

**SKYLINE COLLEGE  
OFFICIAL COURSE OUTLINE**

**Date:** Fall 2006

**1. Title**

**ESOL 822**

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES II (SECOND HALF)**

**Units:** 3 units.

**Hours:** Four lecture hours and one lab hour per week.

**Course Prerequisite:** None. Recommended: Satisfactory completion of ESOL 810 or both 811 and 812, or appropriate skill level as indicated by ESL placement test 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 821, this course is for intermediate students who have studied the grammatical structures, basic reading skills, and elements of writing in ESOL 810, or 811/812, or ENGL 861 or 871. Emphasis is on developing reading competence and oral and written fluency in the more complex structures of English. This course is equivalent to the second half of ESOL 820.

**Schedule Description:** Designed to be taken before or after ESOL 821, this course is for pre-intermediate students who have studied the grammatical structures, basic reading skills, and elements of writing in ESOL 810 or 811/812. Emphasis is on developing reading competence and oral and written fluency in the more complex structures of English. This course is equivalent to one half of ESOL 820. Plus one hr/wk by arrangement.

**4. Course Justification:**

The second in a series of courses for ESL instruction, this course prepares students for ESOL 830 or ESOL 831/832.

**5. Student Learning Outcomes**

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. Course Objectives:** Course will help pre-intermediate non-native speakers of English develop integrated language skills appropriate to their level and understand cultural and language differences. They will review grammatical structures and reading and writing skills studied in ESOL 810, 811/812. They will continue these studies in greater depth and complexity. At the end of the course, they should be able to use all tenses appropriately (in the active and passive) in the construction of various forms of simple sentences and to start writing compound sentences. This is the second half of the second level in a sequence of five levels of integrated skills courses.

#### 7. Course Content:

##### A. Reading

1. Phonics, syllabication, and stress placement
2. Guessing meaning from context
3. Understanding reading structure (paragraph form, main idea, outlines)
4. Skimming for main ideas and scanning for details
5. Understanding inferences
6. Vocabulary (word families, suffixes, prefixes, roots)
7. Study skills (following instructions, using the dictionary)
8. American English idioms

##### B. Grammar structures

1. Review of grammatical structures covered in ESOL 810
2. Contrastive study of different tense aspects in active and passive voice
3. Continued study of more forms of modals, phrasal verbs, infinitives, and gerunds
4. Reflexives, causatives, correlatives.
5. Hypothetical language and conditionals
6. Participial adjectives

##### C. Writing

1. Presentation of opinions, descriptions, causes and predictions, similarities and differences and arguments
2. Construction of simple, compound, and complex sentences.
3. Use and meanings of transitions.

##### D. Listening

1. Comprehension of excerpts of contextualized stories in audio or film format
2. Comprehension of short dictations and lectures.
3. Listening for main ideas
4. Listening for details.

##### E. Speaking

1. Conversational strategies for complex interactions
2. Polite requests, accurate questioning, follow-ups to questions and conversation
3. Accurate oral delivery of directions, advice, and information.

**8. 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 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 2 Writing. 4<sup>th</sup> ed. McGraw Hill: New York.

Hanreddy/Whalley (2002). Interactions 2 Listening/Speaking. 4<sup>th</sup> ed. McGraw Hill: New York.

Wegmann/Knezevic (2002). Interactions 2 Reading. 4<sup>th</sup> 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 821 and 822 makes the student eligible to enroll in ESOL 830 or 831/832.