

**Skyline College**  
**Official Course Outline**

**Date:** May 10, 2007

**1. TITLE:**

ESOL 830: English for Speakers of Other Languages III

6 units, 9 hours per week, with 1 hour by arrangement

Prerequisite: none

Recommendation: Satisfactory completion of ESOL 820, or 821 and 822, or 862 and 872, or equivalent, 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 intermediate students who have studied the grammatical structures in ESOL 820, or 821 and 822, or 862 and 872, or equivalent, and have acquired conversational fluency and basic reading and writing skills. Emphasis is on critical reading, sentence combining, oral exchange, and paragraph writing.

**Schedule of Classes Description:**

For intermediate students who have studied the grammatical structures in ESOL 820, or 821 and 822, or 862 and 872, or equivalent. Emphasis is on critical reading, sentence combining, oral exchange, and paragraph writing.

**4. COURSE JUSTIFICATION:**

Students placing into this course are continuing their study of English as a Second Language. As the third 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):**

A. Writing

1. Show fluency through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

B. Reading

1. Apply reading strategies to texts written in the 6000 high-frequency core words of everyday written English and compose summaries of and responses to that text.

C. Speaking

1. Explain, summarize, and clarify information orally from a source such as a graph, diagram, or map, demonstrating developing oral intelligibility.
2. Report on an event or incident, giving details or reasons and advocating or negotiating for self or others.

D. Listening

1. Comprehend and follow lectures and multi-step oral instructions spoken in standard English at a moderate speed.
2. Identify vital information in a report (e.g. television or radio) inferring emotional content of the spoken message and extracting meaning from idiomatic speech.

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Course is designed to help advanced non-native speakers of English develop integrated language skills appropriate to their level and appreciate cultural and language diversity. Course will consolidate and further develop students' foundation in reading skills, grammar, and the mechanics to prepare them to undertake

the written work in ESOL 840. The focus is on critical reading, syntactic correctness and aptness of expression in sentence combining, oral exchange of ideas, and fluency in paragraph-length discourse.

A. Writing

1. Show fluency through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.
  - a. Write several short compositions in various modes.
  - b. Practice connecting ideas in and between paragraphs.
  - c. Compose grammatically correct sentences using complex joining techniques.

B. Reading

1. Apply reading strategies to texts written in the 6000 high-frequency core words of everyday written English and compose summaries of and responses to that text.
  - a. Read several modes of prose including short stories, novels, and short fiction.
  - b. Use new vocabulary in writing and speech.

C. Speaking

1. Explain, summarize, and clarify information orally from a source such as a graph, diagram, or map, demonstrating developing oral intelligibility.
  - a. Speak before a group on a topic or process.
  - b. Ask and answer questions showing intelligibility and accuracy of message.
2. Report on an event or incident, giving details or reasons and advocating or negotiating for self or others.
  - a. Use correct vocabulary and conversational strategies to express ideas and needs.
  - b. Respond appropriately in group discussions.

D. Listening

1. Comprehend and follow lectures and multi-step oral instructions spoken in standard English at a moderate speed.
  - a. Take notes and organize them.
  - b. Follow instructions in class.
2. Identify vital information in a report (e.g. television or radio) inferring emotional content of the spoken message and extracting meaning from idiomatic speech.
  - a. Listen to and report on information gained from a news clip, film, or TV program.
  - b. Discuss and explain information gathered from aural media.

7. **COURSE CONTENT:**

A. Writing

1. Review of the elements of paragraph form and mechanics
2. Presentation of ideas generated from pictures, reading and basic research
3. Patterns of paragraph organization (description, cause and effect, classification, comparison, general to specific, and definition)
4. Demonstration of skill in using complex sentence structures in these writings

B. Grammar structures

1. Review of the parts of speech, sentence types, tenses and word order covered in ESOL 810 and 820
2. Intensive work in sentence combining (covering adverb, adjective and noun clauses and gerund, infinitive and participial phrases)

C. Reading

1. Phonics, syllabication, and stress placement (review with intensive application to the acquisition of new vocabulary from readings)
2. Affixes and roots (emphasis on grammatical formations)
3. Comprehension of English grammatical structures of intermediate and complex types

4. American English idioms
5. Predicting (pre-reading)
6. Review basic reading skills (skimming, scanning, finding topic sentence, using the dictionary, finding the main idea)
7. Introduction of more advanced reading skills (making inferences, separating fact from opinion, identifying slant or bias, paraphrasing complex ideas, evaluating evidence, finding support for key ideas, distinguishing the general from the specific, comparing arguments, and reading critically)

D. Speaking

1. Careful attention to production of words and phrases with appropriate pronunciation, stress and intonation
2. Strong use of discussion strategies

E. Listening

1. Note-taking activities
2. Listening comprehension activities from textbooks and other sources

**8. REPRESENTATIVE METHODS OF INSTRUCTION:**

Lecture, assigned reading and writing, class participation. Oral work is done in class. Reading and writing assignments are given in class and as homework. Corresponding tapes are available for lab practice.

**9. ASSIGNMENTS:**

Assignments can include the following:

- Paragraph, short composition, and short essay writing
- Grammar exercises and activities
- Oral projects such as group presentations and speeches
- Note-taking activities
- Short research projects
- Book reports
- Journals
- Newsletter writing
- Listening comprehension activities
- Group discussions

**10. EVALUATION OF STUDENT PERFORMANCE:**

Credit/no credit or letter grade option. A grade of C or better means eligibility to enroll in ESOL 840 or its equivalent. A grade of credit is equivalent to a C letter grade.

**11. RECOMMENDED or REQUIRED TEXT(S):**

Reading:

Wegmann & Knezevic (2006). Mosaic 1 Reading, 5<sup>th</sup> ed. McGraw-Hill: Boston. 0-07340639-2.

Writing:

Pavlik & Segal (2006). Mosaic 1 Writing, 5<sup>th</sup> ed. McGraw-Hill: Boston. 0-07353389-0.

Listening & Speaking:

Wegmann & Knezevic (2006). Mosaic 1 Listening & Speaking, 5<sup>th</sup> ed. McGraw-Hill: Boston. 0-07333199-6.

Grammar:

Werner. (2006) Mosaic 1 Grammar, 5<sup>th</sup> ed. McGraw-Hill: Boston. 0-07340641-4.