

Skyline College
Official Course Outline

Date: May 10, 2007

1. TITLE:

ESOL 820: English for Speakers of Other Languages II
6 units, 9 hours per week, with 1 hour by arrangement

Prerequisite: none

Recommendation: Satisfactory completion of ESOL 810, or 811 and 812, or 861 and 871, or appropriate skill level 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 pre-intermediate students who have taken ESOL 810, or 811 and 812, or 861 and 871, or who place into ESOL 820 by examination. Emphasis on reading, basic grammatical structure acquisition, aural comprehension, oral production, and writing.

Schedule of Classes Description:

For pre-intermediate students who have taken ESOL 810, or 811 and 812, or 861 and 871, or who place into ESOL 820 by examination. Emphasis on reading, basic grammatical structure acquisition, aural comprehension, oral production, and writing.

4. COURSE JUSTIFICATION:

Students placing into this course are continuing their study of English as a Second Language. As the second course in the ESOL program sequence, this course provides continued language development and prepares students for subsequent ESOL courses.

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of ESOL 820, students will be able to

I. Writing

- a. Write a group of related sentences to develop a single idea, responding to the prompt with accuracy and attention to detail and showing 70% control over most simple, compound and complex sentences.

II. Reading

- a. Apply such reading strategies as previewing, skimming, scanning, and word analysis to edited novels and controlled-vocabulary ESL texts written in the 2700 high-frequency core words of everyday written English.

III. Speaking

- a. Provide information, give an opinion, and explain a simple procedure showing increasing competence in communicative strategies and basic oral intelligibility.

IV. Listening

- a. Understand oral instructions and lectures in modified English spoken at moderate speed.
- b. Identify essential information in everyday language transactions and record or act on that information.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- A. Write a group of related sentences to develop a single idea, responding to the prompt with accuracy and attention to detail and showing 70% control over most simple, compound and complex sentences.
 1. Arrange ideas into sentences that express the intended message of the writer.
 2. Demonstrate knowledge of word order and simple and compound sentence structure.
 3. Demonstrate developing knowledge of complex sentence structures.
 4. Demonstrate 70% accuracy in use of structures including but not limited to simple & perfect verb tenses, continuous tenses, modals of obligation, request, prohibition, and

5. Read simple or modified English text applying strategies such as previewing, scanning, and word analysis and utilizing a vocabulary of the 2700 high-frequency core words of everyday written English
 6. Use pictures and titles to predict reading.
 7. Demonstrate 70% comprehension of short texts in modified English.
 8. Show an increase in knowledge and use of vocabulary.
- B. Apply such reading strategies as previewing, skimming, scanning, and word analysis to edited novels and controlled-vocabulary ESL texts written in the 2700 high-frequency core words of everyday written English.
1. Use efficient dictionary strategies to increase word knowledge and use.
 2. Demonstrate ability to extract meaning from modified text as measured by comprehension and extension exercises.
 3. Demonstrate use of the 2700 high-frequency core words of everyday written English in journals, discussion, and writing.
 4. Use skills to determine vocabulary from context.
 5. Discuss readings in a meaningful way utilizing critical thinking and good questioning techniques.
- C. Provide information, give an opinion, and explain a simple procedure showing increasing competence in communicative strategies and basic oral intelligibility.
1. Participation in a discussion for 7 to 10 minutes in a guided 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.
 4. Use correction techniques and clarification to demonstrate awareness of own message and commitment to clarity of expression.
 5. Speak intelligibly, perhaps occasionally being misunderstood or using inappropriate structures.
- D. Understand oral instructions and lectures in modified English spoken at moderate speed **and** identify essential information in everyday language transactions and record or act on that information.
1. Listen, process, take notes, and recall information given in a scaffolded lecture or dictation with 70% accuracy.
 2. Identify subjects and details when listening to extended speech, if occasionally missing aspects of central message.
 3. Be able to ask for repetition or clarification of specific aural information.

7. COURSE CONTENT:

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

- Introduction into review of simple tenses in present and past
- Oral practice with question formation: a "Find Someone Who" exercise
- Reading practice: read a description of a tourist location
- Listening comprehension practice: watching and listening to travel segment describing a tourist location
- Writing practice: describe your town to a potential visitor
- 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 compound and complex sentence expression
- Oral practice with compound and complex expression
- 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 with compound and complex structures
- Writing practice: jigsaw writing of sentences; pairs collaborate to build a story
- Oral project: tell a story using compound and complex structures
- Listening dictation practice
- Oral practice: record a story for grading

- In-class game: “Add-on story” where students add on a story using compound and complex structures

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

- Introductions of hope and wish conditionals
- Oral practice with hope and wish formation
- Reading practice: read a short excerpt using the target structure and answer comprehension questions
- Listening comprehension practice: Listen to a speech by a recipient of an award using hope and wish
- Writing project: outline and create goals for future using hope and wish
- 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 compound and complex 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 pre-intermediate 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 830 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. (2006). Grammar in Context 2, 4/e. Thomson/Heinle. ISBN 1413007422.

Fuchs/Bonner/Westheimer. (2006). Focus on Grammar 3, 3/e. Pearson Ed/Longman. ISBN 0131899848

Larson Freeman (2000). Grammar Dimensions 2, Platinum Edition, 3/e. ISBN 1413006450

Grammar Texts:

Azar (2003) Fundamentals of English Grammar, 3/e. (black) Pearson Ed/Longman ISBN10: 013013631X

Fuchs/Bonner (2001) Grammar Express. Pearson Ed/Longman. ISBN 0201520737.

Werner/Nelson/Heizer/Church (2002) Interactions 2 Grammar, 4/e. McGraw Hill. ISBN 0-07-233104-6.

Reading Texts:

Benz/Medina. (2006). College Reading 1. Houghton Mifflin. ISBN 0-618-23020-3.

Kirn/Hartman (2002) Interactions 2 Reading, 4/e. McGraw Hill. ISBN 0072481439.

Writing Texts

Folse/Muchmore-Vokoun/Solomon. (2004) Great Sentences for Great Paragraphs, 2/e. ISBN 0-618-44416-5.

Keenan-Segal/Pavlik. (2002) Interactions 2 Writing, 4/e. McGraw Hill. ISBN 0072481439.

Walsh. (2006) College Writing 1. Houghton Mifflin. ISBN 0-618-23028-9.

Reading & Writing Texts:

Dupaquier-Sardinas/Barton. (2003) Northstar Intermediate Reading & Writing, 2/e. Pearson Ed/Longman. ISBN 0201755718.

Sokmen/Mackey (2004). Kaleidoscope 2: Reading & Writing. Houghton Mifflin. ISBN 0-395-85881-X

Reading/Vocabulary Texts:

Butler (2004). Password 2. Pearson Ed/Longman. ISBN 0-13-048467-9.

Clark/Duncan. (1990) Getting A Fix on Vocabulary. ProLingua Associates. ISBN 0-86647-038-7

Howard. (2006) College Vocabulary 1. Houghton Mifflin. ISBN 0-618-23024-6.

Listening/Speaking Texts:

Chan. (2006) College Oral Communication 1. Houghton Mifflin. 0-618-23016-5.

Schmidt/Solorzano (2003) Northstar Intermediate, 2/e. Pearson Longman: New York. ISBN10: 020175570X

Solorzano Frazier (2002) Contemporary Topics 1, 2/e . Pearson Longman: New York. ISBN: 0-13-094853-5

Webster/DiFilippo (1999) So To Speak 2: Integrating Speaking, Listening, & Pronunciation. New York: Houghton Mifflin. ISBN 0-395-87406-8