

**SKYLINE COLLEGE
OFFICIAL COURSE OUTLINE**

Date: Fall 2006

1. Title:

ESOL 811

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I (FIRST HALF)

Units: 3 units.

Hours: Four lecture and one lab hour per week.

Course Prerequisite: None. Recommended: Appropriate skill level as indicated by ESL placement testing and other measures as necessary.

2. Course Classification: Credit course NOT applicable to the Associate degree.

3. Course Descriptions:

Catalog Description: Designed to be taken before or after ESOL 812, this course is for beginning non-native speakers of English who need to develop fluency in the basic structures of English and who place in ESOL 811 by examination. Emphasis is on reading, grammatical structure acquisition, oral interaction, and writing. This course is equivalent to the first half of ESOL 810.

Schedule Description: This course is for beginning nonnative speakers of English who need to develop fluency in the basic structures of English and who place in ESOL 810 by examination. Emphasis is on reading, grammatical structure acquisition, oral interaction, and writing. This course is equivalent to one half of ENGL 810. Plus one hr/wk by arrangement.

4. Course Justification: The first in a series of courses for ESL instruction, this course introduces students to academic English and prepares them for subsequent courses in the program.

5. Student Learning Outcomes:

Upon completion of ESOL 810, students will be able to

- I. Writing
 - a. Write a group of related sentences which tell a story using simple structures.
- II. Reading
 - a. 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.
- III. Speaking
 - a. Sustain a short conversation which shows control over questions, short answers, positive and negative statements, and basic intelligibility and phonemic awareness.
- IV. Listening
 - a. Follow two- and three-step instructions and understand simplified, scaffolded lectures in a familiar context.

6. Course Objectives: The course will help beginning non-native speakers of English develop integrated skills appropriate to their level and an awareness of differences between their native language and English. They will learn skills which are necessary to advance their study, including comprehending and communicating in simple structures in spoken and written English. A sensitivity to linguistic and cultural differences facilitates learning. This is the first half of the first level in a sequence of five levels of integrated skills courses.

7. Course Content: The following areas form the core of instruction:

A. Reading

1. Phonics, syllabication, and stress placement (basic rules)
2. Guessing meaning from context
3. Meaning of conjunctions and punctuation
4. Skimming for main ideas (topic sentence, main idea rephrased details) and scanning
5. Word attack skills (word families, suffixes, prefixes, roots, word categories)
6. Study skills (following instructions, using the dictionary)
7. Vocabulary acquisition

B. Grammar structures

1. Beginning grammar structures (the verb “be,” there is/there are, questions, simple present, present continuous, simple past, used to, past continuous, present perfect, can/could for ability, count/non-count nouns, adjectives, adverbs of manner, pronouns, possessives,
2. The simple sentence (basic structures, qualifying and modifying elements)

C. Writing

1. Presentation of information or activities from personal and cultural experiences in short discourse
2. Short descriptions and written responses to simple prompts using basic language.

D. Listening

1. Comprehension of standard American speech as presented in authentic media.
2. Ability to follow simple oral instructions and respond to questions about personal likes and dislikes, job and family, and daily activities or plans.

E. Speaking

1. Ability to respond to questions about personal likes and dislikes, job and family, and daily activities or plans.
2. Improved clarity of pronunciation and attention to accuracy of language production in speech.
3. Oral formation of questions, affirmative and negative statements, and requests.

8. Method 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 and supplemental lessons are available for lab practice. One hour of lab time is required for each four hours of lecture.

9. Assignments

Refer to course syllabus.

10. Suggested Texts

Blass/Pike-Baky (2002). Interactions 1 Writing. 4th ed. McGraw Hill: New York.

Hanreddy/Whalley (2002). Interactions 1 Listening/Speaking. 4th ed. McGraw Hill: New York.

Wegmann/Knezevic (2002). Interactions 1 Reading. 4th ed. McGraw Hill: New York.

11. Methods of Evaluating Student Performance: Grade option of letter grade or credit/no credit.

A letter grade of C or better or a Credit in both ESOL 811 and 812 makes the student eligible to enroll in ESOL 820 or 821/822.