

Skyline College
Official Course Outline

Date: May 10, 2007

1. TITLE:

ESOL 810: English for Speakers of Other Languages I
6 units, 9 hours per week, with 1 hour by arrangement

Prerequisite: none

Recommendation: Appropriate skill level of ESOL 810, or 811, or equivalent, as indicated by ESL placement test and other measures as necessary.

2. COURSE CLASSIFICATION:

Course not applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

For high-beginning students who need to develop fluency in the structures of English and who place into ESOL 810 by examination. Emphasis is on reading, basic grammatical structure acquisition, aural comprehension, oral production, and writing.

Schedule of Classes Description:

For high-beginning students who need to develop fluency in the structures of English. Emphasis is on reading, basic grammatical structure acquisition, aural comprehension, oral production, and writing.

4. COURSE JUSTIFICATION:

Students placing into this course are starting their study in English as a Second Language. As the entry level course for the ESOL program, this course provides the necessary foundations for subsequent ESOL courses.

5. STUDENT LEARNING OUTCOMES (SLO'S):

A. Writing

1. Write a group of related sentences which tell a story using simple structures.

B. Reading

1. Read simple or modified English text applying strategies such as previewing, scanning, and word analysis and utilizing a vocabulary of the 1500 high-frequency core words of everyday written English.

C. Speaking

1. Sustain a short conversation which shows control over questions, short answers, positive and negative statements, and basic intelligibility and phonemic awareness.

D. Listening

1. Follow two- and three-step instructions and understand simplified, scaffolded lectures in a familiar context.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

A. Write a group of related sentences which tell a story using simple structures

1. Arrange ideas into sentences that express the intended message of the writer.
2. Demonstrate awareness of structural features of English such as word order in sentences and simple mechanics and punctuation.
3. Demonstrate developing awareness of parts of speech and grammatical structures including but not limited to simple present, past, and future verb tenses, nouns and pronouns, adjectives, determiners, and simple modals.

B. Read simple or modified English text applying strategies such as previewing, scanning, and word analysis and utilizing a vocabulary of the 1500 high-frequency core words of everyday written English

1. Use pictures and titles to predict reading.
2. Demonstrate 70% comprehension of short texts in modified English.
3. Show an increase in knowledge and use of vocabulary.

C. Sustain a short conversation which shows control over questions, short answers, positive and negative statements, and basic intelligibility and phonemic awareness

1. Participation in a conversation for 3 to 5 minutes in a controlled situation.
2. Show improvement in the awareness of own interlanguage and in oral language production.
3. Use declarative language, request language, and simple description in oral interaction.

- D. Follow two- and three-step instructions and understand simplified, scaffolded lectures in a familiar context
1. Demonstrate proficiency structures including but not limited to the imperative, modals of obligation and prohibition, request language, and declarative language.
 2. Process simple aural requests and act upon them.
 3. Take simple dictation of sentences.

7. **COURSE CONTENT:**

A sample beginning unit for this course may include the following:

- Introduction of question formation with the copula “be” and grammar exercises in textbook
- Oral practice with question formation: a “Find Someone Who” exercise
- Reading practice: responding to a questionnaire
- Listening comprehension practice: watching and listening to an interview using the target structure
- Writing practice: creating a questionnaire
- Listening dictation practice
- Outside assignment: interview people and tabulate responses
- Graded in-class interviews using the target structure
- Tape-recorded interviews for grading

A sample mid-term unit for this course may include the following:

- Introduction of simple past and grammar exercises in textbook
- Oral practice with simple past formation: use target verbs in a story
- Reading practice: read a short excerpt using the target structure and answer comprehension questions
- Listening Comprehension practice: listening to a portion of film in which a character tells a series of events
- Writing practice: watch a short film segment, then describe actions in past
- Oral project: tell a story
- Listening dictation practice
- Oral practice: record a story for grading
- In-class game: “Alibi” or an events-reporting game

A sample ending unit for this course may include the following:

- Introductions of modals “must” and “should” for obligation & necessity
- Oral practice with modal formation: situation cards
- Reading practice: read a short excerpt using the target structure and answer comprehension questions
- Listening comprehension practice: Listen to a public service announcement
- Writing project: Identify an activity and create a series of rules for it using the target structure
- Oral project: Give a short public service announcement using the target structure
- Listening dictation practice
- Oral practice: Record a short dialog for grading

8. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Lecture, assigned reading and writing, speaking practice in class, outside speaking assignments, recorded assignments (teacher grades student’s speech), group discussion, oral presentation, listening comprehension and dictation, listening to authentic media and varying regional dialects.

9. **ASSIGNMENTS:**

Assignments will include text-based writing assignments focusing on sentence structure, modified and authentic reading assignments utilizing reading strategies, in-class and out-of-class oral language assignments such as interviews, oral presentations, regular voice recordings, and dictations, listening assignments utilizing modified and authentic media and in-class lectures, journal writing assignments, and other activities appropriate to a high-beginning ESL class.

10. **EVALUATION OF STUDENT PERFORMANCE:**

Credit/no credit or letter grade option. A grade of C or better means eligibility to enroll in ESOL 820 or its equivalent. A grade of credit is equivalent to a C letter grade.

11. **SUGGESTED TEXT(S):** A single four-skills text or a combination of separate-skill texts is necessary for teaching this course.

Four Skills Texts:

Elbaum, S. (2006) Grammar in Context 1. Thomson/Heinle: Boston. ISBN 1413007368.

Larsen-Freeman, D. (ed) (2000) Grammar Dimensions 1: Platinum Edition. Thomson/Heinle: Boston. ISBN: 1413006442

Schoenberg, I. (2006) Focus on Grammar 2, 3/e. Pearson Ed/Longman. ISBN: 0131899716

Grammar Texts:

Azar, B. (2005) Basic English Grammar 2/e. (red) Pearson Ed/Longman. ISBN 0131849379

Fuchs, Schoenberg, Bonner. (2004) Grammar Express Basic Pearson Ed/Longman. ISBN10 0130496677

Kirn/Jack (2005) Interactions 1 Grammar, 4/e. McGraw Hill. ISBN 0072330155

Writing Texts:

Pavlik/Keenan Segal. (2006). Interactions 1 Writing, 4/e. McGraw-Hill/ELT. ISBN: 0072469080

Reid, J. (1996) Basic Writing, 2/e. Pearson Ed/Longman. ISBN

Reading/Writing Texts:

Maher / Haugnes. (2003). Northstar Basic/Low Intermediate Reading & Writing. Longman/Addison Wesley: New York. ISBN: 0201755696

Reading & Vocabulary Texts:

Butler (2003) Password 1. Pearson Ed/Longman. ISBN 0-13-110125-0

Kim / Hartman. (2006). Interactions 1 Reading, 4/e. McGraw-Hill/ELT. ISBN: 0-07-233068-6

Listening/Speaking Texts:

Frazier / Solorzano (2003) Northstar Basic/Low Intermediate Listening & Speaking. Longman/Addison Wesley: New York. ISBN: 0201755688

Tanka, Most & Baker. (2006) Interactions 1 Listening & Speaking 4/e. McGraw-Hill/ELT. ISBN: 0072330643

Webster, M. & DeFilippo, J. So to Speak 1 Houghton Mifflin Publishers. ISBN 0-395-87383-5