

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

April 30, 2008

**1. TITLE**

ESOL 800: English for Speakers of Other Languages - Novice  
Variable units 1-3, minimum 16 lecture hours per unit  
Prerequisite: none

**2. COURSE CLASSIFICATION**

Credit course not applicable to the Associate Degree.

**3. COURSE DESCRIPTIONS**

Catalog description: For entrance-level nonnative English speakers seeking communication skills for studying in an American educational system and living in an American community. Practice in reading, writing, grammar, listening and speaking. (Units do not count toward the Associate Degree.)

Schedule of classes description: For entrance-level nonnative English speakers. Reading, writing, grammar, listening, speaking skills for studying in an American educational system and living in an American community. (Units do not count toward the Associate Degree.)

**4. COURSE JUSTIFICATION**

The course is for nonnative speakers of English who are new to the American higher education system and/or are weak in language skills (scoring low in the placement test). It may also be offered off campus as an introduction to the academic ESOL program at Skyline. It offers opportunities for students to learn the basic skills of studying and communicating in English. It can be used as a preparatory level for the existing five-level sequence, or it can be a stand-alone course offered in the community or workplace. The variable levels allow for flexibility in course settings to best match community needs.

**5. STUDENT LEARNING OUTCOMES**

- a. Speaking: Give personal information and descriptions, make simple requests, and participate in simple conversations.
- b. Listening: Comprehend and respond to requests and participate in simple conversations.
- c. Reading: Read simple instructions and scan for important information.
- d. Writing: Fill out forms, write a short description, and give personal information.

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES**

- a. Speaking: Give personal information and descriptions, make simple requests, and participate in simple conversations.
  1. Give ample practice in dialogues, scenes, and guided conversational practice.
  2. Rubric-graded speaking tasks focusing on intelligibility and appropriateness of language.
- b. Listening: Comprehend and respond to requests and participate in simple conversations.
  1. Give ample practice listening to modified and authentic English (tape or CD)
  2. Listening comprehension assessments
- c. Reading: Read simple instructions and scan for important information.

1. Introduce vocabulary and reading strategies to read simple texts.
2. Vocabulary and reading assessments and extended writing
- d. Writing: Fill out forms, write a short description, and give personal information.
  1. Give patterns and templates for creation of various writing activities
  2. Use writing extension activities to assess progress.

## **7. COURSE CONTENT**

This course is a basic foundational course to the academic sequence of ESOL and as such, provides introduction to many topics including the following:

- conversational strategies
- basic vocabulary related to school, work and home
- parts of speech and basics of verb tense
- descriptions (adjectives, numbers, etc.)
- language to talk about people's jobs, habits, and routines
- listening practice and strategies
- pronunciation
- writing conventions

## **8. REPRESENTATIVE METHODS OF INSTRUCTION**

Lecture, class discussion and small group work engage students in interaction with the instructor and each other in class. Assignments include text-based exercises, text and outside reading, process writing, projects and lab work. Some assignments are in-class; others are for homework.

## **9. ASSIGNMENTS**

Assignments will enhance students' awareness of own phonemic and conversational production by means of any or all of the following:

- student voice recordings (digital or analog)
- text exercises
- class presentations
- out-of-class interviews
- in-class recitation and enactment of scenes and dialogs
- modified readings and comprehension questions

## **10. EVALUATION OF STUDENT PERFORMANCE**

Letter grade or credit/no credit grade option. Methods of evaluation can include quizzes and tests in reading comprehension, vocabulary acquisition, grammar review, listening comprehension, and speaking.

## **11. RECOMMENDED TEXT(S)**

Interaction Access: Reading/Writing, Silver edition, McGraw-Hill, 2007

Interactions Access: Grammar, Silver edition, McGraw-Hill, 2007

Interactions Access: Listening/speaking, Silver edition, McGraw-Hill, 2007