based on the basis of completion of a minimum of twenty-four hours per half unit of lab time doing any amount or combination of the following: one on one tutoring; using software; using handbooks and/or handouts; joining English Practice Groups; attending workshops; and/or using the online/phone-in tutoring services when available.

**11. SUGGESTED TEXT(S):**

There are no required texts for this course. All materials for this course are located within the TLC or are stored in online format for students to access remotely. Each student gets a personalized program of materials to study that is based on his/her learning needs and commensurate to his/her level of English. Samples of materials appropriate for this course can include:

<b>Material type</b>	<b>Title</b>	<b>Level</b>
software	<u>North American Idioms</u>	Low beginner up through advanced
software	<u>Focus on Grammar</u>	Leveled by beginning, intermediate, high-intermediate, and advanced
software	<u>Alania English Mastery</u>	Leveled by beginner, intermediate, and high-intermediate
software	<u>Houghton Mifflin series (vocabulary, reading, grammar)</u>	high-intermediate to advanced
software	<u>Everwrite</u>	advanced
text with audio/video	<u>Interactions series</u>	beginning to intermediate
text with audio/video	<u>Mosaic series</u>	high-intermediate to advanced
4-skills text with audio	<u>Collaborations</u>	zero-beginner/adult ed
4-skills text with audio	<u>New Grammar in Action series</u>	zero-beginner up to high-beginner
text	<u>Writing Clearly: An Editing Guide</u>	advanced grammar and editing
software	<u>Fish Trek: Using Articles in English</u>	Hi-Intermediate up to advanced
software	<u>Oxford Picture Dictionary Interactive</u>	zero-beginner to intermediate

